

NOT FOR PUBLICATION

INSTITUTE OF CURRENT WORLD AFFAIRS

IJS - 4: THE PROGRAM IN PUBLIC POLICY STUDIES  
THE FOUNDATION YEAR  
(PART II)

Program in Public Policy Studies  
of the Claremont Colleges  
120 Bonita  
Claremont, California 91711

June 30, 1971

Richard H. Nolte  
Executive Director  
Institute of Current World Affairs  
535 Fifth Avenue  
New York, New York 10017

Dear Mr. Nolte:

Attached you will find my report on the Program in Public Policy Studies of the Claremont Colleges (in two parts), which I founded last year.

This report ought to be of more than passing interest even to those who know little of Claremont. Although the Program may have been unique, its problems were not. And in the future there will be many experiments quite like the Program here and abroad.


The second section of the report, contained in this newsletter, provides an analysis of the problems of the Program and then some observations on the character of the Claremont Colleges.

The previous newsletter contained the first part of the report, and reported the history of the Program and gives an account of the work of the research teams.

The report taken as a whole is a commentary on the relationship between one university community and the society in which it finds itself.

Perhaps these two newsletters will also offer some insight into the perspective through which I shall view other experiments in education.

Yours sincerely,



Irving J. Spitzberg, D.

### III. YEAR ONE: THE LESSONS FOR THE FUTURE

In my interim report to the Academic Deans Committee of the Claremont Colleges, I suggested that in our first term we may have learned more from our failures than from our successes. Looking back over the whole academic year, I believe that I now can say we have learned much from both successes and failures. I believe that in this first annual report it is appropriate to assess both strengths and weaknesses of the Program.

Let me qualify the following remarks by stating that this is one man's opinion. A more scientific and statistically significant evaluation of the educational impact of the program is presently being prepared under a grant from the Intercollegiate Research Committee of the Claremont Colleges. We attempted our own less formal but still quantitative evaluation process at the very beginning of the Program; however, the students and faculty participating in the Program, in spite of their own interest in getting other people to commit themselves in surveys, have been singularly unwilling to be the objects of experimental observation and evaluation themselves. Never have so many returned so few questionnaires and other enquiries made of them by those attempting to evaluate a program. So what follows is strictly the Chairman's judgment about the first year that was.

#### A. Policy Studies

A major problem faced by the Program was coming to terms with the character of policy studies. It is not at all clear exactly what policy studies ought to be. Indeed, policy studies seems to vary according to who is doing it. Here we have been pursuing particular policy problems by a "seat-of-the-pants" methodology. Using common sense, our abilities for critical analysis, and the ad hoc amalgamation of different disciplines, we dove into each particular policy problem and attempted to understand its parameters in a pragmatic manner.

During this first year we have been relatively unsuccessful in developing a coherent methodology for coordinating the expertise of various persons from different disciplines. However, we have self-consciously tried to understand the relevance of each discipline to a

particular policy problem and have subjected our own operation to a continuing methodological critique through the methodology seminars.

The major problem of policy studies is one of coordination: recognizing the contribution that a particular discipline can make and coordinating that contribution with contributions from other disciplines. Developing and articulating a methodology for policy studies is a major item on the agenda of outstanding problems for future years. The methodology seminars must be continued and enlarged in the coming years to deal with this problem.

Another lesson which one can learn from the experience of the research teams is that policy studies cannot be satisfactorily completed within a term. An adequate job of research requires about a term; and a good job of writing and editing requires another term. The need for a full academic year may require that there be consecutive teams studying discrete parts of a larger problem. However, if this is to be the case, then it is necessary to develop techniques of continuity which our year long team, the low income housing group, did not have. This continuity will probably be achieved only when there are sufficient resources in the Program to guarantee faculty participation on a year long basis, as well as graduate student enrollment for the same period.

Policy studies itself appears to be a continuum of considerations, ranging from very hard scientific and empirical questions to broad but no less difficult value questions. In the Program, the particular sort of policy analysis ought to emphasize the strengths of those participating. During its first year those strengths have been focused on the social sciences -- especially the analysis of political issues. In the future, with the addition of more faculty and students with backgrounds in the hard sciences and philosophy, more points on the continuum can be satisfactorily covered. And the quality of the research reports will significantly improve.

