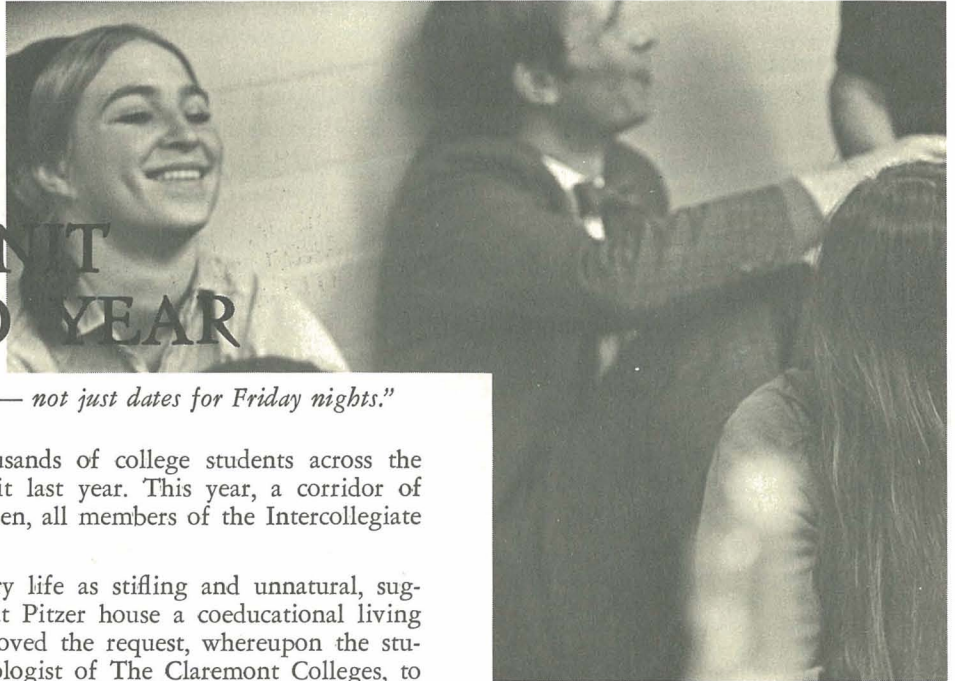




Over 30's, Don't Panic

COED LIVING UNIT ENTERS SECOND YEAR



"You learn men and women are human beings — not just dates for Friday nights."

One person's discontent, echoing that of thousands of college students across the country, led to Pitzer's Experimental Living Unit last year. This year, a corridor of Holden Hall will again house both men and women, all members of the Intercollegiate Living Unit.

A Pitzer student who saw traditional dormitory life as stifling and unnatural, suggested to the Community Inquiry Committee that Pitzer house a coeducational living unit. The Committee deliberated and finally approved the request, whereupon the student appealed to Dr. Steven Fahrion, staff psychologist of The Claremont Colleges, to lead the group.

Fahrion not only endorsed the idea and offered to conduct a study of the project, but he welcomed an opportunity to meet students under circumstances other than those he encountered as a counselor. It was his conviction that current models of education are insufficiently oriented toward developing social maturity. He was further convinced that human relations skills could be integrated into academic life. "We expend a great deal of effort in educating the mind, while scarcely giving a thought to constructing college environments that facilitate social maturation, that aid the student in establishing his identity in the matrix of his relationships with others."

When the project was approved for the Pitzer campus, the next step was to select participants. Nearly fifty applied. Fahrion hoped the program would attract a diversity of students in terms of personality types, interests, and values. An attempt was made to screen out hostile students with authority problems for fear the experiment would be disrupted before it could be completed.

The final list of eight women and nine men, mainly sophomores, were a group with diverse talents and interests, who had chosen a broad range of academic majors. They had already evidenced a high degree of independence. Many had traveled extensively.

What kind of students volunteered and what were their motives? Were they, as many parents and college administrators feared, simply looking for convenient sex partners — in a totally permissive atmosphere?

Those who applied for the project admitted to wanting easier, more natural ways of exploring relationships with the opposite sex. Men wanted to see "what girls were like" in a more natural living situation. Women talked of "a more real situation." Said one man, "Females seem to be more devious about communication. I'm just lost."

Said Fahrion, "Students' desire for coed living has more to do with an ethic of self-determinism and a basic appreciation of other people of both sexes as human beings, than it does with sexual interest itself. This is hard for some members of the older generation to understand or even believe."

Once selections were made, approval of parents was secured. For the first two weeks, participants "got acquainted" since few had known each other previously. The Experimental Living Unit bordered one hallway of Holden Hall with Fahrion and his family occupying an apartment at one end of the unit. Mrs. Fahrion was Head Resident of the dormitory. The recreation room, the center of much socialization, was somewhat near the middle of the complex. Rooms were assigned with two members of the same sex sharing a room and a bath.

While Fahrion felt that the experimental unit should be generally unstructured, he helped in the formation of two committees which he believed would be important. One would be devoted to the task of "creative problem-solving" and the other would attempt to implement these "creative solutions." Unfortunately, the committees met only a few times and failed to "jell."

At one point in the program, Fahrion decided to abdicate his role as leader to become simply one of the members. From that point on, leadership emerged sporadically, leaving students with the desire for a more structured unit. However, the study reveals that from the beginning of the experiment, many did not want structure and leadership.

