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ABSTRACT

This publication summarizes the history and evolution of the Group Plan of the Claremont Colleges, a consortium of six small independent colleges in southern California. The Claremont Colleges include Pomona College; Harvey Mudd College; Scripps College; Pitzer College; Claremont McKenna College; and Claremont Graduate School. The Group Plan, the vision of Pomona College's early president James A. Blaisdell, is the organizational structure that brings these institutions together so that, while they maintain the characteristics of the small college, they also gain the advantages of a large university. The main section recounts the origins and evolution of the Colleges and the Group Plan and includes descriptions of southern California in the late 1800s; the founding of Pomona College; first formulations of the Group Plan; establishment of the Central Coordinating Corporation in 1925; the founding of Claremont Graduate School and Scripps College; the group's evolution during the 1920s and 1930s; the war years; founding of Claremont McKenna College; acquisition and holding of land; library development; affiliated institutions; addition to the group of Harvey Mudd College; the 1950s and 1960s; the addition of Pitzer College; intercollegiate committees and the Claremont University Center; and developments to the present. Closing sections briefly summarize lessons of the past and look at future challenges; list the colleges, presidents and administrators; and present a timeline of milestones in the Group Plan's development. (Contains endnotes and five references.) (JB)

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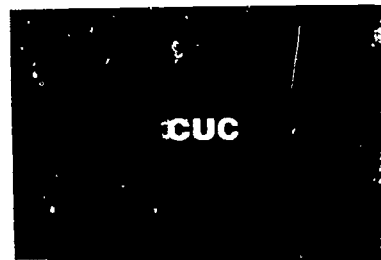
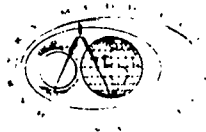
Claremont
University
Center



The
Claremont
Graduate
School



CLAREMONT MCKENNA COLLEGE



Harvey Mudd College

Scripps
College

Pitzer
College

CUC

CGS CUC

Claremont
McKenna
College

Pomona College



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A BRIEF HISTORY OF

THE GROUP PLAN OF THE CLAREMONT COLLEGES

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INTRODUCTION

The Claremont Colleges, a consortium of six small, independent colleges, located on adjacent campuses and sharing joint facilities and services, represents an evolving idea that has been imitated in the United States, but has not been duplicated.

Each of the academic members of The Claremont Colleges—in order of founding: Pomona College, The Claremont Graduate School, Scripps College, Claremont McKenna College, Harvey Mudd College, and Pitzer College—has developed its own identity, which is expressed in every respect from distinctive academic emphasis to architectural design and social climate. Each has gained national prominence as a highly-regarded institution of higher education.

It is the Group Plan, however, that gives The Claremont Colleges its unique and creative character. Six small colleges on adjacent campuses and a coordinating institution (Claremont University Center) afford the best of two worlds: collegial communities of personal, human scale where the value of teaching has not been forgotten in the quest for academic distinction, and the university-scale facilities and opportunities of one of America's great centers of learning.

Several distinct attributes characterize the Group Plan. As the pioneer in the United States of the "cluster" or "group" plan of organization, the colleges have demonstrated repeatedly the ability to "reproduce themselves." With thoughtful deliberation and vision, additional colleges have been created to serve new generations of students with distinctive academic programs and to strengthen the group as a whole. Each new college was established on land adjacent to the existing colleges and was expressly founded to be a member of the group. The colleges' academic programs are characterized by a free and flexible interchange of students and faculty between and among campuses. And a central coordinating institution offers a wide range of programs and services.

The Claremont Group Plan was born as the dream of a single man, James A. Blaisdell, president of Pomona College from 1910 to 1928. He and his colleague and assistant, Robert J. Bernard, drafted the plans and enlisted the support to make the dream a reality. During a period when Pomona College was experiencing pressures to expand beyond its small size, Dr. Blaisdell asked the essential question: Is it not possible to greatly improve higher education in this country by

developing centers of learning that combine the special virtues of the small college and the advantages of the large university? Dr. Blaisdell became convinced that the "Oxford" model was adaptable to the needs of Pomona College and the growing Southern California area. In 1925, with the establishment of a central coordinating institution and its graduate programs, and Scripps College, which soon followed, the Claremont Group Plan was born. During the next four decades, three more undergraduate colleges were added to the group.

Although the idea of the Group Plan arose from a singular vision, its evolution was, and remains, a complex expression of the hopes, ambitions, and dreams of many gifted and capable individuals. The Group Plan of The Claremont Colleges is the result of shared experimentation, competition, cooperation, occasional disagreement, good will, and dedication to excellence.

Through the years there have been three constants in the consortium:

- *Each member maintains its own identity, having a distinct curriculum, student body, social climate, faculty, administration, governing board, endowment, and academic emphasis.*
- *The members are bound closely together by physical proximity, course cross registration, shared services, and constant intellectual and social interchange across campus boundaries.*
- *Each member, no matter how strong or comprehensive, benefits through its membership in The Claremont Colleges.*

The individual identities of the members of The Claremont Colleges create an atmosphere of diversity not open to conventional universities. At the same time, the colleges are grounded in common educational philosophies: freedom of thought and expression; liberal arts blended with more specialized training and practical application; high academic standards; a residential community; and intimate size enabling close relationships among students, among faculty, and between the two groups.

The sacrifices inherent in such a Group Plan are modest compared to the benefits that accrue to every constituency: to faculty members, who teach in a small college setting while enjoying frequent interchange with a relatively large number of scholars in their own and other fields; to students, who enjoy close faculty-student relationships and the social environment of a small college



community while having access to a total faculty numbering more than 500; and to college administrators, who appreciate the economics and value-added benefits of sharing resources such as a 1.7-million volume library system, common student health and counseling services, and a shared campus security department. The colleges have shown their belief in the benefits of the Group by vigorously assisting each new college in its formative years.

The Group Plan of The Claremont Colleges is now in a position of enviable strength. The six institutions are financially sound and their national

reputations, individually and as a group, achieve new heights each year.

The pages that follow summarize and celebrate the evolution of the Group Plan of The Claremont Colleges, chronologically from the founding of five new institutions during the span of four decades (1925-1963) to its current organization. The Group now has prospects for new members, continuing into the 21st Century Dr. Blaisdell's dream and the vision of the many who have followed.

**Aerial view,
The Claremont
Colleges.**

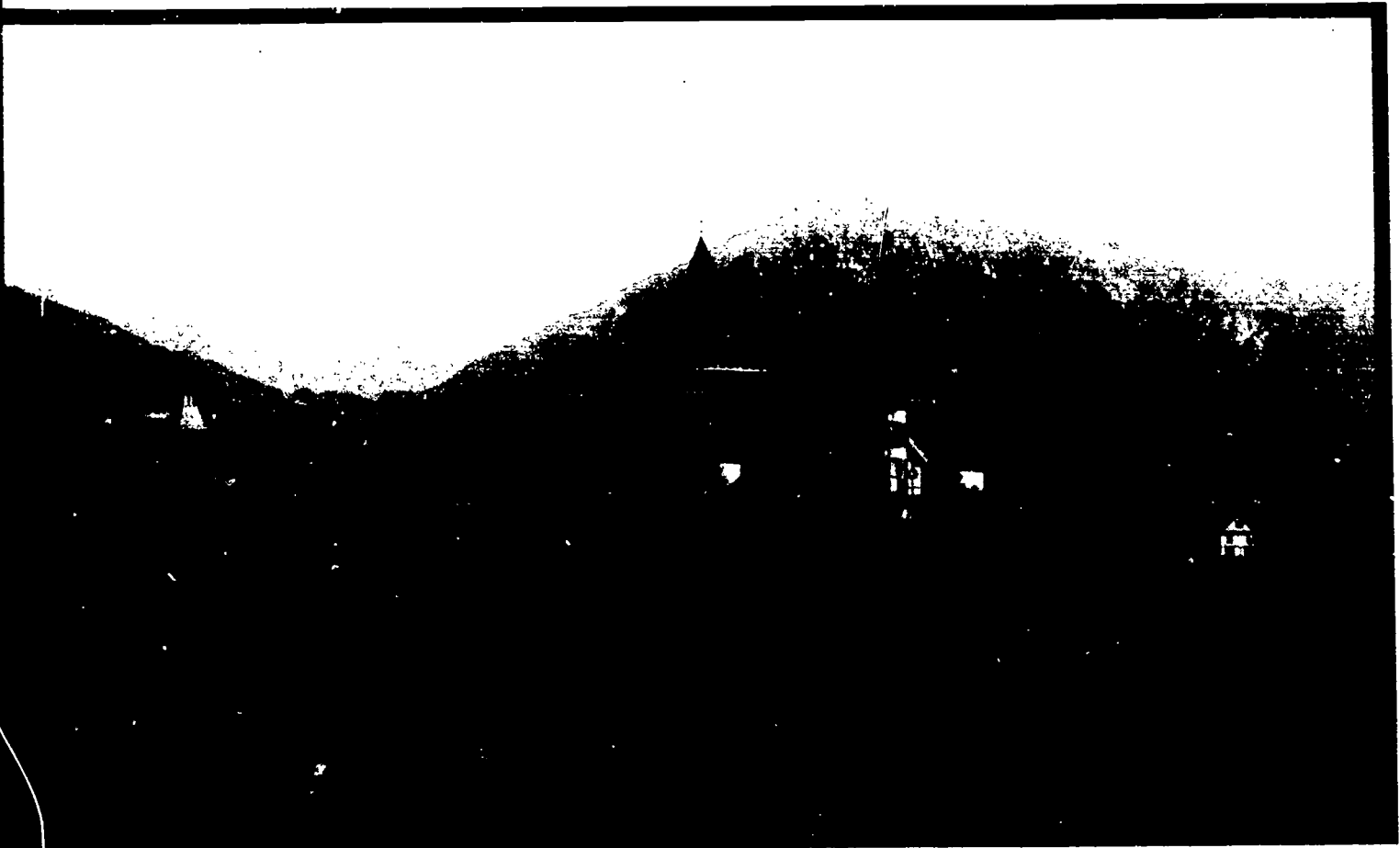
ORIGINS AND EVOLUTION



SOUTHERN CALIFORNIA IN THE LATE 1800S

As the great cattle *ranchos* of the Spanish era declined in the 1860s, interest in agriculture, especially citrus, increased. In the 1870s, a thriving citrus industry took hold. Word of the special nature of southern California began to spread eastward. The Southern Pacific opened a railroad line between San Francisco and Los Angeles in 1876, and the Atchison, Topeka and Santa Fe entered Los Angeles from the Middle West in 1885. From 1880 to 1890, the population of southern California nearly tripled, causing an incredible boom in the value of land. The Claremont Colleges consortium is a product of what was in the early years of the Group Plan a distinctive environment created by these economic and cultural changes that were transforming southern California.

Among the early immigrants from the East were members of a number of well-established Protestant denominations with long traditions of founding churches and colleges. It was in this context, with a heady economic boom promising good fortune for southern Californians, that Pomona College was founded.



JAMES ARNOLD BLAISDELL - THE FOUNDING VISION

President, Pomona College, 1910 - 1928
President, Claremont Colleges, 1925 - 1935

**Holmes Hall (left)
and Sumner Hall,
ca. 1900.**

James Arnold Blaisdell seemed destined from birth for a career in a college environment. Born and raised across the street from Beloit College, in Beloit, Wisconsin, where his father was a long-time professor of philosophy, Blaisdell himself attended Beloit. After graduating in 1890, he spent two years in preparation for the ministry at Hartford Theological Seminary. The year 1882 witnessed his ordination as a Congregational minister, the start of his first pastorate - at a church in Waukesha, Wisconsin - and his marriage to Florence Lena Carrier.

He thoroughly enjoyed the ministerial calling, but after eleven years, the lure of academia became too strong to ignore. He returned to Beloit College as college pastor, librarian, and professor of Biblical literature and ancient Oriental history.

In 1910, his wide experience came to the attention of the Pomona College board of trustees, who were then searching for a new president for the college, and he was invited to visit the campus.

As Blaisdell would write in his autobiography, he was then "hungering for a renewal of those constructive tasks in society" which he had experienced as a pastor. "I wanted to be a builder and to have a larger right of way to that end." He saw the presidency of Pomona College as just such an opportunity, and when the post was offered to him, he accepted.

The student publication, *Metate*, said: "We felt then that the right man was coming to us, but we felt it more that first morning when we rushed him into a double seater and away from the old station, half a hundred fellows pulling the rope for all they were worth and breaking the Claremont speed ordinance. We felt it at the reception, and after the opening chapel address we had no doubt, he had our hearts."

POMONA COLLEGE¹

Established in 1887 by Congregationalists, the college's first home was in the city of Pomona. Instruction began in 1888, with a faculty of six, 27 students in the pre-college "preparatory department," and three students in the "collegiate department."

The new college was founded at what proved to be the worst—and the best—possible moment: the sudden collapse of the 1880s land boom. The college found itself in unexpected financial straits, as the donors on which it had been depending lost much of the value of their investments. However, the failure of the land-speculating boom led a group of developers to donate to the college the newly completed, never occupied, and practically valueless Hotel Claremont—known to later generations of Pomona College students as Sumner Hall—and 260 additional lots of land.

Possession of the hotel prompted the college to move to its current home in Claremont in December 1888. The land provided space in which to expand and a modest source of income. Purchases and gifts of land to be held in reserve for future expansion became an established theme that runs strongly throughout the history of the Claremont Colleges group.

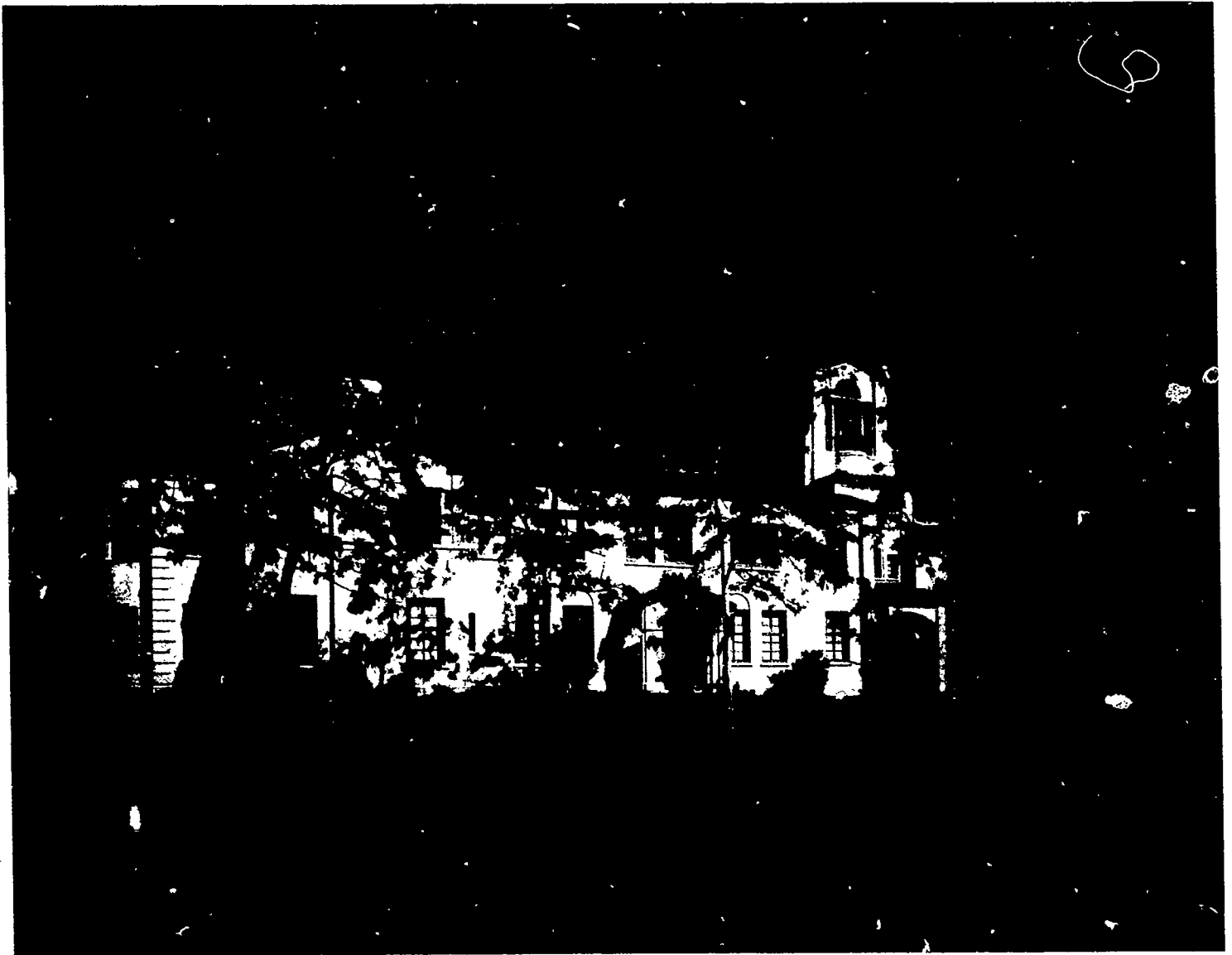
The quality and enthusiasm of the initial faculty earned an excellent reputation for the young college. The college emerged from severe financial difficulties in the mid-1890s to a position of greater strength, partly as a result of gifts but largely because of the dedication of able faculty members, presidents, and trustees—Charles Sumner, George Marston, Nathan Blanchard, President George Gates, Dean Edwin Norton, Professors Frank Brackett and Phebe Estelle Spalding, to name a few.

The decade between 1899 and 1908 saw the construction of half a dozen major buildings. By 1908, the student body was 507, of whom 60 percent were in the "collegiate department." A faculty of 38 taught in 21 departments of instruction. But the college was still in debt, with an uncertain future.

The Presidency of James A. Blaisdell

James Arnold Blaisdell, a Congregational minister and professor at Beloit College, Wisconsin, became president of Pomona College in 1910. In his inaugural address, he stated his belief that a college of 700 students would be most conducive to "securing an environment sufficiently large to make the strongest pull upon the different sides of personality, offer range and opportunity of friendship," and yet still retain "that close and intimate personal influence which is the glory of the smaller colleges."