The major lesson about policy studies which we have learned in our first year's experience is that there is only one way to master the techniques of policy analysis: that is by doing it. We have done it. But there is much more to be done and learned.

#### B. The Educational Experience

There are two separate educational experiences which deserve note: first, the educational experience of students; second, the equally important educational experience of the participating faculty. The success of both -- and I believe both have been successful far beyond my initial expectations -- have been mutually reinforcing.

A great majority of the students have been unusually articulate in their approval of the educational experience in the Program. When one talks to students about the Program they often refer to two positive aspects of their experience: first, the way in which the research enterprise demanded strong individual work as well as cooperation in the team project, which gave each student a well rounded view of a complex problem; second, the new relationship between faculty member and student on the research team.

The demands on each individual student to participate in team activities not only through his own research but also through argument about other contributions and the overall recommendations of the report gave each student a sense of responsibility for a major intellectual enterprise and a stake in its successful conclusion. A commitment and esprit de corps complemented these intellectual demands to challenge each student to perform to the best of his abilities.

The relationship between student and faculty member was unique -- it was one of one peer to another. The only source of authority within the team was expertise. Such authority was exercised only when there was good reason for it, the reason of special knowledge. Most of the work done by the teams was done in a true partnership of student and faculty pursuing together an intellectual problem of mutual interest. The activities of the research teams provided an environment for learning unequalled in the Claremont Colleges.

The quality of the educational experience within the teams can be measured by traditional yardsticks of accomplishment and will not be found wanting. For example, more writing was required from each member of a research team than is required in two usual seminars. And much more re-writing. Also, the demand for specific recommendations meant that the frequency and caliber of oral argument was quite exceptional. Finally, the reading and interviewing required by the teams usually exceeded the similar requirements of a comparable course. These are the judgments not only of students; faculty members came to these conclusions as well.

The area of greatest weakness in the educational experience of the students was that of relating the disciplines to the actual investigations undertaken by the research teams. In the second term we established a series of mini-seminars about possible disciplinary tools for research; also a set of readings were assembled and distributed. However, these mini-seminars were deemed failures by both students and faculty. This inability to relate the expertise of a particular discipline to the investigation of policy problems resulted from the fact that the faculty themselves were not completely clear on this relationship. Nor is anyone else, for that matter.

In the future the problem of relating disciplines to policy analysis may best be solved by setting up a panel of faculty experts who are available to consult with each research team at the point in time when a team runs into problems which are relevant to a particular discipline. Also, thanks to the generosity of the Intercollegiate Research Committee, a number of faculty members will be preparing essays and readings, which will attempt to relate their disciplines to the problems of public policy analysis. When these documents are prepared they will be of great help to the public policy research teams. Solving the problem of relating disciplines to policy analysis may be the most important scholarly contribution, as well as educational advance, which the Program in Public Policy Studies can make. And in the process of making a scholarly contribution, the Program will be improving the educational experience of its participants.

The learning experience for faculty members in the Program was quite similar to that of the students. The faculty joined the students in learning about policy studies, for no participating faculty member could consider himself an expert in the field. (Indeed, we wonder whether there are any such persons anywhere.) The attempt to relate the disciplines to the particular problems of policy analysis provided each faculty member with a new perspective through which to view his own discipline.

Perhaps the most important contribution to the learning experience of the faculty was coming to terms with the new relationship with the students, that is: of peer in a research project. The most successful faculty participants were those who did not act as mere resources for the students but instead participated actively in the research of the teams and argued vigorously about possible recommendations emerging from the work of the team. This new relationship between students and faculty was marked by informality; however, this informality in no way impaired the scholar-student relationship at its best -- that of the student watching the master and learning from his example. This was the character of the learning process in the research teams.

