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Names Priorities

ATWELL OUTLINES BOLD PLANS

NEW PRESIDENT KINDLES CROWD WITH COOL FUEL

President Robert H. Atwell addressed Pitzer's first convocation of the year on Tuesday, September 29, and his dramatic, though understated four-point program for developing the potential of Pitzer College drew a standing ovation from students, faculty,



and trustees who crowded into Avery Auditorium. Atwell succeeded founding president John W. Atherton on September 1, and for many in the audience, the event provided a first glimpse of the man.

The 12th Street Mini-Band entertained early arrivals, and continued until 11 a.m., at which time Dr. John R. Rodman, Dean of the Faculty, introduced Mr. Howard D. Williams, Chairman of the Board of Trustees. Williams spoke briefly and entertainingly, lauding the "good taste of the 90 young men who enrolled in Pitzer this year," and then introduced Atwell.

Atwell's opening remarks concerned the uncomfortable position of a college presidency today.

"The differential expectations of the various constituencies (trustees, students, faculty) that presidents have are seemingly almost beyond reconciliation to the point where many in this position believe the job as presently conceived is simply not viable. I have thought a great deal about the problem of the supposedly irreconcilable constituencies and would like to comment today on the issue of whether and how Pitzer College can survive in a polarized world."

Stating his belief that political and social concern and involvement should be made a part of the educational experience of people, he said, "I would like to propose that this College undertake as one of its first priorities the

"Unrest within colleges and universities today reflects the frustration which the nation is experiencing in dealing with its problems."

development of a major off-campus work-study program. The program could take several forms. Some students could spend an entire year away from the College working in a factory, participating in an election campaign,

or working in something such as the Appalachia or Tuscarora projects, which have been sponsored by this College in the past. I suggest this . . . as a means of allowing students to get dirty in and have a chance to do something about the problems of this society."

Regarding his second suggestion, he said, "I am persuaded that Pitzer can become, through a work-study program and because of its present rather innovative style, one of the most interesting experimental colleges in the

"I do not think that conflict is necessarily bad, and, in fact, I prefer it to a glossing-over of the issues which may divide us."

nation. I see no reason, for example, why we have to continue to think of the academic world in the traditional format of two semesters (or 3 quarters), with 3 credit courses meeting 3
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ATWELL OFFERS BOLD PLANS

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times per week, and with a BA degree awarded after 32 courses. Why has education become so uniformly stylized? I agree with a recent Carnegie Commission study which concluded that higher education in America is remarkably homogeneous. We need more not less diversity here in Claremont and elsewhere in the nation.

"A third proposal that I would offer is that Pitzer seek funds to bring visiting professors, government officials, businessmen, school teachers, social workers, and others who could contribute to the enrichment of our academic program by spending a week or a year on this campus. While most such visitors might be from the academic world, I believe that colleges should make much greater use of per-

"The increasingly dangerous level of hostility and violence in American life threatens the freedoms essential to higher education, and Pitzer can escape the destructive effects of the polarity in American life only by breaking down some of the barriers of age and status which divide most colleges and much of this society."

sons from outside academia to deal with current topics. I think this kind of interchange would not only be beneficial to the College, but would be in the interest of breaking down some of the polarity which I alluded to earlier.

"Not only does the College not operate in isolation from the world, but as an institution which emphasizes the social sciences, we have a special obligation to respond to and guide the social perspectives of students."

"Fourthly, I think that Pitzer should build upon the community government model and expand it. The typical university pattern is to create three separate governmental structures: trustees, faculty, and student government, and give each one a sphere of influence. I would like to see us work toward a single governmental structure. While this dream may never be fully realized, I intend to do what I can to work toward it in several

respects. I think we can begin to work toward the ideal of Community Government.

"A final general subject I want to cover has to do with the matter of style. I think, in the first place, it is important that administrators not always hide behind the myth of institutional neutrality as a means of avoiding the issues of the day. I have strong feelings, as I have indicated today, about some of the social issues of the day in this nation, and I intend to state my views on these issues when I do feel strongly. You have a right to expect that I will represent myself as an individual and not enunciating the College position, but you might also have a right to learn what my positions are. Secondly, when there are issues of controversy on this campus, you will be able to learn my position and, perhaps more importantly, what if anything, I am prepared to do about the issue. I will do my best to keep the channels of communication in this College open to all. I take the view that there is very little that happens on this campus that is not the concern of the student, and would therefore propose to accord the students a substantial role in the resolution of our problems.