His presidency was marked by dramatic expansion of facilities and fund-raising efforts that virtually eliminated fears for the college's long-term survival. Within 11 years, Dr. Blaisdell, always the builder, more than quadrupled the resources of Pomona. However, new external pressures were emerging. By 1919, the college, now dedicated exclusively to post secondary education, had an enrollment of 685—a number that was taxing its facilities and resources. Between 1920 and 1926, the population within sixty miles of Claremont doubled. As President Blaisdell later wrote, "The region about Pomona College received one of the most amazing treks of new population which had ever in the world's history centered upon so limited an area. A million people moved with the mass and speed of a human avalanche into the territory which Pomona College had set itself to serve." It was soon turning away two out of three students applying for admission. "We are greatly perplexed," Blaisdell wrote at the time, "as to how to care for the large numbers coming to us. . . . Should Pomona remain a small college in the face of overwhelming applications for admission, or should it become what



**Sumner Hall,
Pomona College,
1993.**

used to seem the only alternative, a great university with its overwhelming crowds in attendance?"

It was in this context in the early 1920s, with Pomona in a stronger position financially but experiencing great pressure to expand beyond its small-college character, that Dr. Blaisdell first proposed the development of a group system of small colleges. Thereafter, though Pomona College retained its distinctive character and enhanced its reputation, its future was inextricably intertwined with the Group Plan and with the new institutions that the plan engendered.

THE GROUP PLAN: A NEW CONCEPT IN HIGHER EDUCATION²

"This building is a symbol of a house not made with hands wherein shall dwell the spirit of truth, justice, and comradeship."

ELLEN BROWNING
SCRIPPS
*at the dedication of
Harper Hall*

[My hope is] "that undifferentiated university, we might have a group of institutions divided into small colleges — somewhat on the Oxford type — around a library and other utilities which they would use in common. In this way I should hope to preserve the inestimable personal values of the small college while securing the facilities of the great university. Such a development would be a new and wonderful contribution to American education."

JAMES A. BLAISDELL
1923

In 1923, Blaisdell wrote to Ellen Browning Scripps, "I cannot but believe that we shall need here [in southern California] a suburban education institution of the range of Stanford. My own very deep hope is that instead of one great, undifferentiated university, we might have a group of institutions divided into small colleges—somewhat on the Oxford type—around a library and other utilities which they would use in common. In this way I should hope to preserve the inestimable personal values of the small college while securing the facilities of the great university. Such a development would be a new and wonderful contribution to American education."

Blaisdell suggested to the trustees that "the advantage of close relationships between students and between students and faculty might perhaps be preserved by the developing of a group system." Professor Frank Brackett discussed Blaisdell's suggestion. "Each college was to be a separate autonomous institution, but the group of colleges would be united in one organization having three rather distinct functions: first, that of a federation uniting the component units in a joint body for ownership of land and other property and for control of common interests; second, that of providing and directing divisions of work belonging to the group as a whole, such as a great library, a school of education, and a health service for all; third, that of an advanced school, primarily for graduates but not for them alone."

There were, Brackett noted, "a considerable number, who did not like the idea. Faculty and alumni were divided. Some of the alumni especially did not favor it. Would not Pomona be submerged in the larger organization? Would not much of the interest and support that went normally to Pomona be diverted?" One distinguished educator commented, "Do not do it; Pomona's record and

standing in the Southwest is unique and enviable. You have the opportunity to establish here a small college of the very first rank. Such a goal is more worthwhile, and more truly a fulfillment of its original *raison d'être*."

In the end, moved by Blaisdell's appeal and believing it likely to be a boon for Pomona College, the board approved the idea of the collegiate group.

An alumnus addressed the most important issues for Pomona College: "In the next few years Pomona will have to make a definite choice. Shall Pomona retain for all time the size and coherence of a small college or shall she swell into one more drab university of the usual American type. . . ? Or shall she dare to be original and strive to develop a new and better organization that will combine the advantages without the disadvantages of both the old forms? Now it is obvious that such a plan bristles with difficulties. It can be made to succeed only by a group of men and women who believe in its possibilities and will patiently seek the goal through decades of effort. These devoted spirits will have to resist continually the common American passion for seeking the easiest course and the utmost simplicity. . . . The start must be made in such a way as to commit Pomona definitely to the broad outlines of the plan. The only way to accomplish this would seem to be *to walk boldly out into the sagebrush and stake out college number two.*"

In early 1924, the trustees charged a committee with the "duty of studying the future organization of this institution and such matters as may be involved in any form of reorganization." Miss Ellen Browning Scripps designated a gift for the purchase of 250 acres around the Indian Hill Mesa, north of Foothill Boulevard. This gift, plus other land purchases and exchanges south of Foothill Boulevard, created a resource for future development.

In 1925, the Pomona College Alumni Association resolved: "Whereas President Blaisdell has envisioned a plan of a group of small colleges, each with its own individuality and charm, but all with the high standard and ideals of Pomona, be it resolved . . . that we heartily approve the principle of a group of small colleges centering around and multiplying our Pomona; and we do enthusiastically reaffirm our faith in the President of our College, in its trustees and faculty, and their ability to unfold to success the plans for progressive Pomona."⁴

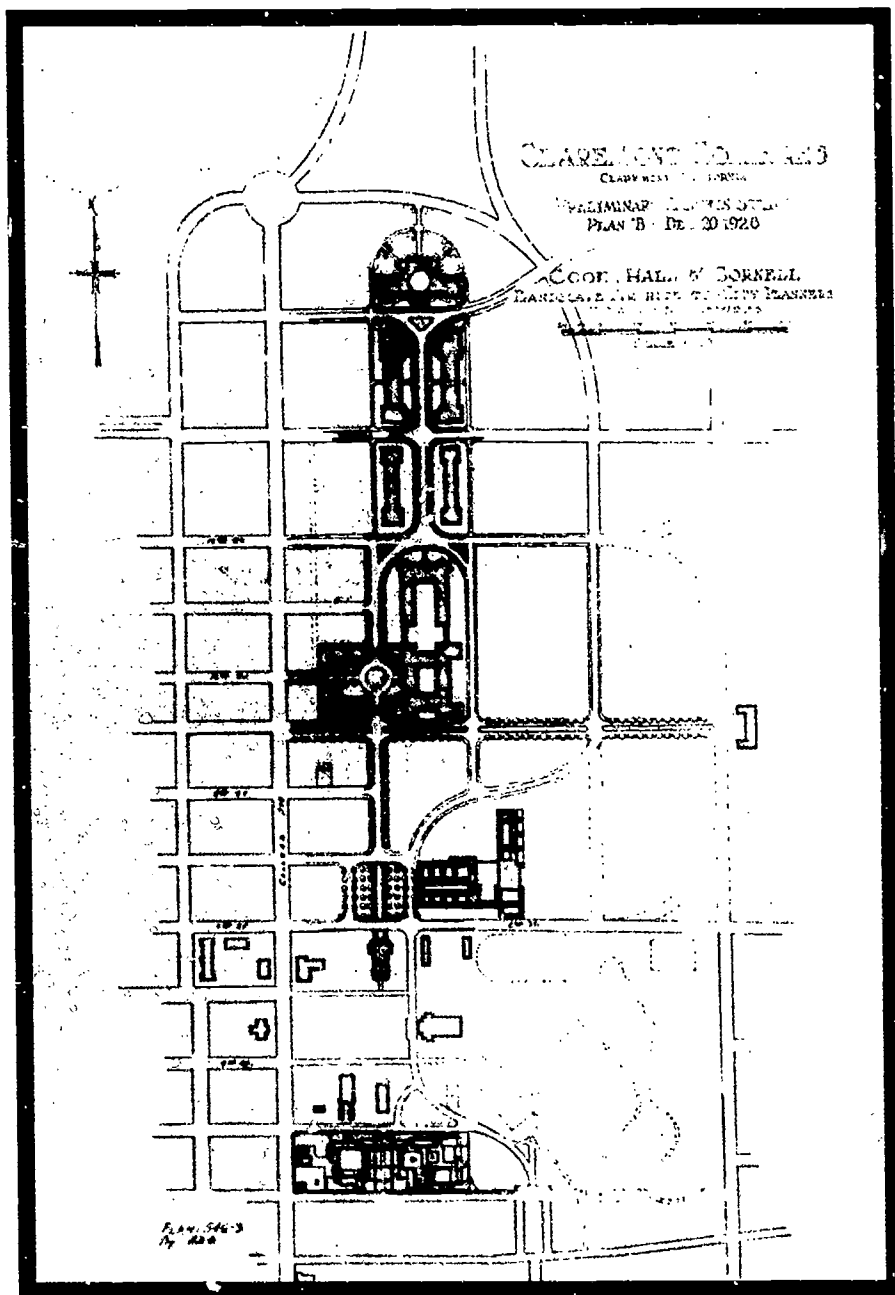
Blaisdell committed his vision of the collegiate consortium to writing. "The institutions should be distinctly and wholly separate, the administration of each to consist of a board of

trustees and a faculty, with their typical powers. While these various college corporations should be separate one from another, they should be held to common standards and to loyal cooperation. . . . It has been suggested that jealousies might arise between these institutions, to the serious loss of the interests of all. But on the other hand, it is urged that it is quite as likely that a stimulating competition will thus be encouraged. It is suggested that the institutions should not be of the same size. . . . Inevitably they will come to emphasize different values, and varying traditions will grow up. It is to the great advantage of this proposed plan that it will encourage intramural competitions and activities of all sorts."

As to the central coordinating corporation, Blaisdell wrote, "For the purpose of holding these colleges to a community of interest, it has been suggested that one college be organized on special lines, with the purpose that it shall serve as a general clearing house of the interests of the various other colleges and as an instrument of their mutual service, and that its organization be carefully formulated so as to gather up the enthusiasms and loyalty of the other colleges." Among the functions that he suggested for such a central corporation were graduate-level instruction, summer school activities, and joint services and facilities.

He added, "It seems to be generally accepted in any such hypothetical scheme that the various colleges should interchange their academic facilities of all sorts to the largest possible degree, so that every college may profit by the offerings of every other college; but this facility of exchange should not operate to prevent each college from having its special requirements and achieving its particular individuality. The whole effort should be distinctly against that of securing uniformity; rather the ideal should be that of differing personalities joined in a common enterprise."

"While we are located in a new country, where conditions are plastic, we nevertheless are surrounded by a great and increasing population which is singularly interested in intellectual values. [Pomona] is located in a somewhat isolated spot and in a sympathetic community where we have an unusual chance to formulate our own program under the conditions of a residence institution. At no great distance from us we have sufficient financial means and persons deeply interested in unselfish benevolence. We already have a college of honorable name, singularly permeated with democratic spirit and practices. . . ."



Landscape architect's preliminary proposal for The Claremont University Center and Graduate School.

THE CENTRAL COORDINATING CORPORATION

"We are relying wholly upon the forces of mutual interest and goodwill as the chief elements."

JAMES A. BLAISDELL
1930

The central coordinating corporation³ (hereafter referred to as Claremont University Center or CUC, though it has possessed several official titles over the years) was incorporated on October 14, 1925 (the thirty-eighth anniversary of the founding of Pomona College) when Robert J. Bernard (Pomona College, '17) filed the papers in Sacramento. Bernard described it as "a noble act of faith, for the new institution had almost no capital funds, yet it had a distinguished board and chairman who were not afraid to build on a great idea. The Group Plan, the first of its kind in the United States, struck fire." So the Group began, without a constitution or other formal document of organization by the express wish of Blaisdell, "who felt that decisions should be taken in the light of future needs and opportunities."

In October 1925, Miss Scripps announced her gift of 250 acres of land to implement the Group Plan. Miss Scripps' gift gave "wings to the whole future plan."⁶ At its organizational meeting in December 1925, the CUC Board of Fellows chose Blaisdell as its head fellow (president), Seeley W. Mudd as chairman, William L. Honnold as vice chairman, and Robert J. Bernard as secretary.

Initially, four functions were proposed for CUC:

- *To initiate the founding of new colleges and to determine the conditions under which individual colleges may become and remain members of the group.*
- *To conserve, enlarge, and strengthen the central physical facilities.*
- *To enrich the instructional, intellectual, and environmental opportunities available to all students in Claremont through advanced (post-baccalaureate) study.*
- *To serve as a coordinating agency, both educationally and financially, for the group.*

The consensus was that CUC would not operate with the highest degree of effectiveness until the group included three colleges at least. Planning was underway for Scripps College as the second undergraduate member of the Group. For a third undergraduate college, the committee proposed a residential college for men with an emphasis on business and economics within a liberal arts framework. However, the Depression and the Second World War would delay the founding of Claremont Men's College (now Claremont McKenna College) by an unexpectedly large span of years.

Blaisdell resigned from the presidency of Pomona in 1928. He gave full time to Claremont University Center and moved its administrative offices to a rented house at 818 North College Avenue, a move that helped to establish an identity of its own. A gift from Miss Scripps, combined with gifts from other sources, made possible the construction of an academic and administrative building for CUC, named after founding board member Jacob C. Harper. At Harper Hall's dedication in 1932, George W. Marston, a member of the CUC Board of Fellows and chairman of Pomona College's Board of Trustees, emphasized that the building represented "the inherent idea of the [Group], the idea of a voluntary unity in an association of colleges and a use in common of certain advantages afforded by a central institution."

Early Joint Services

In addition to academic cooperation, one of the primary reasons for locating a number of small colleges on adjoining campuses and creating a central corporation was to achieve the benefits from jointly-funded, shared programs, services, and facilities. In many cases, these are more extensive and comprehensive than a single small college could provide for its students. The Libraries of The Claremont Colleges (to be described in a later section) are undoubtedly the most dramatic example of the advantages of such cooperation, but they are not alone.

Very early, some business functions were transferred from Pomona to CUC. Next, the colleges organized a joint student health service. From 1930 through 1932, CUC embarked on an extensive building program. One of the least dramatic but important projects was the central heating plant, originally located at the east end of Marston Quadrangle, then relocated to First Street to make room for Mabel Shaw Bridges Auditorium.

Since its dedication in 1932, the 2500-seat Bridges Auditorium has been an important centralizing force in the Group Plan as a site of many joint convocations, baccalaureate services, and other events.⁷

Over the years, the combined efforts of the group have provided numerous support services that meet one or more of the following criteria: the central service (1) is less expensive than if done on

a campus-by-campus basis (for example, Campus Security), (2) is more extensive than could be provided by an individual college (for example, the Libraries and Huntley Bookstore), and/or (3) creates an advantage of scale in negotiation with outside suppliers (for example, employee health benefits, insurance, utilities). The current central corporation is described in a later section on intercollegiate committees and Claremont University Center.



Dr. Blaisdell's house at Ninth Street and Dartmouth Avenue (currently: Institute for Antiquity and Christianity).

THE CLAREMONT GRADUATE SCHOOL⁸

"The questions Blaisdell raised and the problems he foresaw remain vivid today. Now as then, the question is whether the participant colleges and their members have the will to make the Plan work. Have we the vision, the mutual commitment, the capacity for constructive compromise and the spirit of forbearance required by such a complex venture? And have we the will to move forward to the next new venture?"

JOHN D. MAGUIRE
*President
Claremont University Center
and Graduate School
1981-present*

The adoption of the Group Plan secured a place for graduate work in Claremont as one of the functions of the coordinating corporation. Early on, Scripps and Pomona faculty taught graduate courses, but the graduate program also engaged some faculty of its own (a move which was contrary to Blaisdell's own vision of the graduate program). Today, the graduate programs of CUC are called The Claremont Graduate School (CGS).

That the central corporation included a graduate school raised an interesting question regarding the granting of degrees in the group. It was generally recognized that each of the colleges, including CUC, would grant degrees in its own name. The question was what degrees should CUC confer, and on what basis. The solution and current practice is that each undergraduate college confers the bachelor's degree and The Claremont Graduate School confers the master's and doctoral degrees.

Graduate instruction began in the 1920s with a few master's candidates and students seeking teaching credentials.⁹ Growth of the graduate program was hindered by the financial stresses of the early thirties and the Second World War, but the dream of a quality program persisted in the minds of trustees and members of the undergraduate and graduate faculty. In the period after the war to 1970, the dreams were realized; it was a time marked by growth, maturation, and stability. From 1970 to the present, The Claremont Graduate School (CGS) has grown considerably in the size of its faculty and student body, developed innovative curricula in many areas of academic endeavor, and gained a reputation as an excellent regional and, in some academic programs, a national institution.

The Claremont Graduate School is a "free standing" graduate school; that is, it offers no undergraduate instruction.¹⁰ This difference from other universities affords graduate students unique opportunities. Classes are small; most students enjoy an unusually close relationship with their professors; and it is relatively easy to create broadly interdisciplinary graduate programs designed to meet the needs of individual students. Throughout its

history, the graduate faculty has balanced effective teaching with research and writing.¹¹

The Graduate School mission is "to prepare a diverse group of outstanding individuals through teaching, research, and practice in selected fields to assume leadership roles in the worldwide community." In the words of John D. Maguire, president of Claremont University Center and Graduate School: "By deciding to initiate



management programs for which there were no undergraduate counterparts [in the early 1970s], CGS effectively declared that there were certain things it could do uniquely well, and, indeed, had to do to fulfill its responsibilities as a graduate institution. . . . Parity has been realized between programs that prepare students for non-academic professions and those that prepare professors for the academy. For example, management programs at

CGS have, from the outset, had a distinctive flavor through the mandatory inclusion of humanities components in the curriculum. . . . This brings a special quality—a breadth, a range, a depth—to the educational process. Therefore, when the graduates of these programs assume leadership roles, they will have an extra advantage and a sophistication that can only come from their unusual involvement with a wide range of disciplines and perspectives.”

McManus Hall, The Claremont Graduate School.



SCRIPPS COLLEGE

"The paramount obligation of a college is to develop in its students the ability to think clearly and independently and the ability to live confidently, courageously, and hopefully."