One can briefly characterize the educational experience for both students and faculty as one of gaining a new critical perspective on the responsibilities and problems of living in a complex industrial society. This critical perspective transcended the work of any particular team; it manifested itself in an attitude of critical skepticism accompanied by sincere personal commitment to solve social problems. This is the attitude one found in most of those who survived this first year of the Program in Public Policy Studies.

### C. Money Problems

The Program in Public Policy Studies has money problems, but this does not distinguish us from any other activity at the Claremont Colleges. However, ours are more severe than those of comparable activities.

In spite of a very small budget during our first year, the Program has been able to launch a viable program and yet end the year with a balanced budget. This has been accomplished in two ways: first by ruling out the use of a number of research tools on a large scale, e.g. proscribing extensive use of computers and any major surveys. This arbitrary limitation has created a real research deficit in the operation of the Program. Second, the program has been subsidized by all of those participating in it -- participating faculty and administrative staff have subsidized it by donating most or all of the time which the Program has demanded of them; students have subsidized the Program by contributing resources out of their pockets to pay for costs above those met by the Program's budget. In its first year these subsidies out of the hide of the participants have been the condition for success. Over the long run it is unrealistic to expect these subsidies to continue. This means that vigorous fund raising efforts must be undertaken with the strong support of the participating colleges.

During this first year we have raised only \$4,500: \$1,500 from the Pinto grant and \$3,000 from the Intercollegiate Research Committee. Our attempts to raise money from foundations and the government have thus far

been unsuccessful. The reason for this lack of success deserves some analysis. The first research proposal which was prepared attempted to emphasize the role of the Program in the undergraduate curriculum of the Colleges. Without exception this particular proposal was rejected out of hand by every funding agency. The response was always: we are not interested in an undergraduate program but instead are interested in developing graduate and professional programs in public policy analysis. Therefore, the second and current proposal is one which stresses a graduate component in the Program, although it does not minimize the continuation of a strong undergraduate program. At least two major foundations have expressed an interest in this second proposal and perhaps during the coming academic year the Program will be able to attract significant foundation funding on the basis of its performance in the past year.

Another problem, and one which may continue to hurt any application for funding from foundations, is some skepticism on the part of foundation executives about the commitment of the Colleges to the Program. This attitude results from questions about the possibility of genuine intercollegiate cooperation in Claremont, even if the Colleges say they support the Program. My conversations with foundation officials indicate to me that they believe that in the past their money invested in intercollegiate cooperation in Claremont has not been put to good use. These officials no longer believe the rhetoric of the Claremont Colleges. Only strong support of any grant application from the Program by the Presidents of all of the participating colleges will be able to overcome this skeptical attitude.

Our efforts in fund raising have focused on the foundations. Yet I believe that there is another significant source of possible funding which has been untapped -- that of the private individual donor with a special interest in community problems. I am certain that there are such donors among the fund raising constituencies of the Claremont Colleges. No attempt was made this year to contact such private donors, because I was advised by the development officers that there was an unwritten rule that intercollegiate activities would not attempt to raise money from private persons, who are the sources of funding for the individual colleges. I have abided by this rule during the current academic year. However, I believe such a restriction is unwarranted and short-sighted.

There is a strategy for raising money from private individuals which will not take money away from individual colleges. Each college could go to particular private donors and ask that the college itself be given a certain amount of money which will be earmarked for faculty members from that college who wish to participate in the Program; income from this endowment could be used to pay the faculty member's salary with a released time component for the Program and also perhaps add an additional increment which the faculty member could take to the Program as a contribution for its general operation. This particular procedure was suggested to the development officers at the beginning of the academic year and was coolly received. I offer it again and recommend it to the colleges as a possible strategy for providing long term funding for the Program.

#### D. Publicity

Letting the public know the results of the studies by research teams in the Program in Public Policy Studies is a crucial part of our activities. This delivery process is important because one of our aims is to have a constructive impact on social change.

The publication of the reports is not in itself sufficient to guarantee that the findings will be known by and of use to the people in the community. Indeed, the writing and publication of most scholarly articles has an impact on a very limited audience. A colleague recently told me that the average audience for an article in the social sciences is two persons; an audience which may be, for the quality of such writing, twice again too large. In order to share the results of research teams with a large audience, a general procedure of follow-through and communication has been developed by each research team.