"If this society is to be changed — and the majority of you today evidently believe it has to be changed quite considerably — that change will not take place through marches and protests, but first through an understanding of social, economic, and political institutions, and secondly, through the hard and demanding work of changing these systems from within."

"I am optimistic that we have in this College the possibility of building and maintaining a community not caught up in the polarity and hate of the age in which we live. I pledge my efforts toward that end and to the end that this will be an institution where there will not only be free expression but a genuine opportunity for each member of the community to participate in shaping the directions in which we move and the programs we undertake."

STUDENT PROFILE — YOLANDA RETTER



Promoting communication between groups, factions, individuals and members of the Pitzer community is a constant concern with Yolanda. And her style of achieving it is strictly her own. Some don't understand it. Some simply don't like it. Betty Co-ed she isn't.

Even if she were not officially a student leader, Yolanda would not be an anonymous figure. Wherever she goes, reaction follows. Because she is outspoken or because she is silent, some fear her. "Sometimes people are attracted to me because of the way I appear. But for the very same reason others are afraid of me. I could understand it if I were big and tall, but I'm not. I've been told that I look mean or something."

But there is a vast group for whom Yolanda Retter is an interpreter, a catalyst in behalf of the timid, and a non-judging friend whose own anguish enables her to understand that of others. "I've gone through some of the same things myself. I suppose when I help, it's through a combination of first hand and second hand knowledge, and intuition. I feel comfortable asking someone if something is wrong, even when I don't know her."

Miss Bylle Snyder, Assistant Dean of Students, says, "Yolanda is one of the few students who has friends among all groups here. I consider that a real strength."

Because she knows alienation, Yolanda understands the alienation of others. "Sometimes I identify with the book, *The Outsider*, by Colin Wilson. In it, he says, 'the world was not created to meet the demands of the spirit.'"

"I feel alienated because I have idealistic expectations of myself and the world and that's not the way it is. But I don't want to wind up telling myself and my children, 'that's the way the world is. Accept it.'"

Drawn to the oriental philosophies, she believes that "as human beings, we are not in a finished stage. I believe that beings of the future will be more able physically, mentally, and spiritually. I suppose you could say that I'm a pessimistic optimist. I'm pessimistic about the past and present, and optimistic about the future."

"Rather than saying, 'this can never happen,' I am more interested in asking when and why."

A believer in reincarnation, she says, "I wonder if one's affinity and propensity for a place or a period in history indicates something experienced in a previous life?"

She has ideas about her own existence in a previous life, and says those experiences are "why I take sides with universals and not with specifics. If I take sides with a group, I've narrowed the possibilities of my understanding another view. I have diminished the chances of communication and trust with those holding other views."

Though the school year has just begun, Yolanda has taken action as chairman of Community Council. She has obtained an office in Avery Hall for the Council. Avery M-2 will house Council records and will be used as a base for student activities. She hopes to work closely with President Atwell in trying to bring about needed changes.

She knows the budgetary problems. "Ideally, it would be good if all of us here in the Pitzer community got together and really shared the problem. It might bring us closer together."

"In a place that claims to be so progressive, I think we've got a lot further to go before the theory and rhetoric become a reality."

Yolanda would like to improve understanding between trustees, faculty, parents, and students. "I have the most faith in a one-to-one relationship. You can exchange more honestly. I like small groups too, but I realize that sometimes people are not at ease when talking to more than one person at a time. Sometimes factions can be brought together, beginning on a one-to-one basis, creating a network that eventually encompasses all the factors."

"Mobs to me are one of the saddest experiences of human potential, because here people lose their sensitivity, their humanness."

"Trustees can easily identify with me when I'm wearing a dress, but they may be put off by seeing me dressed like this (pants, T-shirt, boots). Why are they more concerned with appearances than content? Why do judgments come before questions and information?"

"There is one thing I'd like to ask: that trustees, parents, faculty, and students ask more questions and become better informed before they make their judgments and that we all be willing to share our realities and points of view openly and honestly while trying to improve ourselves and this college and the world."



The reaction of women students to the advent of males is mixed. Some are excited, some dismayed.

Carla Body, sophomore from Los Angeles, would have "preferred that Pitzer remain a college for women. It was more relaxed and casual before. It's certainly different now. At breakfast we used to come in in our robes and pajamas. You don't see that any more. And even though only certain corridors are coeducational men seem to be all over the place, and you have to be more careful about dressing."

Men are housed in designated sections of all three Pitzer dormitories. Holden Hall contains one all male corridor and one coeducational corridor. Four corridors in Sanborn Hall are coeducational. One suite in Mead Hall is assigned to males.