ELLEN BROWNING
SCRIPPS
*benefactor of
The Claremont Colleges*

Scripps College was incorporated and the board of trustees took shape in spring 1926. With Scripps College as the first "new" undergraduate college in Claremont, the Group Plan pushed forward. Miss Scripps wrote: "I have identified myself with the upbuilding of an enterprise that seems to me of greater outlook and vaster significance than the ordinary college and with infinite possibilities." Long a supporter of women's rights, philanthropist, and pioneering newspaper publisher, she viewed this new college for women as the most important of her many opportunities to promote the widening of human knowledge.¹²

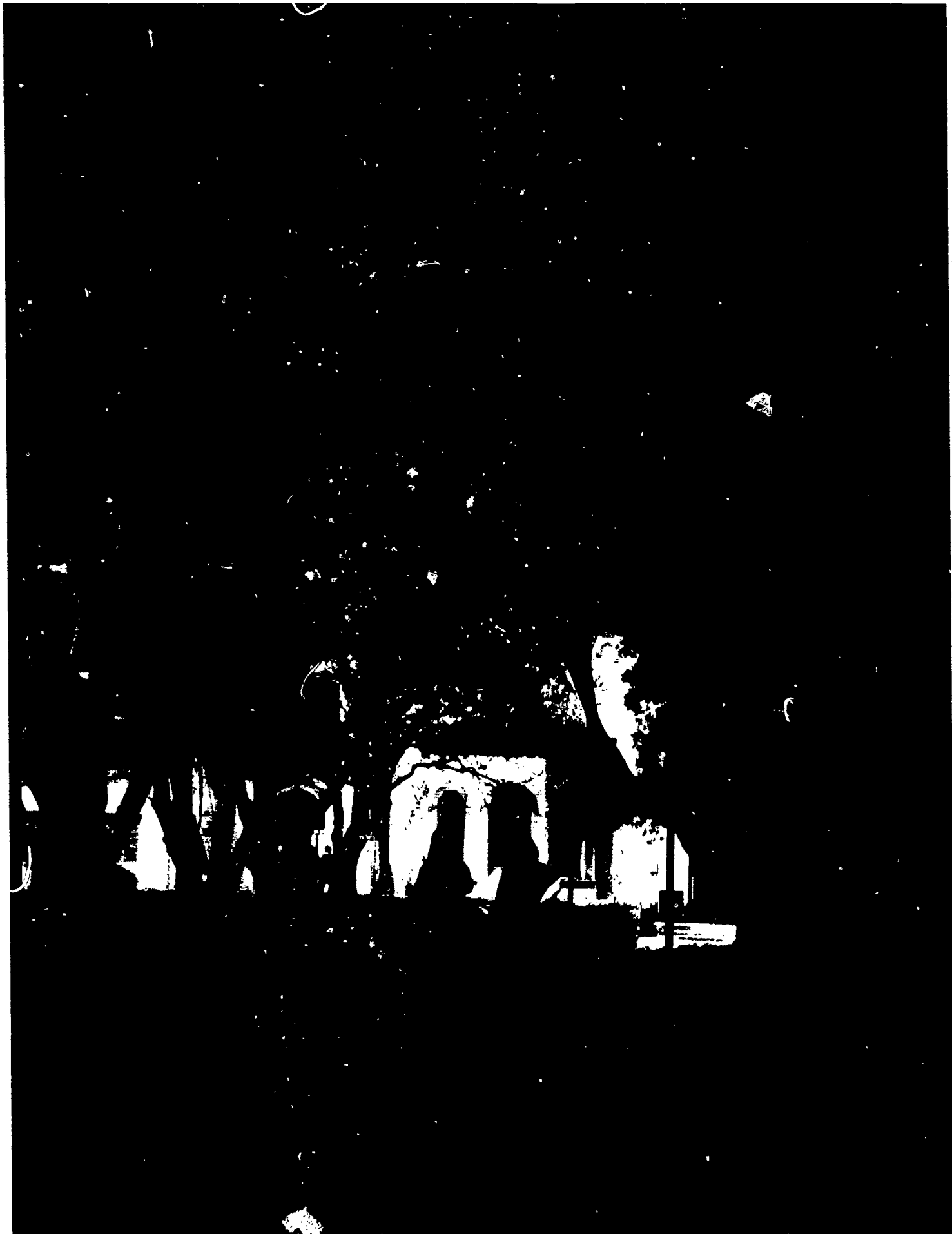
In a bold move on the part of Ernest J. Jaqua, Scripps' founding president and former dean of Pomona College, women comprised half of the initial Scripps board (a ratio that has remained or been surpassed through the years). All were strong, highly educated women with professional, business, or community interests.

Determined that Scripps College should be a premier independent educational institution in its own right, the trustees shaped a curriculum designed to develop critical judgment and intellectual curiosity. Basic liberal arts was planned for the first two years; during the second two years, the education committee—assuming that every woman with a college education would want a profession or career—recommended career-related training.

As the core of the first faculty, Dr. Jaqua sought out five well-known scholars who had demonstrated outstanding abilities in teaching and research, and who would be eager to formulate a unique program in the humanities. One of the goals of the Scripps humanities program that emerged from their cooperative effort was, and still is, to assure to every graduate a comprehensive view of the history of ideas. With the early addition of musicologist Henry Purmort Eames and artist Millard Sheets to the faculty, Scripps soon developed a strong emphasis in the fine arts that supported and supplemented its distinctive program in the humanities. Today, still in the context of the liberal arts, students have opportunities to major in the sciences and social sciences in addition to the arts and humanities.

The interdisciplinary nature of the curriculum has been a hallmark of the Scripps education from the beginning. Because Scripps women learn to see the connections not only between academic subjects, but between the major areas of their own lives—personal, professional and community—alumnae often remark that Scripps "prepared me for life." This ability to make critical connections and analyze those connections provides Scripps women with the strengths and abilities they need to live lives of confidence, courage and hope.

Believing that the residential community of the college was integral to its educational enterprise, the founding trustees determined that the first building on campus should be a residence hall. With the simplicity and balanced proportions of Mediterranean architecture as his model, architect Gordon Kaufmann designed the general plan of the campus: the first four residence halls (1927-30), Denison Library (1931), Margaret Fowler Garden (1934), Florence Rand Lang Art Building (1935-37), and the President's House (1939). Sumner Hunt was architect of Balch Hall (1929). The original buildings on campus were entered on the National Register of Historic Places in 1984. In 1992, Scripps began construction on the Millard Sheets Art Center and, along with Claremont McKenna College and Pitzer College, constructed the W. M. Keck Science Center, a state-of-the-art facility.



EVOLUTION DURING THE 1920S AND 1930S: DEFINING ROLES, RESPONSIBILITIES, AND RELATIONSHIPS

"It is written in the stars that this is to be one of the important educational centers of the world."

JAMES A. BLASIDELL,
1928

A major task of the late 1920s and early 1930s was to formulate the relationships and operational procedures among the three institutions. An Administrative Council was established in 1930, charged with considering "the establishment of mutual services such as libraries, laboratories, a museum, and any program of community or group service." Each institution would "so far as practicable" keep the Council informed on matters of major concern. Largely advisory, the Council was not charged with the actual administration of any joint facility; that power remained vested in CUC.

To appreciate the evolution of the Group Plan, it is important to understand that in practice there were departures from some aspects of Blaisdell's vision. Blaisdell believed that there

should be no formal constitution or binding commitments among the colleges. Rather, he believed that intercollegiate relationships should be developed in the light of experience and that cooperation should be voluntary. "We are relying wholly upon the forces of mutual interest and good will as the cohesive element," Blaisdell wrote in 1930, but conflicting viewpoints were already developing.

Blaisdell's concept for CUC was expressed in its motto, *Multa Lumina, Una Lux* (Many Lamps, One Light). "The plan [for CUC]," he wrote, "was that it should be the separate colleges operating together. [CUC] was not a third separate institution, but all of us acting together to promote just so far as possible the matters we could carry on in common. . . . [CUC] was organized as the central and inclusive body. . . . It corresponded to the University, as related to the colleges, at Oxford."

However, even early in its history, Blaisdell's vision was not universally shared, as he acknowledged in a 1930 letter to Jacob C. Harper: "Strangely enough, there has grown up a tendency lately to deny to [CUC] its function as a university organization and to insist that it is only a graduate school—virtually a third separate college."

ELLEN BROWNING SCRIPPS - HEARTFELT COMMITMENT TO THE COLLEGES

School teacher, businesswoman, newspaper publisher, philanthropist — Ellen Browning Scripps would have been an exceptional woman in any era. For her to have achieved what she did during a lifetime that spanned the years from 1837 to 1928 was truly remarkable.

At the age of seven, she immigrated with her father and her five siblings from England to Rushville, Illinois. In that rural setting, she was raised in an extended family which farmed extensive tracts.

Education was highly valued by the Scripps family, and most of her siblings made their way to small Midwestern colleges. For Ellen Browning, the route to higher education led through Knox College, in Galesburg, Illinois. Women students at that time were relegated to a separate, three-year course of study, earned certificates instead of degrees, and even had commencement ceremonies separate from those of the men. In 1911, when Miss Scripps was 74 years old, Knox College would make amends by awarding her the honorary degree of Litt.D.

With a small bequest from her late grandfather and savings from her wages as a school teacher in Rushville, Miss Scripps joined several of her brothers in founding a newspaper, the *Detroit News*. At the *News*, she served as copy editor, columnist, and reporter — and her business acumen, on which her brothers depended, was a tremendous benefit to the venture. In the years that followed, the Scripps family founded or purchased many newspapers. Eventually, the Scripps chain numbered more than 50 newspapers.

The family's success provided Miss Scripps, who never married, with capital that she took great pains to invest in philanthropic causes where it would make a significant difference. It was said of her after her death that she "dreaded the thought of leaving a large fortune to be distributed by an executor." Among her philanthropies were large contributions to Knox College, funds to create the Scripps Institute of Oceanography (with her brother E. W. Scripps), and the establishment of Torrey Pines Park near the home of her last years in La Jolla, California. Finally, when she was in her eighties, too aged to travel as far as Claremont but still determined to make a positive impact, she made the gifts of land that made the Group Plan and Scripps College possible, and she provided generous contributions to the construction of several of Scripps College's first buildings.

In 1932, the three boards jointly considered questions of the exact nature and functions of the central corporation and its Board of Fellows. In the end, they agreed that CUC should have the following functions and activities:

- *Developing facilities and departments to serve the Group as a whole;*
- *Offering graduate study;*
- *Performing research as part of the graduate program;*
- *Promoting the establishment of new colleges; and*
- *Coordinating intercollegiate committees.*

As affected by the Depression as the rest of the country, the colleges endured a severe budget pinch through the 1930s. CUC's budget, in particular, was unable to support even limited activities, and the question arose as to whether it ought to be dissolved and its assets distributed to the colleges. In 1935, a committee appointed to consider the issue reported "that an institution corresponding to [CUC] was logical and inevitable in the general educational scheme at Claremont; that if [CUC] were to be discontinued, the organization of another institution to carry on its present functions would be compelled. The Committee unanimously reaffirms its confidence in the conception of a group of colleges at Claremont in which [CUC] should fill the central and coordinating place, all as originally conceived and stated by Dr. Blaisdell." In 1936, the Intercollegiate Council was created to take over the functions of the Administrative Council.

Blaisdell felt deeply about this principle, as reflected in his 1936 statement to the Board of Fellows: "Any conception of [CUC] as solely a graduate college, simply because one of its mutual functions is that of administering a graduate school, or any divorcing of it from other functions of a mutual character or indeed any conception of it as solely a third institution is to invalidate the essential nature of the plan. Whether or not abandonment of the plan is advisable, it should be evident that this is the abandonment of the plan."

CUC had its own governing board and president, its own buildings and campus, and administered the graduate program and granted degrees. To Blaisdell and others who held his views, these facts were only legal expedients. To many trustees, faculty members, students, and alumni of the undergraduate colleges, CUC looked like a third, and at times competing, institution in their midst. As a result of these internal and external factors, the true role of CUC was not established and accepted until many years later.

Dr. Blaisdell Looks Back

A joint convocation in Bridges Auditorium on February 7, 1936, celebrated the tenth anniversary of the Group Plan, the tenth anniversary of Scripps College, and the twenty-fifth anniversary of Dr. Blaisdell's service in Claremont. Blaisdell retired from the presidency of CUC on March 31, 1935. As a last official act, he turned his pen to a final look at the Group Plan that his original vision had engendered. In reviewing the situation, he wrote, "three facts are most obvious. . . .

"First, the remarkable increase in the richness of our educational resources and environment. When one compares the Pomona of 10 years ago with the present accumulation of privileges in our group of institutions it is impossible to think that any such development in facilities, courses or personnel would have taken place except as a result of our intercollegiate form of organization. . . .

"The second fact is that while this progress has been made we have retained that inestimable advantage of the historic college as compared with the large university, namely the influence of those personal associations and more familiar contracts which are possible within the smaller educational group. . . .

"A third, and perhaps the most notable consideration of all is the general good will in which this development has taken place. . . .

"In an educational organization such as we are developing the wise balance between the independence of the autonomous individual colleges and the province and function of the central body is inevitably a matter of constant interest and thought. . . . Put in its simplest terms it is the problem of willing individual consent to the common good. Of all problems of our modern day it is the problem to which a college should supply its wisdom and give its leadership, for if the problem is ever resolved, it must first be so resolved in a society of wise and self-controlled men."

The first decade of the Group Plan was far from conflict-free, but despite the inevitable frictions and differences of opinion, by 1935 the Group Plan had proven itself, on balance, a resounding success. Despite the Depression, Pomona College was at a strong point, Scripps College was off to a good start, the colleges were moving closer to an effective mechanism for providing graduate instruction, the Group boasted shared and individual facilities that were the envy of small colleges across the country, and there was land for new colleges.

THE WAR YEARS: THE GROUP OPERATING AGREEMENT AND THE REORGANIZATION OF CLAREMONT UNIVERSITY CENTER

"The organization of a plan . . . is pioneer work and deserves all the clear thinking that can be bestowed upon it. . . . Experience only can tell us where the line between the individual college and the common interests should best be drawn. One thing above all others should be made clear. It is vital that the independence of the individual colleges be preserved at all points. No control, direct or indirect, should be exercised by a central organization or by its faculty, over the requirements,

(Continued)

Through the 1930s, the three institutions worked together with no formal agreement. As they grew and, in particular, as CUC became a more vigorous educational institution in its own right with the flourishing of graduate studies, the absence of a constitution made the arrangement increasingly unwieldy. The system of charging each other for student cross registrations had become especially troublesome. "The fundamental weakness of the [Group Plan]," reported CUC's president Russell Story in 1940, "lies in the absence of a known delineation of functions which serve as a basis for effective and authoritative jurisdiction. No time should be lost in the effort to provide effective implementation of constitutional arrangements acceptable to all concerned." An intercollegiate committee was asked to draft an agreement "to govern the relationships between [CUC], Pomona College, and Scripps College and such other institutions as may later be brought within this Group, and to clarify the procedures and responsibilities of their respective administrations in relation to each other."

The result was an "operating agreement"¹¹ rather than a constitution. In the handling of interinstitutional matters, the Intercollegiate Council replaced CUC and its Board of Fellows and became the coordinating body of the Group. No

new college could join the group without the approval of the council. Payment for instructional services between and among the institutions was discontinued; that is, cross registration without payment among the institutions became—and remains—the Claremont normative procedure.

The operating agreement was a disappointment to President Blaisdell, who objected to the delegation of powers to the new Intercollegiate Council. He envisioned CUC playing the role of the "university" at Oxford or Cambridge; that is, serving as a "coordinating" and not a "merely coordinate" institution. Referring to the new Intercollegiate Council, he objected to the central functions of CUC being controlled through "an unincorporated committee the membership of which is primarily occupied in other duties."

William Clary, a member of the board of fellows, agreed with Blaisdell but attempted to respond to his concerns: "The change is more in the machinery by which we function than in the essential character of the enterprise." The board of fellows had merely recognized a new principle in the management of joint facilities, the title of which continued to be held by CUC. In addition, CUC retained the right to take the lead in the organization of new colleges and the establishment of new facilities for the graduate school and for the group.

In 1944, CUC was divided into an Instructional Division and a Division of Corporate and Group Responsibilities under a "Plan for Administrative Reorganization." The Instructional Division was called Claremont Graduate School to emphasize that graduate-level education had become a primary function—if not *the* primary

function—of the organizational entity that President Blaisdell had envisioned, not as a separate school, but as part of the “coordinating” institution of the colleges.

The concept of a rotating headship was basic to the new organization. The head of CUC was given the title “provost,” a position that was to be held in rotation by the undergraduate college presidents. An academic dean of Claremont Graduate School was also appointed. The provost model was facilitated by placing the Division of Corporate and Group Responsibilities of CUC under a “managing director.” This position was filled by Robert J. Bernard, whose personal loyalty to the Group Plan was unquestioned.

After the frequent rancor of the 1920s and 1930s, it seemed that an era of good feeling among trustees, faculties, and administration had arrived. Benefactor William Honnold declared, “Claremont will be one of the great academic centers of the world.”

Finally, with the end of the Depression and the Second World War and with the colleges on solid ground financially and organizationally, it was time to proceed with a primary goal of the Group Plan. It was time to turn CUC’s attention to the task of founding another college.



CUC President Russell Story.

curriculum, or standards of any individual college in the group. Cooperation, not control or supervision, is the only thing that can bring about the ends which are sought to be attained. The first necessity in forwarding the great undertaking was the unromantic task of securing an area . . . to give assurance that the initial expense of establishing additional colleges was not prohibitive.”

JAMES A. BLAISDELL

CLAREMONT MCKENNA COLLEGE

"The Claremont Colleges resemble Oxford University

- in having a group of independent colleges
- in common use of joint facilities, and
- in offering courses at any college for students of any other college.

"We differ from Oxford in that we have

- no central institution comparable to the University of Oxford,
- no minimum entrance standard for all colleges,
- no organization of the faculties of all the colleges by field of study,
- no system of open lectures plus tutorials, and
- no common examining boards setting examinations for all the colleges.

"We hope to build an educational center which in distinction and influence will be for the Western world what Oxford has been and is to the old world."

WILLIAM CLARY
historian of The Claremont
Colleges, 1960

Since the founding of Scripps College, there had been discussions about founding a new men's college which would offer a curriculum emphasizing political economy and government. The Intercollegiate Council approved the venture in 1936, and major planning took place under CUC President Russell Story in the years just before World War II, which cut short the effort. As the war drew to a close, Robert J. Bernard realized that the educational benefits provided to veterans by the G.I. Bill of Rights made the time ripe for reviving the project. On June 4, 1946, after he and board member Donald C. McKenna took the lead in raising gifts and pledges totaling \$88,000, the Board of Fellows approved launching the Claremont Undergraduate School for Men.