Our first experience with publicizing the results of the research teams during this academic year have been very encouraging, but they have also alerted us to problems. The report Child Care Crisis was first selectively distributed to a number of policy makers interested in the problem and was then circulated to the press. The reaction of policy makers to the report has been consistently enthusiastic. At present it is too early to evaluate the overall impact of the press release. But our one experience with this report indicates the difficulties of dealing with the press. The Progress-Bulletin featured a front page story with a headline that indicated that the report especially attacked local child care services and then listed all of the local centers visited by the team. This story presented a biased view of the report and of the press release about the report and created a negative reaction among those who ran child care centers in the area. As stated earlier, the report was critical of national child care policy in general, not the local services in particular. Our experience here indicates that we must be prepared to deal with press irresponsibility.

The publicity surrounding publication of the report on the Los Angeles Air Pollution Control District was nothing short of astounding. As stated previously, our press conference prompted coverage of the story for over forty-eight hours in Southern California. Also, the report was featured nationally in an article in the Wall Street Journal. Local coverage included special appearances by me and a student on the KNBC News-service with Bob Abernethy and a debate between me and Robert Barsky, of the APCD, on KABC radio. In addition, Baxter Ward of KHJ TV featured a three minute editorial commending the findings of the report.

The follow through process for Smog: A Paradox continues. We have recently appeared before the Los Angeles County Grand Jury Environmental Committee, which is now investigating the APCD. And members of the team will be appearing before the Board of Supervisors shortly.

There are significant risks attached to this publicity process. There will be those who will be offended by the findings of the research teams and who will then exert pressure on the Colleges. However, as long as the research is responsible, those who are offended must be endured. For if we take seriously the importance of the research, we must also take seriously the obligation to share our findings with those who can

do something about these problems. The publicity component of the Program is just as important as the research and writing.

#### E. Governance

During the past year, the Program in Public Policy Studies has been governed by a Coordinating Committee composed of representatives of the students and faculty participating in the Program. The student representatives were the student chairmen of the research teams. Each college had one faculty representative on the Committee. Every important decision taken in regard to the Program was brought to the Coordinating Committee for policy review. The Committee did not meet on a regular schedule; however, it met on the average of about once a month.

The governing process of the Program bears note, because during the course of the year there was not a single vote which was divided between students and faculty. Indeed most decisions were taken on the basis of general consensus. The Coordinating Committee of the Program indicates that one can involve students and faculty on an equal basis in the governing process of an educational operation with very beneficial results.

For the record it should be noted that there was some review authority over the Program vested in the Academic Deans. However, this review was of the most limited sort.

In the future there will be a Review Committee composed of the Academic Deans from supporting colleges and the Chairman of the Program, which will have final authority over the Program; although it is anticipated that this authority will be very lightly exercised and that the actual decision-making power will be vested in the Coordinating Committee and the Chairman of the Program.

### IV. THE PROGRAM IN PUBLIC POLICY STUDIES AND THE CLAREMONT COLLEGES

In addition to the lessons learned about the Program in Public Policy Studies, we in the Program have also learned much about the Claremont Colleges. Our overall lesson is that behind the rhetoric of the cluster colleges and the promise of cooperation implied there is little other than a hope for fulfillment. Indeed, I would say that whatever success was achieved by the Program as an intercollegiate, cooperative venture was done in spite of the Claremont Colleges as a corporate group instead of because of them. The problems of intercollegiate cooperation which we encountered must be further explained.

#### A. Intercollegiate Cooperation

When one looks at the Claremont Colleges from the perspective of an individual college he sees the central services as a fantastic demand



placed upon limited resources. These central services seem to exist apart from and indeed opposed to the interests of the individual college. One reason for this antagonism is that most of the central services are staffed by persons other than the faculty of the individual colleges. When one looks at Honnold Library, the Business Office, of the Human Resources Institute, he sees very few people associated with one of the individual colleges as their primary affiliation. Therefore, additions to central services tend to have a lower priority in the ranking of demands by the particular colleges.