While some women students are disgruntled, there is general agreement that the change is "healthy."

A notable change is in recreational activity on the mall. It appears to be at an all-time high. There is splashing in the fountain. Touch football and frisbee fans can view their favorite sports almost any time of day. Women who formerly sun-bathed on dormitory rooftops now don bikinis, throw a towel on the mall and bask in the sun.

Some students feared that when Pitzer became coeducational, men would dominate Community Government, leaving the clerical, uninteresting positions for women. It may be too early to predict, but so far there is some evidence that men are simply enjoying their minority position at Pitzer!



Eureka!

The Men Have Arrived!

Impact Felt in Classes, Dorms

Men are among us!

With Pitzer's coeducational policy now in effect, the 640 member student body includes 90 men.

Before the community decided on the admission of male students to Pitzer, there was speculation as to "what kind of fellow would enroll in a school that was predominantly female?"

A recurring answer was "a fellow who feels quite sure of his masculinity."

Reasons behind the men's choice of Pitzer for their undergraduate studies are very similar to those given by women students — the social sciences-oriented curriculum, flexibility within the concentrations, the Community Government, and as of this year, lack of distribution requirements, a change which enables students to spend more time on courses of their choosing.

Geographically, about half come from California, the remainder from other states. John Rosen, who comes from Miami and a background of traditional private schools, finds Pitzer "different from what I've been used to. Back there most of the people are trying to escape this integration thing."

As to why he chose Pitzer, "The enthusiasm of two faculty members, Miss Ringler and Mr. Botwin, was convincing. Most college people are so bored about what they're saying. The Pitzer faculty and administration aren't like most."

Ben Campos of Los Angeles hopes to major in sociology and looks to Pitzer for opportunity. "I feel there is a chance for me. Even if I don't do so well at first, I feel I'll get another chance."

Carlos Alarcon of Santa Rosa already has ideas which he believes can enrich the Pitzer curriculum. "I'd like to institute an urban education concentration whereby students majoring in education could earn additional credits through service in the community." Eventually, he would like to be active on the Admissions Committee.

All of the male students interviewed looked upon the multitude of female students as a fringe benefit of attending Pitzer College.

Curriculum Responds With Ecology, Writing, Politics, TV

One of Pitzer's stellar attractions for students and faculty is its responsive and innovative curriculum. Last year's study and evaluation by the Curriculum Committee resulted in the addition of one new area of concentration and many new courses.

For the first time, an environmental studies concentration is being offered. According to the catalog, "Our increasingly serious environmental problems can be understood only by citizens and professionals who combine an understanding of the scientific and technological dimension of environmental problems with a grasp of politics and economics and an appreciation of the pattern of human behavior."

Dr. Paul Shepard, well-known ecologist from the San Diego area, joined the Pitzer teaching staff this fall, and will offer "The Ecology of Man." Rather than focus on the present ecological crisis, the course will be concerned with the reasons for the crisis and the cultural resources for relieving it.

Two new courses in communications are heavily enrolled, making use of Pitzer's fully-equipped television studio. "Understanding Television" will take a close look at both educational and commercial programming. Creative limitations as dictated by censors, network policy, time and budgeting will be discussed. "The Television Documentary" will look at the history and achievements of the medium. Mr. Phillip Cleveland, Lecturer in Communications, will offer both courses.

"Politics '70" will give students an opportunity to study and critically examine this fall's campaigns and elections, and from time to time professional politicians and candidates will be invited to join class discussions.

A special off-campus program, "Appalachia: A Survey of a Depressed Area," is in its second year. The program involves nine Pitzer students who are studying first-hand the social, cultural and economic conditions of the poverty-stricken mining region. The course is under the guidance of Guy Carawan, Folklorist-in-residence at Pitzer, and noted folk musician.

Five writing seminars have been added to the curriculum. Two will emphasize materials from sociology and psychology respectively. Others are "The Analysis of Motion Pictures as an Art Form," "The Analysis of Literary Texts," and "The Analysis and Development of Personal Prose Style."

Writers' Conference Bears Prose, Poetry

Does anything really creative come out of a writers' conference?

Or does it merely provide a captive audience for one's literary efforts, with each member of the audience waiting impatiently for his turn to be heard?

The Claremont Writers' Conference, held recently on the Pitzer College campus, involved 22 writers, who were in turn critics, actors, dramatists, and at times sensitive, temperamental artists.