George C. S. Benson was selected as the first president. During that summer, with the president-elect 3,000 miles away at Harvard, Bernard worked miracles in raising funds, recruiting an entering class, securing temporary living quarters and classroom space moved from former military bases, and refitting an old mansion on the property—renamed Story House—as a dining hall. Meanwhile, Benson recruited a superb founding faculty, including several Harvard Ph.D.'s.

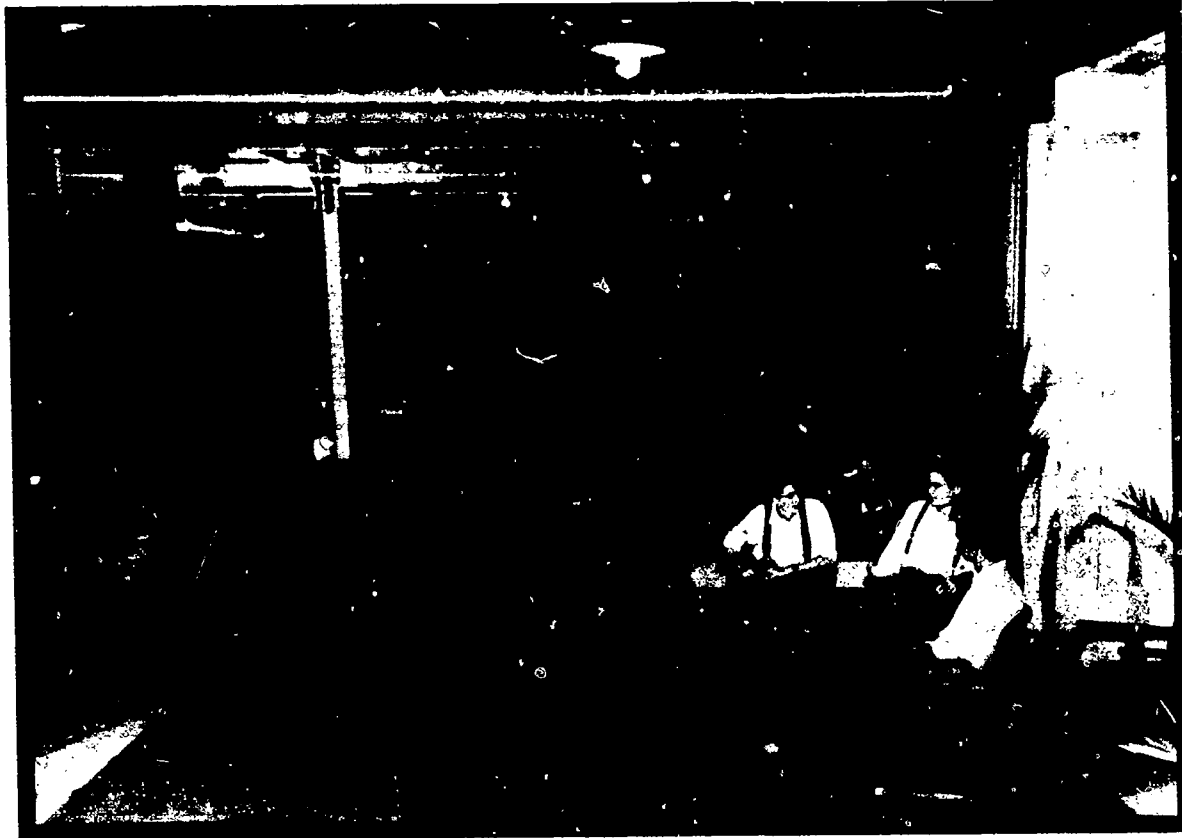
An entering class of 86 men arrived in September 1946 (just three months after the college

was approved!). The temporary living quarters were not ready, so Bernard furnished the Bridges Auditorium basement as barracks. Most of the first class were veterans—mature, curious, and eager for a first-rate education.

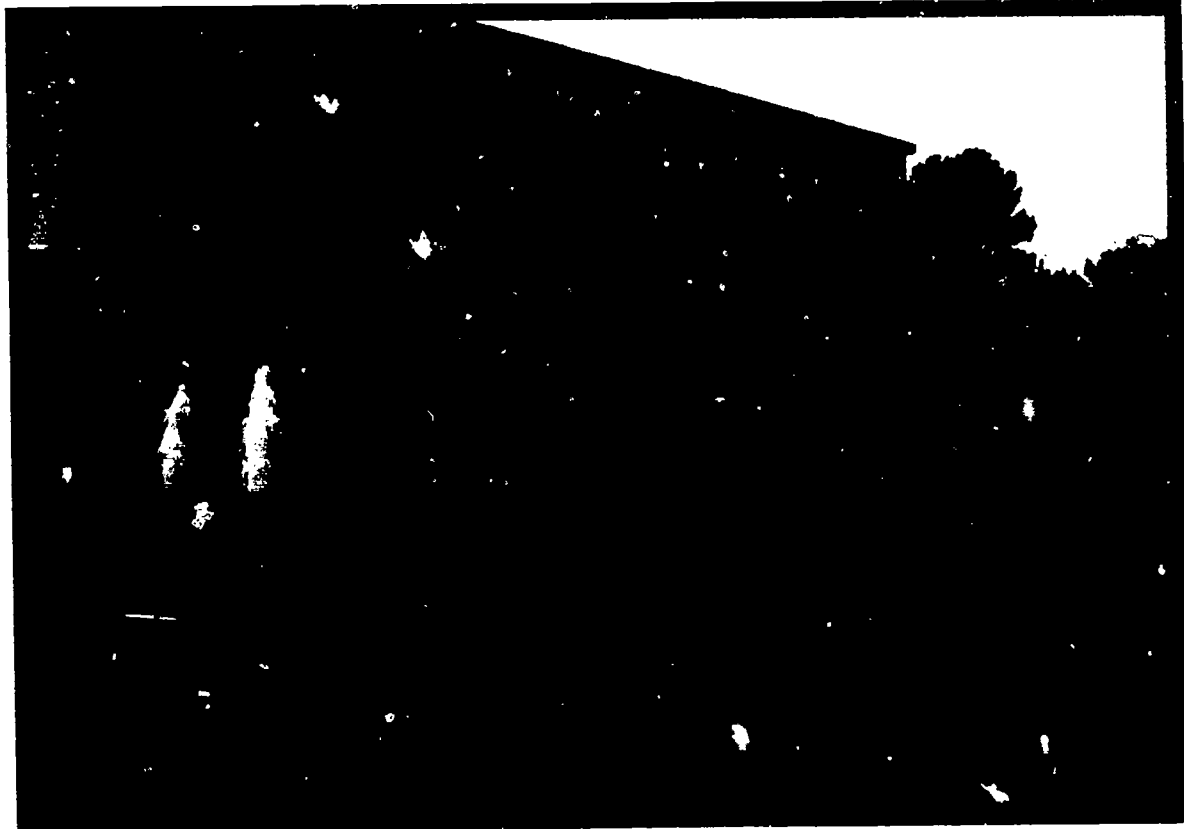
There were helpful factors in the Group Plan that served to alleviate many of the pains and problems of starting a college on such short notice. Central services such as libraries, the business office, student medical services, and the physical plant department were readily available for CMC's use. Not least, through the lean years preceding the college's founding, CUC Board chairman Harvey Mudd had personally held its site to keep it free from development, and he conveyed the land to CUC to be given to CMC.

The new college, independently incorporated as Claremont Men's College in 1947, quickly thrived. What accounts for its prompt success? The G.I. Bill, the number of returning veterans, and southern California's exploding population filled classrooms as quickly as they could be built. In addition, George C. S. Benson hewed to President Story's plan for an emphasis on economics and government within a liberal arts framework, and soon built a faculty with a national reputation.

In 1976, the college became coeducational and in 1981 took the name of Claremont McKenna College. It has maintained its excellence by adhering closely to its original academic emphasis and by adding centers of research in public affairs.



(top)
**Claremont Men's
College students in
temporary quarters
in Bridges
Auditorium.**



(bottom)
**McKenna Auditorium,
Claremont McKenna
College.**

THE MATTER OF LAND

From the first consideration of the Group Plan in the early 1920s, it was obvious that an ongoing concern of the Group would be the acquisition and holding of land to meet current and future needs. The early 1920s found the City of Claremont undergoing rapid subdivision; if there were to be room to establish future colleges, Blaisdell realized that it was "now or never" to acquire land.

In 1923, Blaisdell appealed to Ellen Browning Scripps in his prophetic letter which described "small colleges — somewhat on the Oxford type" At stake were two major parcels: 50 acres east of Dartmouth Avenue and south of Foothill Boulevard and 250 acres north of Foothill Boulevard, from Mills Avenue to Indian Hill Boulevard and including a beautiful 50-acre mesa (Indian Hill). In 1924, Miss Scripps purchased all 250 acres north of the boulevard and much of the area to the south. She was so committed to the Group Plan that she

borrowed a substantial portion of the quarter million dollar purchase price. Other friends of the Group Plan, including the Mudds, William Honnold, J. C. Harper, George Marston, and Frank Harwood, pooled their funds, \$160,000, to round out ownership of key holdings south of the boulevard. Miss Scripps noted that she considered her gift "as a contribution on my part to the general project as outlined by President Blaisdell."

Preservation of the Land

On two occasions, extensive tracts of the land held for future colleges have either been sold or offered for sale. In 1945, developers offered to buy 75 acres northwest of Indian Hill Mesa. Scripps College urged the sale, and the CUC Board of Fellows acquiesced. According to Bernard, the \$37,500 supplement to the Scripps College endowment which resulted from the sale "proved to be a paltry sum in terms of land values that developed later. But more important was the error of assuming that any part of Miss Scripps's great gift for future colleges was expendable for any other than campus purposes . . ." The land was never developed, and just three years later the Rancho Santa Ana Botanic Garden, relocating to Claremont, was forced to buy back 55 acres at a highly-inflated cost. In the mid-1960s, CUC repurchased 12 more of the original acres at a significantly higher price.

ROBERT J. BERNARD - A CLEAR SENSE OF WHAT HAD TO BE DONE

Born in 1894, Robert J. Bernard first attended Colorado College. Then, when his family moved to California, he attended junior college. Little did he know, when he began studies at his third undergraduate institution, Pomona College, that he was embarking on a life-long commitment to the educational community of Claremont.

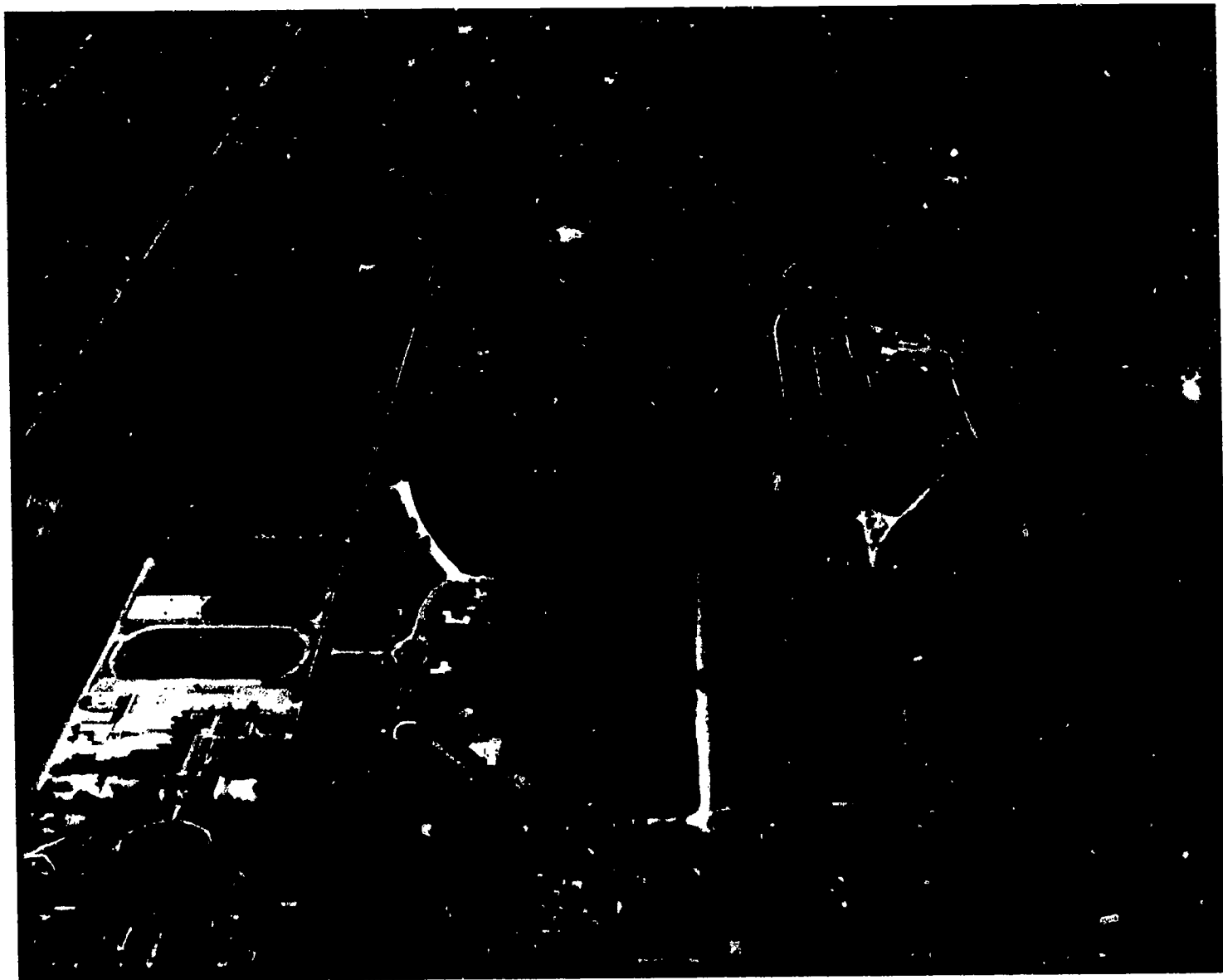
Graduating cum laude in 1917, the same year he married fellow Pomona College student Gladys Hoskins, Bernard was appointed assistant to president James A. Blaisdell, an association that continued until Dr. Blaisdell's retirement in 1935. Early in this span of years, Bernard was Blaisdell's personal emissary to some 20 colleges and universities across the country, in search of a model for what would become The Claremont Colleges.

In 1925, Bernard was appointed secretary of Claremont Colleges. In that role, he filed its Articles of Incorporation with the Secretary of State in Sacramento on October 14, 1925, which marked the historic beginning of the Group Plan of the Claremont Colleges. He would later serve the central institution of the Colleges as administrative director, managing director, and president. In all, his service to the Colleges spanned more than 45 years, from July 1, 1917, to February 1, 1963. Bernard's integrity, unselfishness, abundant energy, and love of people were qualities which endeared him to those who knew him. His enduring legacy includes the monumental book, *An Unfinished Dream - A Chronicle of the Group Plan of The Claremont Colleges*.

"In order to achieve the ownership of essential holdings we often went into debt," noted Bernard in a 1974 memo to the Claremont University Center Board of Fellows, "but we were buying campuses and we could hardly accept someone's garage and clothesline in the middle of a quadrangle. Without the sacrificial policy of acquiring and holding property. . . we could not have founded half of the colleges in Claremont. . . ." By holding land in the name of Claremont University Center, it will not be

necessary for any future college to purchase a site. Rather, CUC will be in a position to grant a site to the new institution.¹⁴

The most recent group investment in the future was the purchase in 1988 of 84 acres—a former gravel pit east of Claremont Boulevard—for \$1.5 million. An engineered fill will bring the area to grade level in 30 to 50 years. This purchase means that CUC now holds more land than it did a decade ago.



Rancho Santa Ana Botanic Garden, center, with Claremont High School (now Griswold's) at lower left and Foothill Boulevard in foreground, ca. 1950.

THE LIBRARIES OF THE CLAREMONT COLLEGES

"When Claremont Colleges is older and richer and the library rooms are overflowing with books, there will rise on the campus the greater library that is in our plans for the future."

GEORGE W. MARSTON
at the 1932 dedication of
Harper Hall

Creating a truly university-scale library is a monumental task that would have been far beyond the reach of each individual small college, but the Group Plan of The Claremont Colleges made it possible.

In 1927, the decision was made to have three separate libraries: Pomona's Carnegie Library, a Harper Hall library, and a library at Scripps, in the belief that "having more points of intimate service to students and faculty would outweigh the advantages of centralized completeness and service."¹⁵ By 1946, however, access to material was becoming increasingly difficult. Librarian Willis Kerr, by then, had reached "the definite and compelling conviction that the problems of acquisition, housing, and marshaling of library materials for a group of colleges such as ours are too

insistent, too complicated, too expensive of time and money, and the ramifications too great for us to carry our books in three baskets. The older we get and the larger our separate libraries become, the more complicated and expensive and trying will these problems become."

In his argument for consolidation in a central library, Kerr wrote, "We must do it now—or forever hold our peace in a sort of vexatious frustration, thinking what an opportunity we passed up!"

Donors soon presented themselves. William Honnold had been a Pomona College trustee and later chair of the CUC Board of Fellows. Strong supporters of the idea of graduate education in Claremont, the Honnolds eventually left their estate, amounting to more than \$5.5 million, to CUC. Their first large gift to the colleges, \$1 million for the construction of Honnold Library, was announced¹⁶ in 1946.

There was little controversy over the need for a central library.¹⁶ At the dedication of Honnold Library on October 23, 1952, Harvey Mudd expressed the importance of the library in these words: "Probably no building better represents the advantages of the Group Plan than does Honnold Library. . . . It marks the fulfillment of a prime objective that brought the founders together to

WILLIAM AND CAROLINE HONNOLD - A LIBRARY WORTHY OF THE COLLEGES

Born in Illinois and, like Ellen Browning Scripps, an undergraduate at Knox College, William L. Honnold went on to study mining engineering at the Michigan College of Mines. In 1895, the same year that he graduated from the College of Mines, he married Caroline Burton, his partner in a career that would take both of them to the far corners of the globe, as well as a partner in his commitment to the Group Plan of the Claremont Colleges.