Unhappily the Program in Public Policy Studies became viewed, in some respects, as a central service, although it was never really part of the central services budget and so did not share the luxury of inflexible support which the usual central services seem to demand from the Colleges. Yet the Program was indeed an intercollegiate venture. There were students and faculty from each of the Colleges participating in the Program from the very beginning. However, much of the institutional participation was only reluctantly agreed to during the first year. Some of the colleges viewed the demands for funds and faculty as an encroachment upon their already limited resources. But this view was an administrator's view, not the view of students and faculty. The demand placed on any given institution by the Program was the demand of students and faculty within the institution as well as without. Unlike other central services, the Program was, from the beginning, a project involving faculty and students from all of the colleges. This fact carried very little weight, however, with some administrators.

There seems to be a built-in antagonism in Claremont to any new venture which cuts across college borders. This is a shame, for no single college has the resources to undertake a number of interesting and vital tasks; policy studies especially. There is no institution in Claremont which can undertake an adequate program in policy studies by itself. It is only as an intercollegiate venture that there is any hope for this Program to fulfill its promise. Therefore a perhaps legitimate institutional antagonism to centralized services has been allowed to affect an example of institutional cooperation which is most appropriate and necessary.

#### B. Decision-making at the Claremont Colleges

Two problems about decision-making at the Colleges arose in regard to the Program in Public Policy Studies during the past year. First, there was the problem of decision-making among the colleges, where decisions are made on an intercollegiate basis in regard to intercollegiate problems. Second, there was the problem of decision-making within the colleges, also in regard to a college's position on an intercollegiate matter.

The major lesson which I have learned about intercollegiate decision-making in the Claremont Colleges is that there is very little in the institutional arrangements to guarantee the responsiveness or responsibility of existing intercollegiate decision-making bodies to the interests of students and faculty in all of the colleges. The assumption behind most

existing intercollegiate bodies is that administrators and trustees can adequately represent all of the interests at stake in an intercollegiate decision. We have the lessons of the past decade to indicate that this theory of representation is wholly and completely inadequate. Our dealings with the Council and the Academic Deans Committee during the past year support this criticism.

The Council -- or Administrative Council, as it was previously called -- which is composed of all of the Presidents of the colleges meets in complete secrecy and hands down its decisions without any formal consultation with those whose interests are at stake; this was the case with all decisions concerning the Program. The Academic Deans meet with a little less secrecy and they do invite representatives of those whose interests are at stake to come and present their views to them; however, their decisions are also finally made in secret. The Board of Trustees of the Claremont University Center has among its members trustees and Presidents from all of the colleges but in no way incorporates representation of interests of particular intercollegiate groups of students and faculty members from all of the colleges. When one must deal with these intercollegiate bodies he feels as though he is dealing with the Wizard of Oz -- he puts in a request and out of the smoke and the noise comes a decision which may or may not be justifiable given the character of the problem.

The most hopeful development in intercollegiate decision-making is the establishment of the Academic Senate. Since the Senate is only one year old, it is not yet clear how well it will represent the intercollegiate interests of faculty members in Claremont. However, in regard to the Program, the Academic Senate was the only intercollegiate body to undertake a serious evaluation of our activities before making decisions about us.

The final intercollegiate body, the United Council, has not demonstrated itself to be a very effective voice for the intercollegiate student interests. The Program had no dealings with this group.

My conclusion about intercollegiate decision-making in the Claremont Colleges is that it is living in the past of benevolent despotism, of enlightened administrators and trustees who were thought to know best the needs of the natives in the academic community. This attitude will change only when the intercollegiate interests of students and faculty are represented not only through the Academic Senate and the United Council but also through direct representation on the Council and the Board of Trustees of the Claremont University Center.