Dr. Robert F. Duvall, who directed the conference, is Director of Admissions and Financial Aid and Assistant Professor of English at the College. Said Duvall, "The participants discussed contemporary theater, journalism, essays and reviews, films, and poems. The emphasis throughout was on professionalism, experimentation, and heightened judgment."

With Duvall as members of the core faculty were Dr. Samuel Eisenstein, Associate Professor of English; Bert Meyers, Assistant Professor of English; and Myra Berry Brown, author of several children's books.

Duvall looks forward to repeating the conference next year. "We feel we created conditions for rich, lively, and stimulating experiences. There were successes."

Quotes From Our Community

"The thing that bothers me about freshmen having different dorm hours is that I think Pitzer is a relatively classless society."

Pitzer student



CALENDAR HIGHLIGHTS

Friday, October 2

General Meeting, Parents' Assn.,
Mead Hall.

Tuesday, October 6

Meeting, Board of Trustees,
Founders Room.

Friday, October 23

"Women's Lib: Polarization or
Progress?" The Academy Lecture
and Luncheon, Founders Room,
12 noon.

Friday, November 20

"Youth Worship or Youth Dis-
dain?" The Academy Lecture and
Luncheon, Founders Room, 12
noon.

Wednesday, January 13

Parents' Association Annual Dinner,
Founders Room.

Friday, January 22

"The New Marriage: Chaos or
Promise?" The Academy Lecture
and Luncheon, Founders Room, 12
noon.

Friday, February 19

"The Aged: Forgotten or Useful?"
The Academy Lecture and Lun-
cheon, Founders Room, 12 noon.

Friday, March 19

"Higher Education: Neutral or Po-
litical?" The Academy Lecture and
Dinner. Place to be announced. 6
p.m.



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Pitzer College, Claremont, California

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ACADEMY PUSHES OCTOBER DRIVE, LECTURE SERIES

A committee of 12 is guiding a membership drive in October and an exciting lecture series on behalf of The Academy of Pitzer College for 1970-71.

Invitations to join Pitzer's major support group are being issued, both personally and by letter, to more than 300 special friends of the College.

Simultaneously, enrollment will be opened for The Academy Lecture Series, entitled, "1970's: Fences Aren't for Sitting" (The New Dimensions of Social Revolution). The series of five lectures will begin Friday, October 23, on the subject, "Women's Lib — Polarization or Progress." Four subsequent lectures will be held on November 20, January 22 (1971), February 19, and March 19, on the subjects of "Youth Worship and Disdain," "The New Marriage," "The Aged: Forgotten or

Useful," and "Higher Education: Neutral or Political." All except the last will be preceded by luncheon. The fifth will be a dinner meeting.

Academy members, who can join annually at a \$1,000, \$500, or \$100 level, will be given minimum rates for the series. Non-members, of course, will be charged the full fee.

Members of The Academy Committee are Mrs. Greyson L. Bryan, Covina; Mrs. John E. Grauman, Claremont; Mrs. Carl E. Holmes, Pasadena; Mrs. William P. Kennedy, Pasadena; Mrs. James E. Monson, Claremont; Mrs. Joel Newkirk, Santa Monica; Mrs. George Piness, Jr., Claremont; Mrs. Harold B. Pomeroy, Claremont; Mrs. A. Robert Rimpau, San Dimas; Mrs. Thomas M. Sawyers, Claremont; Mrs. Gil M. Wayne, Newport Beach; and Mary Ann Callan, coordinator.

Let's Get Organized

Pitzer Alumnae Muster Forces

After calling themselves a non-organization for five years, Pitzer College Alumnae (still all-female) are moving toward a formal organization, with a program and an annual fund drive.

Leslie Dashew, class of '70, and former College Council president, is sending a message to this effect to some 400 alumnae across the country. Accompanying the letter will be a handy, up-to-date directory of graduates.

Leslie is calling for volunteers to serve on a steering committee which will formulate a program for reunions, raising funds, recruiting new students, and keeping up with alumnae activities nationally. Also a big part of the Committee's function is to keep informed about the College and to inform "fellow" alumnae.

Announcement of members of the steering committee and their plans will be forthcoming.

Susan Tannehill, '70, is a teaching intern at Claremont Graduate School, and is teaching a kindergarten class (and loving it) at Valle Vista School in Cucamonga.

Suzanne Silverman, '68, is teaching high school art classes and working toward her master's degree in fine arts at Claremont Graduate School. (Her sister, Kathryn, is now a student at Pitzer College.)