During the first seven years of his career, Honnold was engaged in mining and exploration in Minnesota and California. In 1902, he was invited to go to South Africa as a consulting engineer for Consolidated Mines Selection Company of London. Within a decade, Honnold was managing director of the company, which he was largely responsible for turning into one of the largest gold and copper mining concerns in the world. In 1915, Honnold was appointed director of the Commission for Relief in Belgium, in which capacity he worked closely with his personal friend, Herbert Hoover.

A close associate of Seeley W. Mudd, Honnold came to share the interests of the Mudd family in the Group Plan of the Claremont Colleges. A long-time member of the Claremont Colleges Board of Fellows, he served as chairman of that body in the late 1920s and early 1930s. Recognizing that a great library is the enduring hallmark of a great center of learning, the Honnolds made a contribution of \$1 million for the construction of the library as a "symbol of the unity and purpose of the Claremont Group." With William Honnold's death in 1950, during construction, the responsibility of distributing the actual funds for the library fell to Caroline Honnold. She did so with these words: "The erection of the Library will fulfill the long cherished aims of my husband and myself . . . to enrich and strengthen the Claremont plan by providing such a building for common use."

launch the plan of a federation of colleges." Robert J. Bernard noted Dr. Blaisdell's words: "The library seems to me one of the most sacred places in the world. There are no colored windows, but here is gathered a cloud of witnesses."

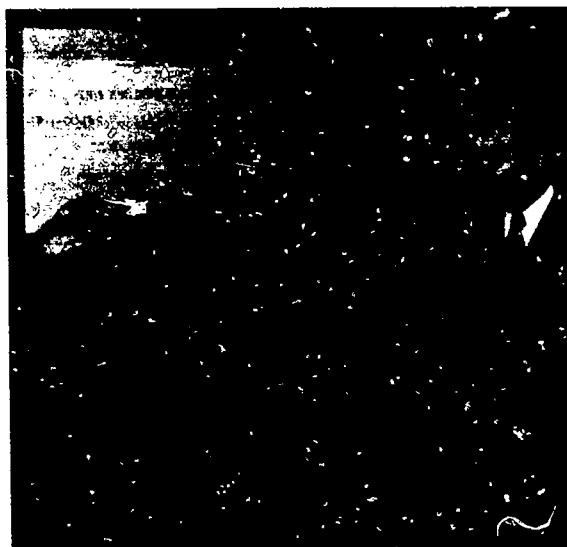
As the collections grew over the years, Honnold Library too became crowded. In 1967, a gift of \$370,000 from Seeley G. Mudd, \$454,000 in funds from a Ford Foundation grant, and other monies made possible the construction of the new Seeley W. Mudd Memorial Library, to the east of Honnold Library. An anonymous donor (who was later revealed to be Donald C. McKenna, member of the CUC and Claremont McKenna College boards) offered to contribute \$300,000 for books for the new library, on condition that the sum be matched in just 90 days. The colleges rose to the challenge well within the time allotted. In 1971, the colleges signed an Operating Agreement by which all libraries are administered centrally under one director.

Yet again, in the 1980s, the Group's library complex grew with the addition of a new library building connecting the Honnold and Mudd libraries, and with the construction of the seven-level multi-tier, free-standing stack in the Mudd Library atrium.

Today, the Libraries of The Claremont Colleges—the Honnold/Mudd complex, Sprague Library (on the Harvey Mudd campus), Denison Library (on the Scripps campus), and Pomona's Seeley Mudd Science Library (on the Pomona campus)—form a major resource for students and scholars. Altogether, the Libraries house collections totaling 1.7 million volumes, as well as 4,200 periodical and 1,700 other serial titles, a growing collection of materials in electronic formats, a federal and state government depository, a large collection of microforms, and numerous rare and special collections.

The Libraries have a history of applying state-of-the-art technology to the management of information.¹⁷ Today, access to the collections is available, in the library and over the six-college computer network, through the on-line catalog named Blais after James A. Blaisdell. It also offers access to numerous CD-ROM databases and several external databases, including several containing full text.

The Libraries are the pride and glory of the Claremont Colleges Group Plan—a set of facilities that would be incomprehensible for any single college to create or support.



(top)
**James A. Blaisdell,
Carolyn Honnold,
Harvey S. Mudd.**

(middle)
**Honnold Library,
ca. 1952.**

(bottom)
**The Honnold/Mudd
Library Complex.**



AFFILIATED INSTITUTIONS

"If there is a new and better age for higher education, one major center for its creation will be The Claremont Colleges."

CLARK KERR
former chairman, The
Carnegie Commission on
Higher Education

A hallmark of The Claremont Colleges has been the openness with which they embrace new institutions in a variety of affiliations. This has been a powerful source of intellectual stimulation and academic richness through the years.

The Rancho Santa Ana Botanic Garden

In 1951, the privately-endowed Rancho Santa Ana Botanic Garden relocated from Orange County to its present site on the Indian Hill Mesa. The garden was established by Susanna Bixby Bryant, Pomona College's first woman trustee, in memory of her father. To add to the land the garden had purchased, CUC provided 30 acres without rent or purchase price, subject only to the condition that if the garden ever ceased operation, the 30 acres would revert to CUC. Robert J. Bernard, who handled the elaborate transaction, reaffirmed the wisdom of not selling land near the group which would be necessary for future expansion or to take advantage of unforeseen opportunities.

Today, the garden—utilizing its own staff and the CGS and Pomona College faculties—is the only botanical garden in the United States that bears primary responsibility for a doctoral-level botany program.¹⁶ The garden also runs joint programs with Mexican and Russian research teams. In the early 1950s, Pomona College agreed to transfer its extensive herbarium to the main building of the garden. The joint collection now contains over one million specimens.

The School of Theology at Claremont

In 1956, the School of Religion of the University of Southern California withdrew from USC, incorporated itself as the independent Southern California School of Theology, and set out to acquire a new site. Recognizing the benefits of

locating in an established collegiate environment, the school began discussions leading to an affiliation with The Claremont Graduate School. CUC sold 15 acres of land north of Foothill Boulevard to the School of Theology, subject to the condition that if the School of Theology ceased to use the property as an educational institution, CUC would have the right to repurchase the land.

At first, faculty and staff were housed in temporary quarters owned by Claremont McKenna College. The first permanent building was dedicated in 1960. Until that time, The Claremont Graduate School had had no doctoral program in religion. The Graduate School made its first faculty appointment in religion in 1959. Within 10 years, the graduate program in religion had become one of the Graduate School's four largest programs, and its contribution to the School of Theology was noted by Ernest C. Colwell, STC president: "A top quality school of theology cannot exist without a vital relationship to a top quality graduate school."

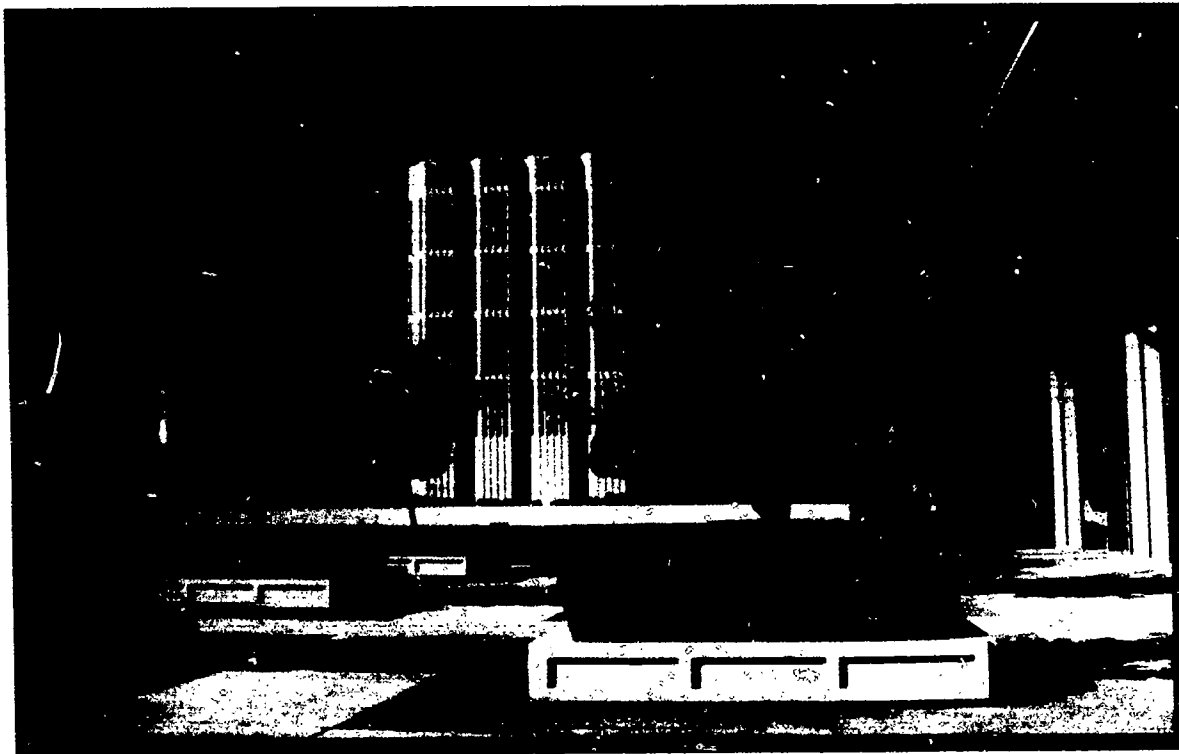
The Francis Bacon Library

In 1958, Robert J. Bernard reported that the Francis Bacon Foundation was interested in moving to Claremont if a site could be provided on which to construct a building to house its collection of books and other material related to Francis Bacon, as well as other books by and about Dante Alighieri and on the Italian and English Renaissance periods.

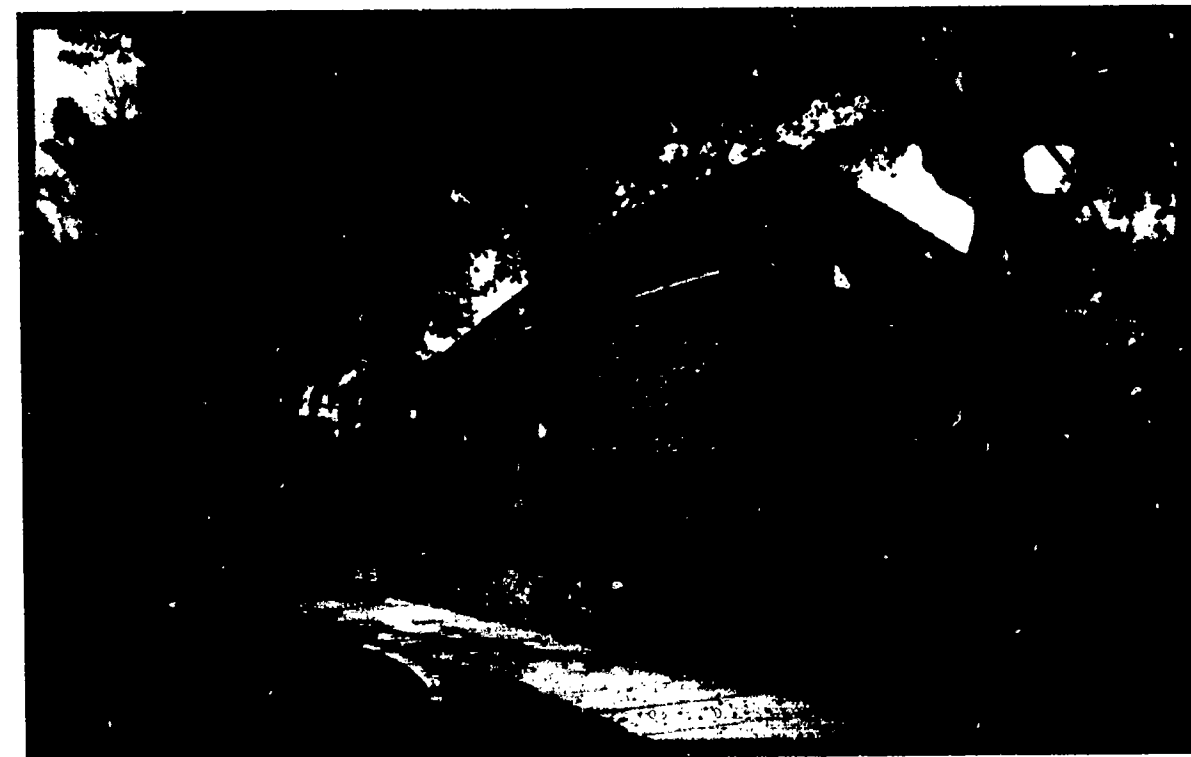
CUC provided the land, near Dartmouth Avenue and Seventh Street, free of charge for 50 years, and for an additional 25 years at the option of the Foundation. A small but beautiful building, opened in 1960, houses an ever-growing collection of extremely rare books and manuscripts.

Other Institutions Affiliated in the Past

Through the years, The Claremont Colleges have welcomed many other institutions into the academic community. These include such wide-ranging organizations as the College Student Personnel Institute (affiliated with CUC in 1950), the Blaisdell Institute for Advanced Study in World Cultures and Religions (established in 1956), and the Center for California Public Affairs (1970). As the existing colleges and institutions in Claremont have contributed to them, so they, in turn, have enhanced the range of intellectual activity in Claremont.



(top)
**The School of
Theology at
Claremont.**



(bottom)
**The Francis Bacon
Library.**

HARVEY MUDD COLLEGE

In the early 1950s, the Claremont University Center Board of Fellows, by the urging of George C. S. Benson, began planning for the next college. A Committee on Future Colleges recommended a college of engineering and science, with a strong commitment to the humanities and social sciences. At that time, engineering education was in considerable national ferment. New approaches were needed, with increasing attention to the scientific bases of engineering practice and to the education of engineers who could communicate technical choices to the rest of society.

Since Harvey Seeley Mudd, immediate past chairman of the Board of Fellows and himself an internationally known mining engineer, was an ardent supporter of founding Scripps and CMC and had endorsed the idea of an engineering college, the Board of Fellows named the new college in his honor after his death.

With gifts from Russell Pitzer, the Mudd family, and others, a newly established board of trustees purchased land for the campus from CUC

and Pomona and Scripps colleges, and selected Joseph B. Platt founding president. Platt proposed—and the board agreed—that Harvey Mudd College (HMC) offer an unspecialized degree in engineering, as well as concentrations in chemistry, mathematics, and physics; that all students take a common core curriculum that included history, literature, the basic sciences, and mathematics; and that the college be coeducational. The devotion of a substantial portion of the curriculum to the humanities and the social sciences immediately distinguished the college from other engineering schools.

Harvey Mudd College was incorporated in 1955 and opened its doors in September 1957; its campus was comprised of one building, a dormitory. There were 48 freshmen and seven faculty. The new college benefited from the group.¹⁹ During the college's first decade, Claremont McKenna College provided classroom, laboratory, and office space, made available to HMC students its dining facilities, and shared its physical education program and its

We are sometimes asked how it has been possible to found four new colleges at Claremont within thirty years. There are several reasons:

We bought the land at the right time.

We built large central buildings that all could share.

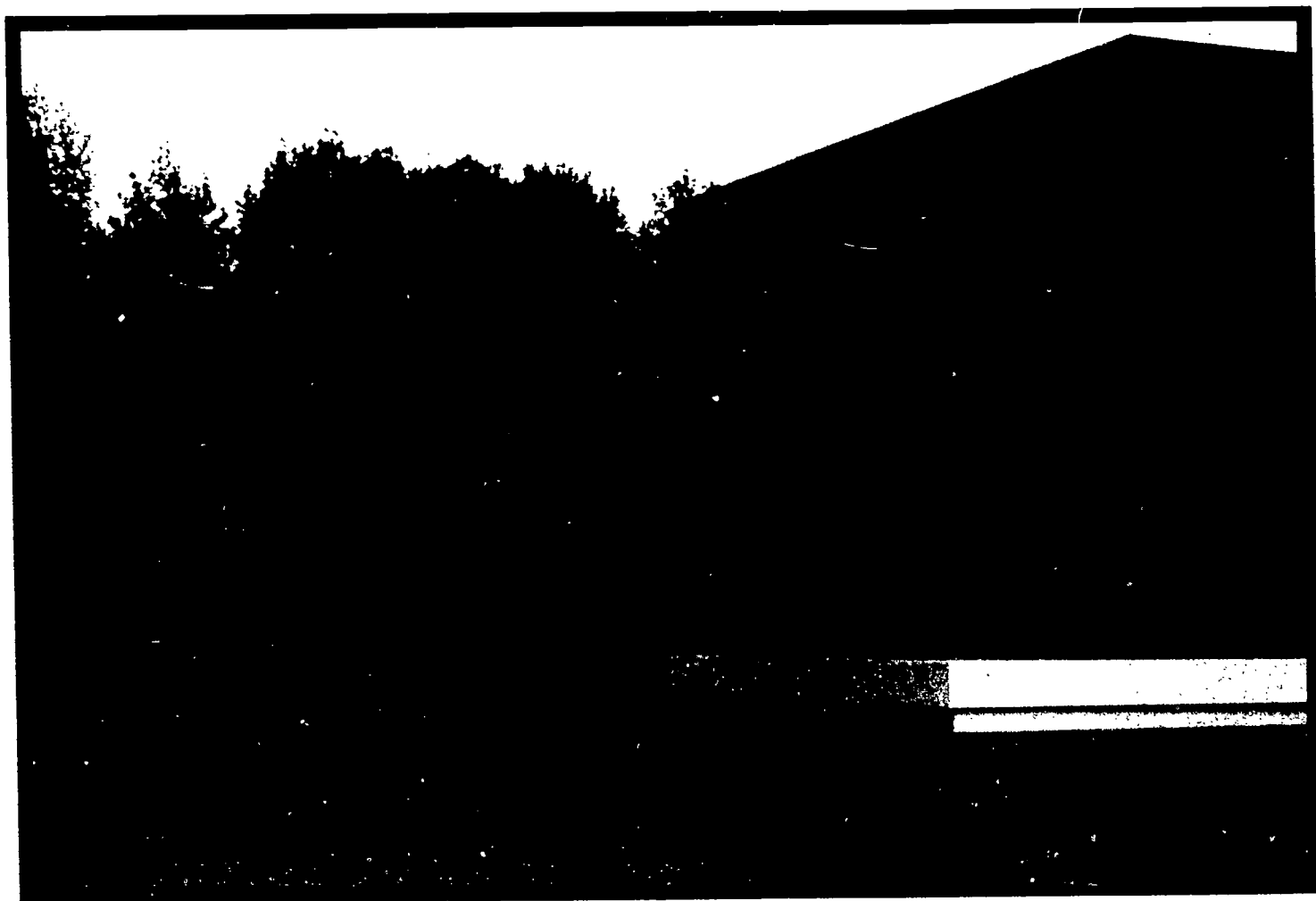
We limited the size of each college in the interest of quality.