Although we had problems with the decision-making process on the intercollegiate level, our experiences with the decision-making processes within some of the colleges were even more disheartening. From the perspective of those in the Program, it appeared that the decisions by Claremont Men's College and Harvey Mudd College (and perhaps Scripps College) to withdraw financial support from the Program were made

in each case with limited or no meaningful consultation with students and faculty members in the Program or in the college at large. Whether or not the decisions would have been different had there been such general consultation is not at all clear; however, it is likely that students and faculty would have requested that such decisions be based on a serious review of the Program's past activities, such as the one later provided by the Academic Senate. It is surprising to me that students and faculty of these colleges are willing to abide by decision-making procedures which deprive them of any meaningful role in policy decisions.

We in the Program would hope that the example of the success of our Coordinating Committee may lead these colleges to imitate our procedures, if not in general, at least when decisions are made about the relationship between the particular college and the Program.

### C. The Colleges: Diversity and Intercollegiate Programs

One of the most attractive features of the Claremont Colleges is the diversity among the institutions in Claremont. Yet often one hears in the halls of any particular college two comments which deal with diversity in a negative way: first, one hears complaints about intercollegiate activities for undercutting this diversity by demanding larger shares of college budgets for common activities and also by exposing students to homogeneous curricular experiences. On the other hand one hears a great deal of comment which bemoans the different programs offered at the other colleges, because such programs, especially when they are experimental, "lower the standards" in Claremont. Difference is taken to be inferiority. Both comments on diversity reflect the attitudes of many persons in Claremont. These attitudes tend to encourage a particular college to husband its own particular identity and to react quite defensively to any program which tends to be different from that which is traditional at the particular college. The virtue which is best about Claremont -- its diversity -- is the source of one of the Colleges' greatest problems, the inability to cooperate effectively.

I would argue that the responses of some of the colleges in Claremont to the Program in Public Policy Studies has been of the defensive character identified above and has been in contradiction to the actual aims of these colleges. As examples, I would cite the decisions by Harvey Mudd College and Claremont Men's College not to finance the Program during the coming academic year. (Claremont Men's College did not contribute any money this year.)

The Harvey Mudd decision was justified because the Program was said to rank low on any list of priorities for Harvey Mudd; as a science and engineering school, it must first support the hard sciences and engineering. On the surface this argument seems plausible. However, when one looks at the current market for engineers and scientists and also at the dimensions of the social problems facing the world into which engineers and scientists as well as others must graduate, then one wonders whether the traditional order of priorities even in a science and engineering school will put a program such as the Program in Public Policy Studies

at the bottom of the list. Indeed, a number of the nation's best science and engineering institutions -- M.I.T. and Caltech among them -- have enthusiastically supported programs with goals quite similar to ours. One could argue, and I believe persuasively, that the greatest contributions in the future to be made by scientists and engineers will be made by those who can relate their technical expertise to the very social problems which are the focus of this Program.

The decision by Claremont Men's College not to support the Program financially and, I might add, to make it very difficult for faculty members to participate in the Program on a released time basis, was directly inconsistent with the stated purpose of that institution. Claremont Men's College is supposed to be an institution preparing its students to become leaders in business and public affairs. Today and in the future these "public affairs" must be about the very issues which are the heart of the Program in Public Policy Studies. At the very time when the President of Claremont Men's College is commending the importance of internships and practical experience for students, it seems incongruous to see that the College is not encouraging its students and faculty to take an active role in a campus operation devoted to dealing with problems which will face its students as interns and later as "leaders in business and public affairs."

I should qualify my previous remarks by emphasizing that the institutional position is not necessarily the position of many students and faculty in these institutions. I believe that the unsatisfactory decision-making procedures discussed previously have contributed to the unexpected decisions taken by these institutions.

Diversity in the Claremont Colleges demands that institutions should not be required to support common programs; each particular program must be supported only if it can be justified given the purposes and character of the particular college. However, these decisions for support, which will be the secret for the future success of cooperation in Claremont, must be taken only after general consultation and careful consideration of the relationship between the particular program and the character of the particular college. In the future, I hope that the Program in Public Policy Studies will be seriously evaluated in this manner before decisions are made.