We designed each college to serve a definite need.

We found public spirited people who are willing to pioneer a new adventure. Every generation has them when a great opportunity appears.

It is obvious that we have founded new colleges before the existing colleges are complete. This is as it should be, for if we were to wait until the existing colleges are complete we would never start a new college, since no college really is ever complete. The considered judgment of those who elect to found an institution is an important historical fact with which every succeeding board squares its thinking and renders an account of its trusteeship. The act of founding is the zero hour in the history of the enterprise. It is preceded by a careful evaluation of objectives, and new history is soon made by the character of those who carry the attack and the way in which it is sustained. As long as the objectives continue to be realized, those who have pioneered and those who carry on are an unbroken company. For Thoreau was right when he said: 'A man sits as many risks as he runs. We must walk consciously only part way toward our goal, and then leap in the dark toward our success.'

ROBERT BERNARD
1956



admissions office.²⁰ CUC provided land, assisted with the construction of laboratory facilities, and guaranteed the credit of the new college with few tangible assets. HMC also shared in the library, the business office, and other central services.

By 1965, Harvey Mudd College could boast of eight buildings, a student body of 270, and a faculty of 38. The next 10 years saw the addition of four buildings; the student body grew to 500, and the faculty to 55. Since then, four more buildings have been added; the student body has increased to 630; and the faculty to 78. In the early 1990s, HMC added programs in biology and in computer science.

Not long after the college was founded, a committee (including trustees, faculty, and students) prepared a statement of purpose for the college. It reads: "Harvey Mudd College will provide men and women with an educational opportunity to acquire

intellectual skills, understanding of society, and motivation necessary to develop and manage science and technology for the benefit of society and for the fulfillment of their own personal goals."²¹ The college now has nearly a thousand graduates whose postgraduate professional careers extend twenty years or longer. Many are indeed developing and managing socially important technology. Harvey Mudd College is beginning to fulfill its purpose.

**Kingston Hall,
Harvey Mudd
College.**

THE 1950S AND THE EARLY 1960S²²

"[Tensions] develop from the interplay of autonomous colleges pursuing specific goals while cooperating toward the realization of general interests. If these tensions are fully resolved, the cluster dissolves, and the association becomes either a second-rate university or a collection of independent colleges at war with one another or in a state of unproductive peace. A cluster without tensions, then, amounts to a contradiction in terms."

PETER CLECAK

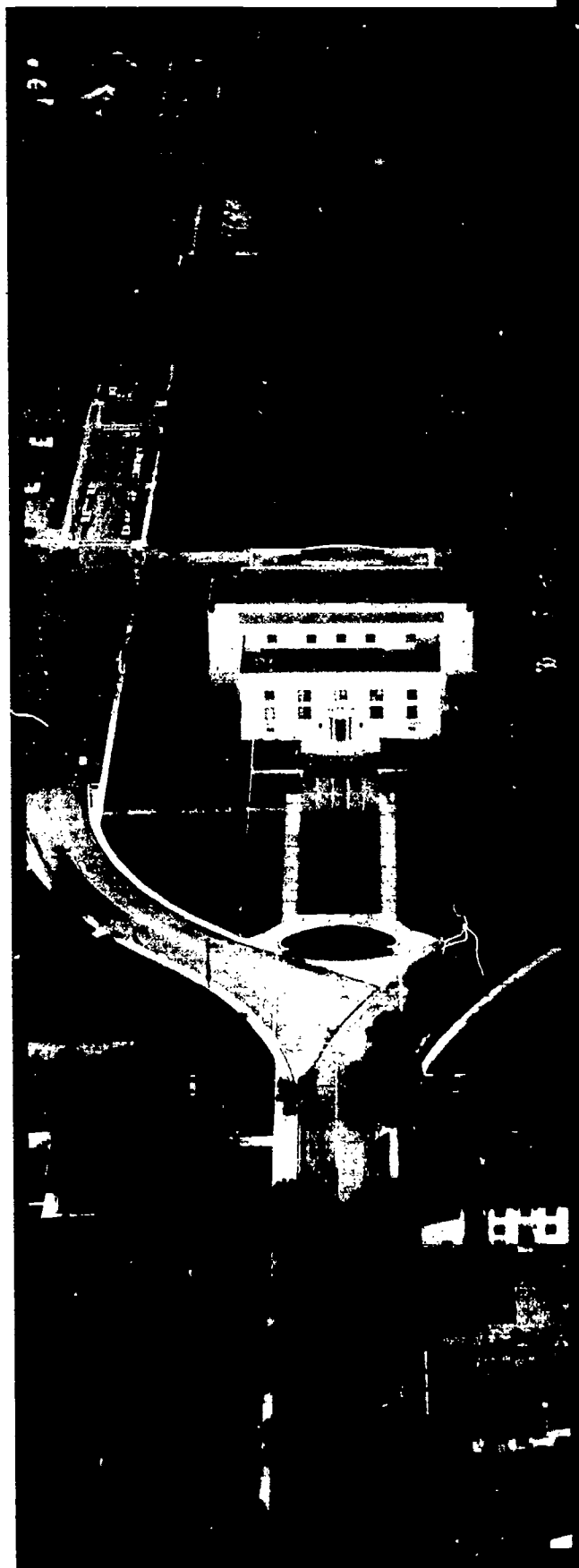
"The Claremont Colleges, An Interloper's Account," 1975

Three significant characteristics in the life of the Group Plan are reassessment, reorganization, and redefinition in response to growth and the ever-changing cultural and educational environment—a situation that often came with the founding of a new college. Throughout the 1950s and early 1960s, these questions were at the forefront of discussions among those entrusted with the Group Plan.

In 1950, the Colleges entered into an "Agreement on the Size of the Colleges," which established a maximum enrollment for each of the colleges. In 1959, a "Reorganization Plan" once again gave CUC its own president, Robert J. Bernard, who had been associated with the group enterprise from the beginning. It also created the office of provost of The Claremont Colleges.²¹ The 1962 "Articles of Affiliation" were intended to clarify the interrelationships within the Group Plan and to redefine the coordinating functions.

The word *constitution* had been scrupulously avoided in organizational documents on the grounds that it implied too much unity, but in 1967 a constitution was adopted. "Coming to recognize that our individuality as separate institutions is secure," as one of the presidents remarked, and seeing the need to be recognized as a combined educational center for both financial and academic reasons, the colleges changed the name of the central institution to Claremont University Center and restored to its Board of Fellows many of the responsibilities lost in the Operating Agreement of 1942. It also paved the way for increased coordination of Graduate School offerings with those of the undergraduate colleges—a reinforcement of its role as a central service rather than a competing institution—and more clearly defined procedures for the establishment of new colleges.²⁴

Looking north
from Pomona College, 1958.





"The founding of four new colleges between 1925 and 1955, under the pressure for quality and the pressure of numbers, attests to the willingness of able and generous people to pioneer new undertakings with the same foresight and courage that characterized the earlier founders, when the issues are sufficiently compelling. Thus history repeats itself in each new era as those with the founding instinct assert their leadership in education."

ROBERT J. BERNARD

PITZER COLLEGE

Pitzer College was founded in 1963 on the recommendation of the CUC Board of Fellows Committee on Future Colleges. George C. S. Benson and Robert J. Bernard implemented the plan for the new college. Accepting a plan for an undergraduate college for women with a focus on the social and behavioral sciences, Benson and Bernard obtained a pledge from Russell K. Pitzer for the construction of an administration building and a dormitory.

Although Bernard was soon to retire, he accepted the chairmanship of the Pitzer College board. John W. Atherton, then dean of the faculty at Claremont Men's College, was elected president of the new institution. With the generous assistance of the existing Claremont Colleges, an initial faculty of 13 was recruited, an entering class was gathered through the efforts of the HMC-CMC admissions office, and classroom and dormitory buildings were rushed to completion. Pitzer College officially opened in the fall of 1964 with a total student body of 150 young women who began their studies in a curriculum that offered concentrations in psychology, sociology, anthropology, and—through academic exchange with CMC—economics and political science.

The fledgling college grew rapidly toward its goal of 750 full-time residential students. Two new dormitories were added and three new classroom/office buildings accommodated the growing faculty and student body. The addition of McConnell Center provided dining hall and student center facilities. The college admitted its first coeducational class, including 80 men, in the fall of 1970.

Today, Pitzer remains true to its founding vision as a progressive liberal arts college with a curricular emphasis in the social and behavioral sciences. Its distinctiveness in the group is apparent in its commitment to an appreciation of human diversity, awareness of the social consequences of human acts, shared decision-making climate, flexibility to meet each student's individual needs, and commitment to conservation and environmental responsibility.





The Pitzer College campus.

COLLABORATION AT THE COLLEGE LEVEL

"Dear Mr. Clary:

"We have known each other so intimately for these many years that you quite understand how much my whole life has been centered in the conviction that here in Claremont we have the opportunity to create an educational institution of almost unbelievable consequence in the development of our future western civilization."

JAMES A. BLAISDELL
(age 85)
letter to William Clary
1953

The importance of contiguous campuses and the hereditary propensity for cooperative activities within the Group to the advance of The Claremont Colleges is impossible to overstate. The proximity of the colleges nurtures an environment in which program collaboration is created to the benefit of the individual colleges. These benefits extend far beyond the model of collaboration among the group as a whole. In numerous instances, two, three, four, or five colleges have seen ways in which their resources and their needs mesh, and they have addressed needs in innovative, cooperative ways. Some of the collaborative programs are formal joint programs, financially supported by the participating institutions. Other programs are less formal and more voluntary in nature, and students are encouraged to participate through cross registration.

Cross registration is perhaps the clearest benefit to students and faculty, one which has existed from the very beginning of the Group Plan. "Cross registration" is an arrangement by which a student at any one college can take courses or participate in programs at any other member of the Group without cash transactions between the colleges.²⁵

Joint Sciences: A Three-College Program

In 1964, three colleges—Claremont McKenna, Scripps, and the newest member, one-year-old Pitzer—inaugurated a combined science program that was far more comprehensive and cost-efficient than that which any one of them would have been able to provide on its own. The Joint Sciences Center was built on land held for central science facilities on Twelfth Street.

In recognition of the impressive success of the program, the W. M. Keck Foundation awarded a generous grant toward a new \$14.5 million building, which was dedicated in 1992.

Research is an important aim in the program, resulting in a required senior research project for science majors. The joint science faculty includes biologists, chemists, and physicists who pride themselves on their commitment to teaching and to providing the optimum educational environment for students of science and offering courses directed toward students majoring in other disciplines. Accessibility, informality, and a strong sense of camaraderie among students of the three colleges are traits of the Program.

Athletics

Athletics represent an important element in the overall experience in The Claremont Colleges. Prior to the founding of Claremont McKenna, Harvey Mudd, and Pitzer colleges, Scripps and Pomona offered autonomous physical education programs. When CMC began, its students initially participated on a joint team with Pomona College students. Then CMC and HMC fielded joint teams. When CMC became co-educational, CMC, HMC, and Scripps College began a joint women's athletic program, embracing intercollegiate competition, intramural sports, and physical education.

The joint Pomona-Pitzer athletic program also fields competitive intercollegiate teams. Pitzer College women have participated on Pomona College's women's teams since Pitzer's founding in 1963, and Pitzer men have formed an integral part of Pomona-Pitzer men's teams since Pitzer began admitting men.

Music and Theatre

The Scripps College Department of Music coordinates a joint music program with Harvey Mudd, Claremont McKenna, and Pitzer. Students at all the colleges are able to take music classes at Scripps, including performing opportunities in a concert choir, chamber choir, and the Claremont Chamber Orchestra. In an informal, cooperative manner, graduate students participate in the four-college program as an extension to their graduate studies. Pomona College also has a music program in which students from the other colleges participate (band, orchestra, choir, private lessons).

The Pomona College Department of Theatre offers a theatre-arts program that is open to students of the other four undergraduate colleges. In addition to its academic offerings, the department produces a varied season of programs. Pomona's and Scripps's dance programs are not jointly sponsored, but are open to students of all five undergraduate programs.

International Place

International Place of The Claremont Colleges is an international, intercultural center which provides orientation and ongoing assistance to students, scholars, and faculty from abroad and seeks to create multicultural community through a variety of programs and activities. Located on the Claremont McKenna College campus, International Place welcomes United States and international students, faculty, and staff from all of The Claremont Colleges.

Women's Studies

Women's Studies is an all-Claremont intercollegiate, interdisciplinary program which utilizes faculty from each of The Claremont Colleges and The School of Theology at Claremont. Courses explore issues of race, class, sexual preference, and gender as they affect the development of women in a variety of cultural, political, and personal contexts, document contributions made by women historically and cross-culturally, and serve as a voice for the achievements of women in contemporary society.

The Women's Studies Program encourages alternative pedagogies, fosters development of new paradigms of knowledge, and explores the study of women as a source of personal, institutional, and social transformation. To this end, Women's Studies sponsors creative colloquia, and co-sponsors a film series. The program works closely with the ethnic studies programs.

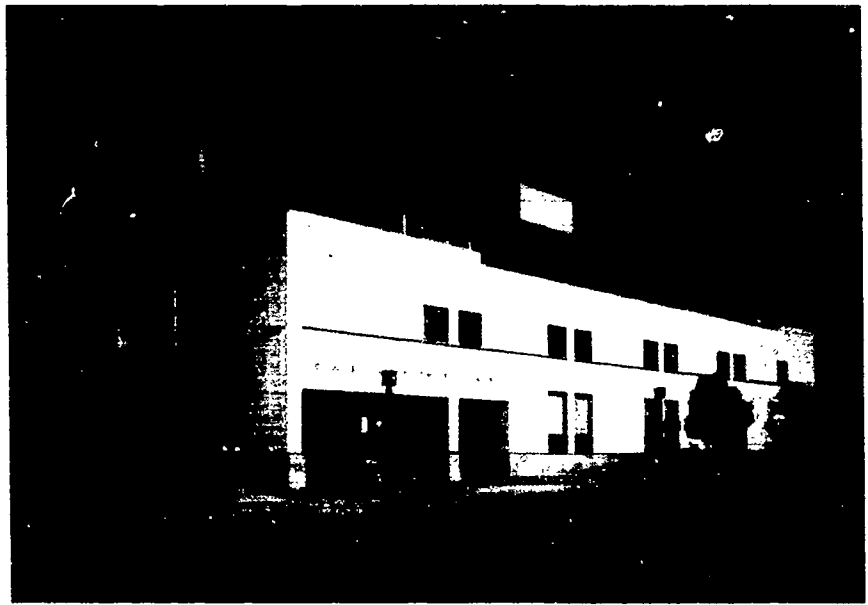
Intercollegiate Department of Chicano Studies

The Chicano Studies Program began in 1969. It has since developed into a mature joint program incorporating faculty and curriculum structures of all five undergraduate colleges. The primary mission of the program is to pursue knowledge of Chicano/Latino peoples, to promote students' intellectual growth, and to develop social consciousness among students and faculty.

The Chicano Studies program has the distinction of being the second oldest program of its kind in the nation. Its longevity is, in large part, due to the dedication of its faculty to its students and to the Chicano/Latino community.

Intercollegiate Department of Black Studies

The Black Studies Program also began in 1969. Now it is a joint program sponsored by four of the undergraduate colleges. The goal of the program



W. M. Keck Science Center.

is to develop and teach courses related to the African-American experience. The program offers a strong academic program in which all students of The Claremont Colleges have the opportunity to study the cultural, historical, economic, political, and psychological experiences of peoples of African ancestry.

Cooperative Language Program

The Claremont Colleges recently undertook the development of a coordinated intercollegiate program for instruction in modern foreign languages. Funded in the long run on the basis of equitable annual contributions by each of the participating institutions, the intercollegiate language program will enable The Claremont Colleges to strengthen substantially the existing programs in each of the currently offered modern foreign languages. Coordinated programs in each language area will permit the common testing and placement of all Claremont students engaged in the study of that language, as well as the free movement of students among the colleges. The intercollegiate programs will allow faculty to utilize new pedagogical approaches and to develop advanced language courses centering on such disciplines as government and anthropology, and they will facilitate the development of an intensive all-Claremont summer language program. The work is supported by a Mellon Foundation grant.

INTERCOLLEGIATE COMMITTEES AND CLAREMONT UNIVERSITY CENTER

“The Claremont Colleges as a group specifically provide for future additions to the group. In this regard the group is unique — it has built into it an expectation for the future. Five of the present six institutions have come into being because of the nurturing and direct support of the previously existing institutions As individual presidents, we have the responsibility to assure both the continuance of the process and development of our individual institutions. The founding and development of each institution makes the group not only stronger but helps to assure the future development of additional institutions. Central services gain strength with each institution’s founding The ultimate objective is the establishment of a great center of learning in Claremont”

KENNETH BAKER
President, Harvey Muell
College, 1976 - 1987

The work of the group is coordinated by a series of intercollegiate committees which meet monthly and in which each of the colleges and CUC are represented: the Academic Deans Committee (ADC), the Student Deans Committee (SDC), the Business and Finance Officers Committee (BFOC), and the Development Officers Committee (DOC). These committees are supported by a series of intercollegiate committees including the personnel representatives, the facilities directors, the college relations group, the registrars’ committee, and the Claremont Colleges computing committee. Recommendations flow from these committees to the Council of Presidents of The Claremont Colleges, which acts as the operational board of Claremont University Center. When appropriate, the Council sends recommendations for action to the CUC Board of Fellows or the newly formed Policy Council* of The Claremont Colleges.

Claremont University Center supports the consortium by: promoting and planning for new colleges, operating the central programs and services, holding land for future development, staffing the intercollegiate committees, planning common facilities, and coordinating consortium planning.

Fundamental to The Claremont Colleges is the availability of central programs and services (CP&S), funded by the members of the group according to mutually agreed upon formulas and designed to meet one or more of these conditions: it is less expensive than if done on a campus-by-campus basis, it is more extensive than could be provided by an individual college, and/or it is advantageous because of scale in negotiations with outside suppliers. Today, CUC offers a broad range of services. The Libraries of The Claremont Colleges were described in a previous section. Other CP&S include the following:

Campus Security protects students, faculty, staff, visitors, and their property. To provide a safe environment, security officers patrol, monitor fire and intrusion alarms, offer crime prevention workshops, enforce traffic and parking regulations, and provide assistance to people in need of help.

The Chicano Student Affairs Center and the **Office of Black Student Affairs** address the educational, cultural, social, and political needs of Chicano/Latino and African-American students, respectively.

Jewish, Catholic, and Protestant chaplains form the **Interfaith Chaplaincy**, which affirms the diversity of faith traditions while encouraging cooperation and mutual understanding of one another’s beliefs. The Chaplains conduct weekly worship services and offer faith counseling and programs in religious education at the McAlister Center.

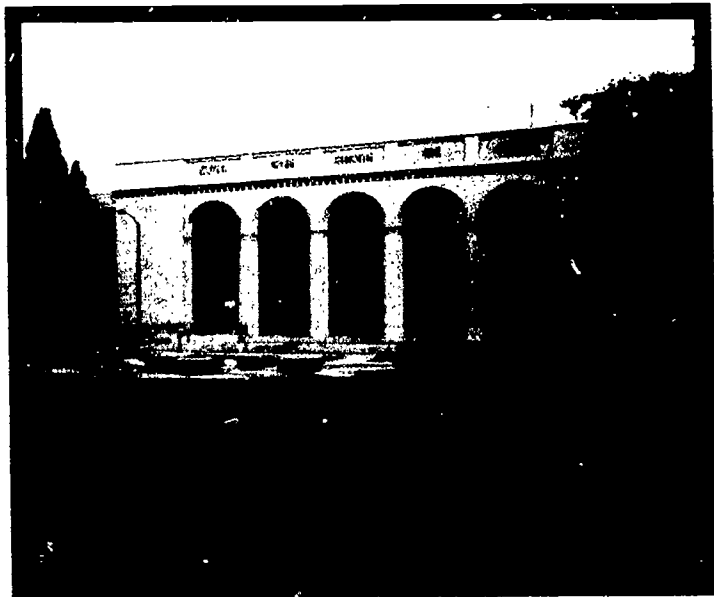
Baxter Student Health Center offers primary and urgent medical care to students, and the **Health Education Outreach** program provides health and wellness education. The mission of the **Monsour Counseling Center** is to promote the positive mental health of students by individual, couple, and group psychotherapy, crisis intervention, referral services, and preventive educational programs.

Huntley Bookstore, the central bookstore for all six colleges, stocks approximately 2,800 academic titles as well as over 50,000 general titles.

The Faculty House, dedicated in 1956 and run as a membership club, offers daily luncheon service, catering, and rentals of guest and dining rooms.

The 2500-seat **Mabel Shaw Bridges Auditorium** is the home of a variety of programs and college events. The **Fiske Museum of Musical Instruments**, in Bridges Auditorium, is one of the seven largest collections of antique, classical, and folk instruments in the nation, containing 1,000 instruments.

Personnel Services assists the colleges in assessing, developing, and maintaining effective human resource programs and practices. In addition



to recruitment, testing, and orientation of new employees, Personnel Services also provides consultation on labor relations, collective bargaining, and staff grievance procedures. Financial Services provides a range of accounting and treasury services. The Office of Risk Management and Insurance Services administers a comprehensive insurance program and assists each college in protecting and preserving human, physical, financial, and natural resources.

The Central Programs and Services Facilities Department maintains the buildings and grounds of Claremont University Center and Graduate School. Telephone Services maintains existing telephone equipment, cabling and trunk lines, and the operation of the switchboard. The office provides consultation for improvements, expansion, or alteration of communication systems for the group. There is a Campus Mail Service for intercampus and U.S. mail.

(Clockwise from top left)
Faculty House.

Baxter Student Health Center.

Pendleton Business Building.

Mabel Shaw Bridges Auditorium.

THE MID-1960S TO THE PRESENT²⁷

“...a brilliantly moody piece, stormy and rumbling one minute, sunny and rippling the next – music that is exquisitely welded together yet always threatening to fly apart.”

At the dedication of the Library's new automated catalog (named Blais in honor of James Blaisdell), trustee Donald C. McKenna shared a quote from Connoisseur magazine describing Mozart's Quartet in C Major, which he declared could just as aptly describe the history of the Group Plan of The Claremont Colleges

One way to describe developments in The Claremont Colleges from the mid-1960s is statistically. For example,

- Total enrollment increased 66 percent between 1965/66 (2,973) and 1992/93 (4,528);
- The number of students graduating increased from 600 in 1965/66 to 1337 in 1992/93;
- Faculty increased from 300 to over 500;
- Library holdings expanded from 544,000 volumes to 1.7 million volumes;
- Library operating expenditures increased from \$281,000 to \$3.98 million;
- Four new library buildings were opened;
- Asset values increased from \$40.7 million to \$1.1 billion;
- Endowment increased from \$39.5 million to \$672.8 million (book value).

Overall, 44,000 students have graduated from The Claremont Colleges.

In a 1971 revision of the constitution, CUC was reorganized, establishing a president of The Claremont Graduate School, a provost to administer joint programs, and a chancellor for long-range planning. In 1976, the positions of provost and chancellor were eliminated and their functions were assumed by vice presidents reporting to the president of CUC. Thereafter and through the late 1980s was a time of relative stability at The Claremont Colleges. From 1988 to 1990, there were changes in the presidencies of Harvey Mudd, Pomona, Scripps, and Pitzer colleges. Each of the departing presidents had served at least a decade. During the same time, five of the six board chairs, three student deans, and six academic deans changed. This was certainly a time of transition and of new challenges to the colleges individually and as a group.

In 1992, the Policy Council²⁸ was constituted to deal with policy and long-range issues of the group. The constitution was modified in 1992 to recognize the Policy Council, increase the size limits of four undergraduate colleges, and establish an enrollment limit on The Claremont Graduate School.

In the early 1990s there has been intense discussion of forming a new college, including attendant speculation about how much funding would be required to start such a venture, the source of the funding, and what its academic orientation and level should be. These exciting conversations about continuing Blaisdell's dream are ongoing.

The history of The Claremont Colleges is characterized by comprehensiveness and innovation on one hand and intimacy, academic excellence, and responsiveness on the other. The Group Plan is the mechanism that makes this balance possible, creating an extraordinary environment for higher education. In the Group Plan of The Claremont Colleges growth extends close relationships and associations rather than destroying them, and change emerges from established excellence.

In 1956, an article in *Harper's* declared that the Group Plan is a "boldly original effort to meet the rocketing demands for higher education—not by swelling the old universities to elephantine size, but by multiplying the high quality small schools. . . . Robustly Californian, Claremont triumphs over problems which harass the rest of the country. The Group Plan adroitly combines the irresistible principle of growth in higher education with individuality."²⁹

Each new college has introduced a fresh vision or a new emphasis and has even sharpened its distinctiveness over time. With new colleges, innovation and experimentation are fostered in Claremont without transforming demonstrably successful institutions and without the trauma of overturning vested interests, tenured appointments, committed physical plant, and established traditions. In Claremont, innovation is grounded in established excellence.

In Claremont, friendly competition nourishes excellence and innovation. The history of the Group Plan clearly demonstrates that new group members bring increased numbers of quality students, increased faculty, and an enhanced level of philanthropic support. Each new college attracts a new constituency and, although each college has a core of liberal arts, it offers a different focus and is not intended to be complete in itself.

Much of The Claremont Colleges' future lies in the values that have already emerged.

- Evolution of common goal setting and governance along with individual college freedoms.
- A close relationship between students and faculty.
- The productive association among faculties.
- Economy in the operation of joint services.
- Continuing attention to graduate study as a common venture.
- Utilization of the strengths of the group for common advancement.

- A university center to coordinate joint activities and to hold land on behalf of the group for future development.
- Greater opportunity for faculty-trustee contacts.
- A greater number of trustees in a multiple enterprise.
- Enhanced opportunity for educational experimentation.
- Greater impact in fund raising and public relations efforts on behalf of the total enterprise and its constituent members.
- Wholesome competition among the colleges and the opportunities to achieve the highest level of performance.
- A management structure that permits colleges to join cooperatively in creating major buildings, programs, and undertakings of common benefit to all.
- An infrastructure and academic environment conducive to the creation of new colleges, institutes, and affiliates.
- Avoidance of pressure to increase beyond the optimum the population within any single college by establishing new institutions.
- A built-in guarantee of greater diversity in faculty, students, and staff among the colleges.

The Claremont Colleges have demonstrated that it is possible, under the right leadership, to create again and again new, innovative, and intellectually stimulating environments that attract the ablest faculty and students. This is the strength of the Group Plan; this is Claremont's gift to America's higher education. The Group Plan works, and it will continue to work as the horizon moves ahead of us and unfolds on each new frontier.

The history of the Group Plan of The Claremont Colleges has shown repeatedly that there are sufficient energy and resources both to found a new college and to deal with contemporary challenges facing existing institutions. There have always been challenges and there always will be challenges. The strengthening of existing colleges has moved and continues to move concurrently with founding new colleges. Nowhere in this country is the prospect for successfully founding a new institution greater than in Claremont. The result will be a stronger group.

"The independent sector will be unable to perform its historic role of providing choices if it does not expand. In California, absent growth by the private colleges, independent colleges could come to reflect as narrow a part of the whole as private preparatory schools to public high schools."

JACK STARK
President
Claremont McKenna College
1970 - present

THE LESSONS OF THE PAST THE CHALLENGES OF THE FUTURE³⁰

Not long ago, emeriti presidents George C. S. Benson (CMC) and Joseph B. Platt (HMC, CUC) discussed with trustees the lessons learned in Claremont from these last 65 years together and the impact those lessons may have on the future of The Claremont Colleges. Here are some of their comments:

The Founders' Visions of the Growth of the Group

Early philanthropists who committed substantial sums of money for new colleges were assured that current colleges would not increase unduly in size; rather, new colleges would be founded to increase the size of the Group. William W. Clary³¹ recalled: "Historically the . . . far reaching decisions were of course made before Scripps College, [CUC], and [Claremont McKenna College] were established. Indeed, as we lawyers say, it was *in consideration* of the . . . decisions of permanent policy as to the limit of numbers and the development of new colleges that millions of dollars were soon invested by those who were asked to initiate the group plan through the establishment of new colleges. And again *in consideration* of the continuation of the pattern which had been pledged and initiated, more millions have since been added — and we now have a great trust to maintain."

J. Arthur Campbell³² in his "Summary of Committee Deliberations on a New College for Women in Claremont [i.e., Pitzer]," August 3, 1960, stated, "The outline for a small, residential, women's college assumes that more than a few more colleges will be added to [the Group]. . . . Failure of this assumption would lead us to recommend against founding [Pitzer College]. . . ."

At an Intercollegiate Council meeting in 1960, President Hard of Scripps pointed out "that in Claremont we have already the criteria for the

establishment of new colleges on a liberal arts basis, and that the colleges would be quite negligent in their duty if they were not to accept more students in Claremont under the framework of the Group. . . ." Robert J. Bernard noted, "The founding of four new colleges between 1925 and 1955, under the pressure for quality and the pressure of numbers, attests to the willingness of able and generous people to pioneer new undertakings with the same foresight and courage that characterized the earlier founders, when the issues are sufficiently compelling. Thus, history repeats itself in each new era as those with the founding instinct assert their leadership in education."³³

It is easier to add a new college to The Claremont Colleges than it would be to found an isolated college. Many of the common facilities needed for a new college are already in place, and, in addition, the existing colleges may share their own buildings and services with a new college while it is getting established. An essential part of the Group Plan is that we hold land which can be made available to new colleges. Perhaps most importantly of all: a new college in Claremont inherits a reputation it has yet to earn.

From 1925 to 1963, five new colleges were established. None has been added in the last 30 years. Colleges are again overcrowded, both regionally and nationally. We are ripe for our next challenge.

How Have We Done?

How well have we done in preserving "the inestimable values of the small college"? Quite well. Within each college, our students and faculty know each other. There are strong college loyalties. Each college has its own individuality, its own character. Each undergraduate college is a liberal arts college, requiring of its students a substantial education in the humanities, the social sciences, and the natural sciences plus mathematics. We expect our graduates to be literate and numerate. But each college has a characteristic emphasis. Our students derive two benefits from the diversity and the relative smallness of our undergraduate colleges. One is the sense of closeness, the intimacy of the individual college. The other is that by walking a few blocks to take a course at another college, one can enter a somewhat different intellectual world.

Each new college has added strength to the group. The colleges compete as well as cooperate. In the competitive mode, each college has striven to accomplish its mission, and established, as well as

new, colleges have been goaded into keeping high academic standards across all fields. In the cooperative mode, each new college has brought strengths to the group which become available to all our students.

The record clearly shows that new colleges in the group have resulted in increased numbers of quality students and increased gifts for the existing colleges. Each new college has appealed to a new constituency. Although each college has a core of general studies and has offered a different focus none was intended to be complete in itself. President Hard of Scripps hoped that "any new college will emphasize fields neglected in Claremont for years . . ." He felt that "the Claremont Plan allows for such a college, that such an endeavor would not be undertaken anywhere but in Claremont, where we have such excellent university-type facilities available and where the offerings of other colleges are available." A new college would enrich the whole enterprise with its faculty, students, and curriculum and reduce central programs and services costs for the existing colleges. Today, as in the past, there are areas of study into which a new college can move without coming into competition with existing colleges.

Vision and Reality

How does the vision of the Group Plan's founders compare with the reality of The Claremont Colleges today?

Concerning the **concept**, the founders spoke in terms of a new and splendid contribution to American education; a great achievement; a new era in the development of higher education. They affirmed a bold new approach; a new and inspiring plan because it was both a sound and adventure thing to do; an educational institution of almost unbelievable consequence in the development of future western civilization; a magnificent center of learning at Claremont.

Concerning the **nature** of the undertaking, the founders spoke of the virtues of the small college and the advantages of the large university; small colleges absolutely independent but associated in common undertakings; the strength of union while conserving the values of local independence, initiative, and neighborhood rivalry. The total group would support and enrich all its parts and give a sense of largeness without violating the intimacy of the smaller unit.

Concerning the **impact** of new colleges on the group, Dr. Blaisdell spoke of the accumulation of

privileges in this group of institutions achieved as a result of our intercollegiate form of organization. New colleges have indeed, invariably, strengthened the existing colleges as well as the group. Blaisdell said in 1953, "We have a form of organization which to an amazing degree evidently invites new enlistments and the resources of a steadily accumulating cooperation."

As for the **future**, Blaisdell noted that "the success of our undertaking is wholly dependent upon a spirit of mutual good will and self-denial." Bernard declared: "I have a kind of implicit trust that located as we are and with our start, the really broad-gauged people will not let selfishness or provincialism stand in the way."

In Conclusion

Has the Group Plan met its founders' expectations? We think, yes indeed! The need is urgent to strengthen the private sector of higher education in this country. American higher education has been built up as a dual system, the public and private sectors complementing each other and each making its unique contribution to education, research, and public service. Neither is "better" or "more valuable" than the other.

In recent decades, as public institutions have grown more rapidly than private ones, the private influence has diminished relatively and may soon begin to diminish absolutely. The need for a strong private sector is more urgent today because of the intense pressure on the public sector. Through the diversity offered by private institutions, the higher educational system can serve the needs of more people and offer more choices to students than would be possible, or at least likely, in a totally public system of higher education.

Some say that there are too many challenges facing existing members of the Group, that there is not enough energy to deal with these and found new institutions. There have always been challenges and there always will be challenges. We believe there is enough energy for both — strengthening the existing colleges moves concurrently with founding new colleges. Nowhere in this country is the prospect for success greater than in Claremont and the result will be an even stronger Group.

THE CLAREMONT COLLEGES TODAY

Pomona College

Founded in 1887. The founding member of The Claremont Colleges. Pomona is a coeducational college dedicated to the pursuit of knowledge and understanding through studies in 37 subject concentrations in the sciences and humanities leading to the Bachelor of Arts degree. There are numerous special programs, including study abroad programs in over twenty countries. Seventy-five percent of Pomona graduates go on to graduate or professional schools. Its 140 acres form an exceptionally lovely campus, evocative of the New England-style colleges of its Congregational founders. There are approximately 1350 students and a student-faculty ratio of less than 10 to 1.

The Claremont Graduate School

Founded in 1925. The Claremont Graduate School, which has an enrollment of approximately 1,700 students, offers master's and doctoral degree programs in the humanities and social sciences, fine arts, economics, botany, mathematics, management, and education. The core faculty of 70 appointees is supplemented by more than 200 faculty from the undergraduate colleges and other affiliated institutions. Organizationally, CGS is divided into five "centers of excellence": the Center for Politics and Economics; the Center for Organizational and Behavioral Sciences; the Center for Educational Studies; the Claremont Graduate Humanities Center; and the Peter F. Drucker Graduate Management Center.

Scripps College

Founded in 1926. Scripps is a women's college with an enrollment of 600. Ellen Browning Scripps and the founding trustees believed that talented women flourish best in an environment where women are the focus and the norm. Its interdisciplinary curriculum offers a wide variety of courses in humanities, fine arts, social science, and the sciences. Scripps offers the bachelor of arts degree in more than thirty majors with extensive opportunities for combined majors. Small classes (9 to 1 student/faculty ratio) with a faculty committed to teaching promote discussion and strong student/faculty interaction. Scripps has risen in the national rankings to be one of the top women's colleges in the country. With a \$72 million endowment, Scripps' endowment per student ratio is

among the top 25 private colleges in the nation and among the top five women's colleges. The success of the college's most recent capital campaign was due to the commitment of Scripps' alumnae, 74 per cent of whom contributed to the \$52 million raised. Scripps' 6,000 alumnae of record pursue careers in a wide variety of fields, including art, science, medicine, business and finance, teaching, research, journalism, law, music, and psychology.