#### D. The Claremont Colleges and Their Communities

The Program in Public Policy Studies has fulfilled on behalf of the Claremont Colleges a role which has been traditional in the relationship between the university and the society in which it finds itself: that of gadfly. We have attempted to provide constructive criticism of our communities. I use the plural "communities" advisedly. We have attempted to analyze issues in Claremont, Pomona, the Pomona Valley, Los Angeles County, and California which are relevant to the problems faced throughout the United States. And we have attempted to deal with these problems in a manner which recognizes the needs of all of these

communities. Some of our reports have been quite critical -- even muckraking. But we have not created the muck. The problems are there. We in the Program have only attempted to identify the issues in such a way as to focus on solutions available to responsible citizens in all of the communities. Often we have felt that we were the sole voice in Claremont fulfilling this role. This I believe to be a regrettable situation.

Without dealing with the problem of whether or not institutions should take positions, I would like to ask the Presidents of the Claremont Colleges to undertake a role similar to that of the Program. As leaders of scholarly communities, the Presidents have a special obligation to the larger communities in which they live. This obligation is to speak out on the most important issues, domestic and foreign, facing their society and ours. Some of the Presidents of the Claremont Colleges on occasion do this. And when they do they deserve support. However, this leadership is not as regular or as vigorous as Southern California requires.

I would especially ask the Presidents as individuals to take the lead in helping Southern California come to terms with one of its major problems -- environmental degradation in general and air pollution in particular. We in the Program have already taken a significant step in bringing this issue to the public's attention. However, the crisis of air pollution in Southern California demands even stronger leadership on a continuing basis.

There are risks associated with such public leadership by the Presidents: there will undoubtedly be contributors to the Colleges who will not approve. However, it is in the self-interest of the Claremont Colleges and their leaders to take a strong position in regard to air pollution, for I would argue that the very future of the Claremont Colleges depends upon a quick solution to this very problem. Claremont cannot continue in its role as an important complex of private institutions if it is unable to attract students and faculty to an environment poisoned by air pollution. There is a crisis now; this crisis demands strong leadership from the Presidents of the Claremont Colleges, individually or as a group of individuals, for their actions could have a significant impact on the future of Southern California.

## CONCLUSION

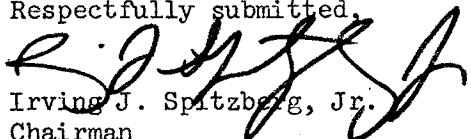
Before concluding I must express my personal appreciation to all of those who have contributed to a wonderful learning experience for myself. Special thanks must go to Kathleen Wolf, the Executive Secretary of the Program, and to Ross Burke, the Administrative Assistant, for these two people made it possible for the Program to operate and for me to devote myself to the research teams and the Alice-in-Wonderland world of Claremont Colleges politics. In addition, I would like to thank all of the faculty members who participated in the Program, for their unselfish donation of time proved that Claremont has more than its share of scholar-citizens, who pursue both roles conscientiously and creatively.

And of course I must thank the students who taught me so much about how policy studies ought to be done and about how teachers and students together can do it.

All of us in the Program must thank the Claremont Colleges, which, often in spite of themselves, helped us prove that learning can very immediately contribute to social change. The Colleges did take an important positive stand on our behalf, which deserves notice and appreciation. We are aware of some instances where substantial donors to the Colleges have put pressure on individual college Presidents because of the activities of the Program in Public Policy Studies. The Presidents have, with a great deal of courage, consistently protected our independence and integrity. Never in the history of this Program have we had any interference in our research. For our integrity, we thank the Colleges. Our integrity is the best guarantee that we can contribute to social change.

And social change is what necessarily requires that this conclusion be only a beginning. The Program in Public Policy Studies will be a part of the Claremont Colleges only as long as it can contribute to helping the Colleges deal with the changing world about them. Both by the example of its approach to education and through the actual impact of its policy research, the Program in Public Policy Studies will, at its best, help the Colleges become agencies for positive and creative change and thereby change the Colleges in a positive and creative way.

Respectfully submitted,



Irving J. Spitzberg, Jr.  
Chairman

IJS/k

Note: Persons wishing to respond to this report can contact Mr. Spitzberg through the Institute of Current World Affairs, 535 Fifth Avenue, New York, New York 10017.

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