Claremont McKenna College

Founded in 1946. Claremont McKenna is a coeducational liberal arts college with a special emphasis in economics and government and the study of political affairs and contemporary issues. Originally a men's college, Claremont McKenna began admitting women in 1976. With seven research institutes on campus, CMC involves both students and faculty in on-going studies of political demographics, international military and economic relations, natural resources and related subjects. It offers majors in the fields of government, economics, history, foreign languages, literature, philosophy, psychology, sciences, mathematics, and management-engineering. For a number of years CMC has been ranked in the top 20 colleges of the country, as reported by the *U.S. News and World Report*.

Harvey Mudd College

Founded in 1955. Harvey Mudd is the engineering, science, and mathematics member of The Claremont Colleges, with an enrollment of 620 men and women and a student/faculty ratio of 8 to 1. The mission statement stresses that students must be prepared to "assume leadership. . . with a clear understanding of the impact of their work on society" and the human purposes and values that technology and science must serve. Harvey Mudd offers a B.S. in engineering, computer science, chemistry, physics, biology and mathematics, and (with CGS) a fifth-year master of engineering degree. The college leads the nation in funded per student undergraduate research. It also heads the nation in the fraction of its graduates who later earn the Ph.D.

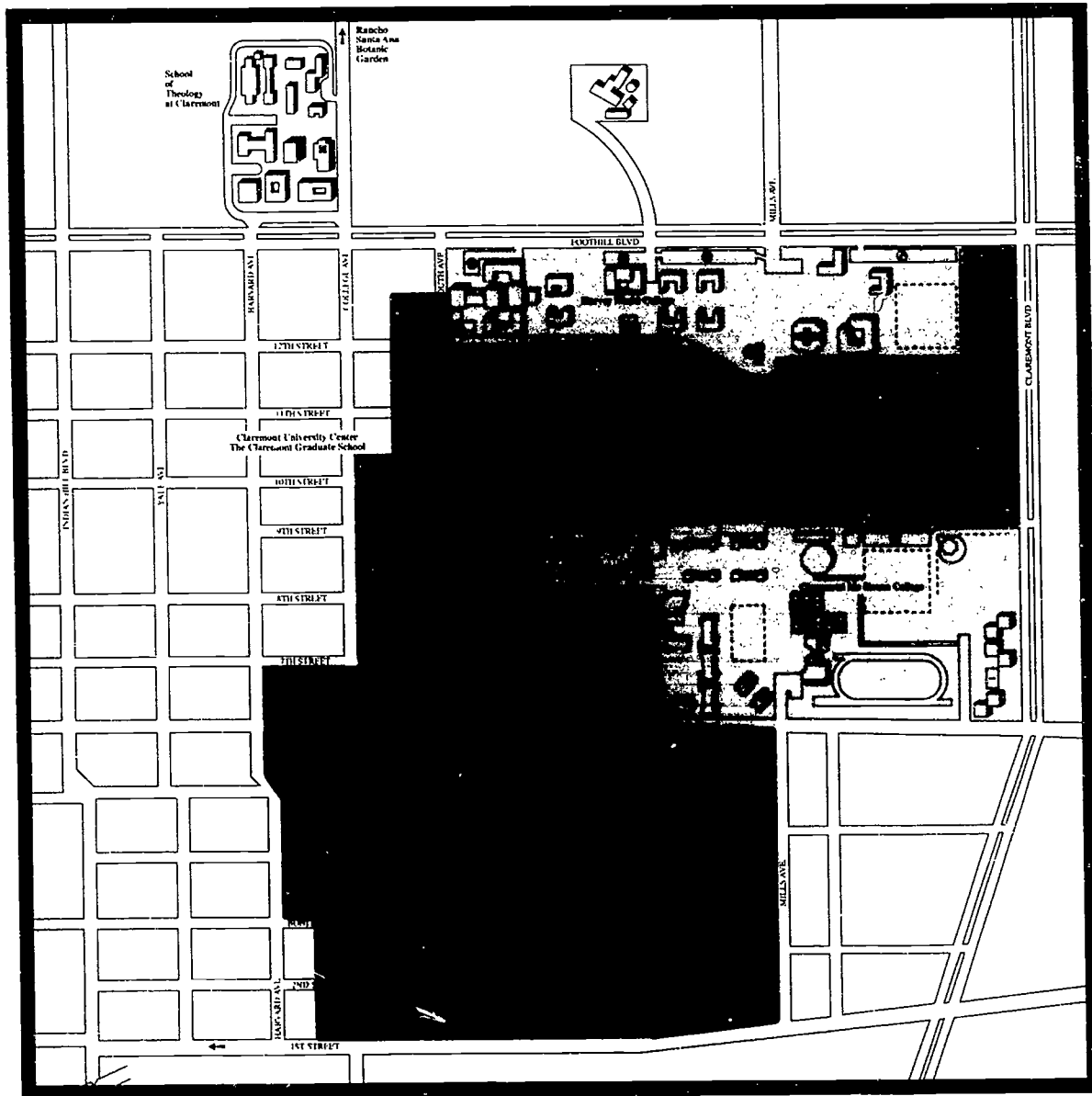
Pitzer College

Founded in 1963. The newest member of The Claremont Colleges, Pitzer is a coeducational, undergraduate liberal arts college with a

curricular emphasis in the social and behavioral sciences. It currently enrolls 750 students. It is committed to fostering in its students a unique set of goals: breadth of knowledge; understanding in depth; critical thinking, formal analysis, and effective expression; interdisciplinary perspective; intercultural understanding; and concern for the social consequences and ethical implications of knowledge and action.

Claremont University Center

Claremont University Center is the coordinating organization for the group. It is responsible for operating the central programs and services (e.g., the library system, the student health and counseling centers, a concert hall), supporting the intercollegiate committees, long-range planning for the consortium, holding land for future uses, and planning for future colleges.



Map of The Claremont Colleges, 1993.

THE CLAREMONT COLLEGES, PRESIDENTS AND ADMINISTRATORS

Claremont McKenna College

George C. S. Benson	1947-1969
Howard Neville	1969-1970
Jack L. Stark	1970-present

Claremont University Center

James A. Blaisdell	1925-1935
William S. Ament (Acting)	1935-1937
Russell M. Story	1937-1942
Robert J. Bernard	
Administrative Director	1942-1944
Managing Director	1944-1959
President	1959-1963
William W. Clary (Acting)	1963
Louis T. Benezet	1963-1970
Howard R. Bowen	
President	1970-1971
Chancellor	1970-1974
Barnaby C. Keeney	
President	1971-1976
E. Howard Brooks	
Provost	1971-1981
Joseph B. Platt	
President	1976-1981
John D. Maguire	
President	1981-present
Margaret R. Bates	
Executive Officer of the Council	1982-1985
Eleanor A. Montague	
Executive Officer of the Council	1986-present

Harvey Mudd College

Joseph B. Platt	1956-1976
D. Kenneth Baker	1976-1987
Henry E. Riggs	1988-present

Pitzer College

John W. Atherton	1963-1970
Robert H. Atwell	1970-1978
James B. Jamieson (Acting)	1978-1979
Frank L. Ellsworth	1979-1991
Paul Ranslow (Interim)	1991-1992
Marilyn Chapin Massey	1992-present

Pomona College

Cyrus G. Baldwin	1890-1897
Franklin L. Ferguson	1897-1901
George A. Gates	1901-1910
James A. Blaisdell	1910-1928
Charles K. Edmunds	1928-1941
E. Wilson Lyon	1941-1969
John David Alexander	1969-1991
Peter M. Stanley	1991-present

Scripps College

Ernest J. Jaqua	1927-1942
Mary K. Shirk (Acting)	1942-1944
Frederick Hard	1944-1964
Mark H. Curris	1964-1976
John H. Chandler	1976-1989
E. Howard Brooks	1989-1990
Nancy Y. Bekavac	1990-present

MILESTONES IN THE HISTORY OF THE CLAREMONT COLLEGES GROUP PLAN

- 1887 Pomona College founded.
- 1893 Holmes Hall dedicated.
- 1908 Carnegie Library dedicated.
- 1910 James A. Blaisdell becomes president of Pomona College.
- 1924 Ellen Browning Scripps buys 250 acres of land north and south of Foothill.
- 1925 Claremont Colleges incorporated. James A. Blaisdell becomes head fellow (president).
- 1926 Scripps College founded.
- 1927 Around this time, the term Associated Colleges began to be used for the Group.
- 1928 Joint student health services established. Dr. Blaisdell resigned presidency of Pomona College.
- 1930 Administrative Council established.
- 1931 Denison Library (Scripps College) constructed.
- 1932 Mabel Shaw Bridges Auditorium and Harper Hall dedicated.
- 1935 Blaisdell retires.
- 1936 Intercollegiate Council replaces Administrative Council.
- 1942 Operating Agreement signed. Intercollegiate Council assumes greater responsibility.
- 1944 Central corporation name changed from Claremont Colleges to Claremont College and divided into two divisions: Instructional Division (CGS) and Division of Corporate and Group responsibilities under "Plan for Administrative Reorganization." Rotating provostship and position of managing director created.
- 1946 Claremont Undergraduate School for Men incorporated; (renamed Claremont Men's College in 1947).
- 1947 Executive Committee of the Intercollegiate Council established to act on behalf of the Intercollegiate Council.
- 1949 Enlarged Executive Committee of the Intercollegiate Council established. Officially recognized in 1959.
- 1950 Colleges enter into an "Agreement on the Size of the Colleges."
- 1951 Rancho Santa Ana Botanic Garden locates in Claremont.
- 1952 Honnold Library dedicated.
- 1955 Faculty House opened. Harvey Mudd College incorporated (opened 1957). School of Theology locates in Claremont. Provost term limited to one year.
- 1959 Reorganization Plan gave Claremont College its own president. Created office of provost of CUC. Provost chaired the Executive Committee of the Intercollegiate Council.
- 1960 Francis Bacon Library opened.
- 1961 Group name changed from The Associated Colleges to The Claremont Colleges. The central corporation became The Claremont Graduate School and University Center, then Claremont University Center, and then The Claremont University Center and Graduate School.
- 1962 Articles of Affiliation signed.
- 1963 Pitzer College incorporated (officially opened in 1964).
- 1964 Joint Sciences established by Scripps, CMC, and Pitzer.
- 1965 \$5 million Ford Foundation Challenge grant to The Claremont Colleges.
- 1967 Seeley W. Mudd Library dedicated. *Constitution of The Claremont Colleges* adopted, provost responsible to CUC Board of Fellows rather than the Intercollegiate Council.
- 1970 Pitzer College becomes co-educational.
- 1971 Constitution revised and The Claremont University Center and Graduate School reorganized, creating a president of The Claremont Graduate School, a provost to administer joint programs, and a chancellor for long range planning and development. The Council of The Claremont Colleges (six presidents) established. Library operating agreement signed, bringing all libraries under one director
- 1976 Positions of provost and chancellor eliminated. Vice presidents replaced them, reporting to the president of Claremont University Center and Claremont Graduate School. Claremont Men's College becomes coeducational.
- 1981 Claremont Men's College renamed Claremont McKenna College.
- 1986 New library connecting Mudd and Honnold Libraries dedicated
- 1988 Former gravel pit purchased by the Claremont University Center for future Group purposes.
- 1992 Policy Council formed; constitution modified.

ENDNOTES

¹This and the previous section were drawn largely from E. Wilson Lyon, *History of Pomona College*.

²This section was drawn largely from Frank P. Brackett, *Granite and Sagebrush* and E. Wilson Lyon, *History of Pomona College*.

³Written by E. H. Kennard, Pomona '07, in "Which Way, Pomona," *Pomona Quarterly Magazine*, March 1925. Emphasis in last sentence added.

⁴E. Wilson Lyon, *History of Pomona College*.

⁵The name of the central coordinating corporation changed often during the years. See Milestones in the History of The Claremont Colleges Consortium.

⁶Quoted in E. Wilson Lyon, *History of Pomona College*.

⁷William Templeton Johnson designed Bridges in a free adaptation of Northern Italian Renaissance architecture. Its 22,000-square-foot ceiling, designed by John Smeraldi, depicts the signs of the zodiac in blue, silver, and gold. It rises 55 feet above the auditorium floor and spans 120 feet with no interior supports.

⁸Robert J. Bernard, a colleague of James A. Blaisdell from the earliest planning stages of the Group Plan and president of Claremont University (and Graduate School) from 1959 to 1963, wrote a brief history of The Claremont Graduate School in which he attempted to explain the Group Plan, and the Graduate School's place in it, to a generation of Claremonters who were separated by a number of years from the founding of the colleges. The beginning portion of this section is drawn from that history.

⁹In 1927, Pomona College discontinued granting the master of arts degree and the California teaching certificate - responsibilities that were assumed by Claremont Colleges.

¹⁰Although graduate courses are open to qualified undergraduates.

¹¹Faculty from the undergraduate colleges teach in The Claremont Graduate School with a two-fold benefit: the Graduate School benefits from the teaching and scholarship of distinguished undergraduate faculty and the opportunities to teach in the Graduate School draw eminent scholars to the undergraduate colleges.

¹²Miss Scripps gave \$500,000 in stock in the Evening News Association of Detroit, Michigan.

¹³Effective July 1, 1942.

¹⁴CMC, HMC, and Pitzer bought most of their land. Lands now held by CUC are to be given, not sold, to new colleges in the future.

¹⁵Statement by Willis Kerr, librarian, as reported in Robert J. Bernard, *An Unfinished Dream — A Chronicle of the Group Plan of The Claremont Colleges*.

¹⁶The transfer of Pomona's Carnegie library and the smaller library in Harper Hall took place in the summer of 1952. Scripps College did not join the central library organization until the 1971 Operating Agreement that brought all libraries into one organization under a single director.

¹⁷For example, Honnold was the first West Coast headquarters for the national library network OCLC.

¹⁸As a matter of fact, a number of major botanic gardens are directed by RSABG-CGS doctoral alumni.

¹⁹The School of Theology president, Ernest C. Colwell, and the Harvey Mudd College president, Joseph B. Platt, both had offices initially in CMC's Pitzer Hall North, one on each end of the second floor. As Platt remembers, "We would both arrive at out 8 AM and pass each other in the hall, exchanging "Good morning, Mr. President."

²⁰CMC and HMC continued to share admissions offices until 1982 when they were separated.

²¹Harvey Mudd College *Catalogue*, 1992-94, p. 47.

²²This section was drawn from the Foreword to the Constitution of The Claremont Colleges, written by Joseph B. Platt and Henry E. Riggs, and from Robert J. Bernard, *An Unfinished Dream*.

²³The Group name became The Claremont Colleges in 1961. Soon thereafter, the central corporation became Claremont Graduate School and University Center and then Claremont University Center and Graduate School.

³⁴This section was drawn from the Foreword to the Constitution of The Claremont Colleges, written by Joseph B. Platt and Henry E. Riggs.

³⁵Based on 1992/93 data, cross registrations and enrollments in intercollegiate programs accounted for 21 percent of total course registrations at The Claremont Colleges.

³⁶Composed of the six board chairs and the six presidents.

³⁷A significant example of common planning and shared responsibility was the mid 1960s Ford Challenge Grant which required the consortium to prepare a multi-year plan to demonstrate what the group hoped to accomplish if matching funds were provided. The challenge was \$5 million, to be matched 3 to 1 in three years. The Group met the challenge well before the deadline, and had by then agreed to continue joint fundraising with the goal of \$86 million in seven years. The concept of joint fundraising was not new. The Friends of the Colleges at Claremont was organized in 1939 to introduce the group as a whole to the Southern California community. *An Unfinished Dream* lists several major gifts that can be traced to new donors thus intrigued. The Friends of the Libraries at Claremont has a similar history. In the 1970s, the Group organized a common campaign to rebuild and refurbish Bridges Auditorium. In the 1980s, the Group completed a joint \$8 million campaign for the new library joining the Honnold and Mudd libraries. In 1993, the Group is considering another campaign for the libraries.

³⁸Composed of the six presidents and six board chairs.

³⁹"California's Five-College Experiment," *Harper's*, December 1959.

⁴⁰This section is taken from a presentation by George C. S. Benson and Joseph B. Platt at the 1991 Assembly of The Claremont Colleges (the trustees of all of The Claremont Colleges) meeting, Los Angeles.

⁴¹William W. Clary was involved with the Group in many ways: Pomona '11; member of the CUC Board of Fellows from 1928 until 1969 (chair, 1953 through 1963); student of Oxford University history; donor of Oxford Collection to the Library; interim president of CUC, February through August, 1963; and author of *The Claremont Colleges* (1970). At the time of this quote, he was senior partner in the law firm of O'Melveny and Myers.

⁴²J. Arthur Campbell was a member of the founding faculty of HMC and chair of the early

1960s Curriculum Committee that studied the nature of the new college (to be Pitzer College).

⁴³Robert Bernard in a 1957 speech made this statement,

The individual college is the center and the citadel of every student's education at Claremont. It must be kept small enough to assure the best in the personal relations and development of its students as well as its faculty. On this principle of limited size of the individual colleges, each sharing in fine central facilities, we have rested our case in the educational world. . . . What combination of ideas and efforts has brought this about?

First, we began with **quality** and have adhered to it. *Second*, we have a **plan** for preserving the personal qualities of our colleges that is expandable through new colleges. . . . *Third*, although we all insist upon a broad liberal arts base, we enjoy a valuable **diversity** of educational emphasis and faculty appointments. *Fourth*, we have divided the privilege of building these colleges among (six) boards of trustees and many friends. This **division of labor** is the genius of the group plan. The founding spirit is as alive as ever. *Fifth*, we have all enjoyed the climate of a healthy and responsible **intellectual freedom** at Claremont. . . . *Sixth*, we are in an area where new independent colleges are particularly needed as a **wholesome balance** for an expanding state system of colleges and universities. Finally, we were blessed early with the **leadership** of Dr. Blaisdell and others who had the vision to see what was coming in this great Western area and to provide for it. . . .

There are really two themes on which to close this occasion: One is an expression of our profound gratitude to all of those of the past and present who have been making possible our development. This we express from our hearts. The second is an expression of confidence that those who have dreamed far beyond our present accomplishment will not have dreamed in vain. Who could have foretold, when there were five colleges at Oxford that many more would be needed to serve the British Commonwealth and the world. Would we have wished them to forego Exeter, Oriel, All Souls, Magdalene, Christ Church, Trinity, St. John's and others? How much they added to the greatness of Oxford!

Here we must keep the way open for whatever this great state and nation require of us. We should never underestimate the future, for in the future lies the true measure of our hope.

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