Social activity as a group was an important part of the Experimental Living Unit. Birthdays were celebrated, small groups attended movie and campus events. Together, they listened to music, talked, and played musical instruments.

Another major and undesirable factor in the experiment was noise and lack of privacy. The biggest criticism of the project was that the noisy atmosphere made study difficult. Two participants said, "If it's a choice between studying and talking, I talk." Paradoxically, however, a survey of grades revealed that a majority of the participating students received grades which were as good or better than those received in previous semesters.

(Continued on back page)

A First for Pitzer: Workshop on Advising

A workshop on advising, the first of its kind to be offered at Pitzer College, was held in Ice House Canyon of Mt. Baldy in mid-September. Beginning in the early morning, 40 faculty members met with approximately 45 students, most of whom were dorm resident assistants and sponsors.

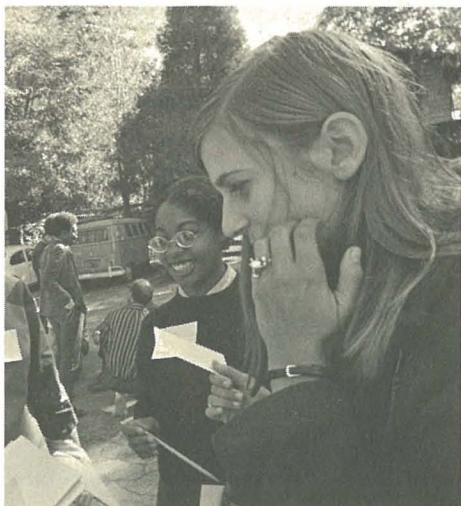
At Pitzer College, each incoming freshman is assigned to a faculty advisor who oversees her academic programming throughout her career at Pitzer. The student is also enrolled in a freshman seminar, a graduation requirement of the college, with her advisor.

Held prior to the arrival of students on campus, an objective of the workshop was to explore ways in which faculty/student relationships could be improved via good advising.

When the group gathered inside the building, Dr. John R. Rodman, Dean of Faculty, and Dr. Robert F. Duvall, Director of Admissions and Assistant Professor of English and Humanities, spoke briefly, then invited both students and faculty to express their ideas as to how advising could be improved. The assumption that Pitzer's low faculty/student ratio has automatically resulted in sound advising was questioned.

At the workshop, many students attested to their advisors' real concern for their academic and even personal life, relating the many hours of counseling spent with them, phone calls made to other Claremont Colleges campuses on their behalf, and the general availability of the faculty advisor.

Others had criticisms. It was a learning session for participants with the general consensus being that a variety of advising styles prevailed, and that the potential for good advising was yet to be realized.



Alumnae News Arrives From Africa, India and England

News is beginning to come in from all over the world from Pitzer's Alumnae!

INDIA: Joan Kimball Humberger '69 reports that her husband is completing the internship portion of his International Master's Degree in Public Administration and is working with the Ford Foundation in the field of Family Planning. Joan is keeping busy by teaching pre-schoolers of all nationalities. They plan to return to California in December and then proceed to Syracuse where her husband will complete his Master's Degree and Joan will do some type of social work.

AFRICA: Helen Nestor '69 called from New York to say that she is returning to Nairobi, Kenya, where she will work for the East African Community Services.

ENGLAND: Kitty Gillen '68 is planning a November wedding at the home of her parents in Ingatestone, Essex, England. She will marry Michael Deane Munroe of Sussex.

NEW JERSEY: Susan Stein Burkhard '67 moved to New Jersey at the end of August, where her husband, Walter, is an Assistant Professor of Electrical Engineering at Princeton University. They have a son, Matthew Austin, who arrived June 9, 1969.

MISSOURI: Debbie Deutch '68 writes from Columbia, that she is settling into her apartment and is ready for her year as a Graduate Fellow at the University of Missouri where she will work toward her Master's Degree in Mental Retardation.

NEW YORK: Liz Witte '68 is now Mrs. Keith J. Stokes. Liz will start working as the Production Assistant for House & Garden Magazine the first part of October. Liz writes that life in New York is very exciting. Within two months she was attacked on her way home from work; her roommate broke her leg skiing; their apartment was burglarized; and she met her husband.

MAINE: Norma Moore Field '69 and her husband, Rodger, are living in Jackman, Maine, where he is teaching sixth grade. Norma reports that she is teaching Consumer Economics and Business Law and Problems of Democracy. Norma will be Pitzer's representative at the Inauguration of the new president of Mt. Holyoke.

CONNECTICUT: Mary Ann Jacobs '69 and Joan Sutphen '69 are teaching at St. Margaret's School in Waterbury.

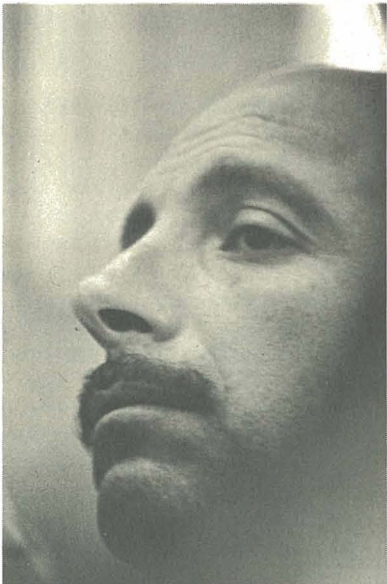
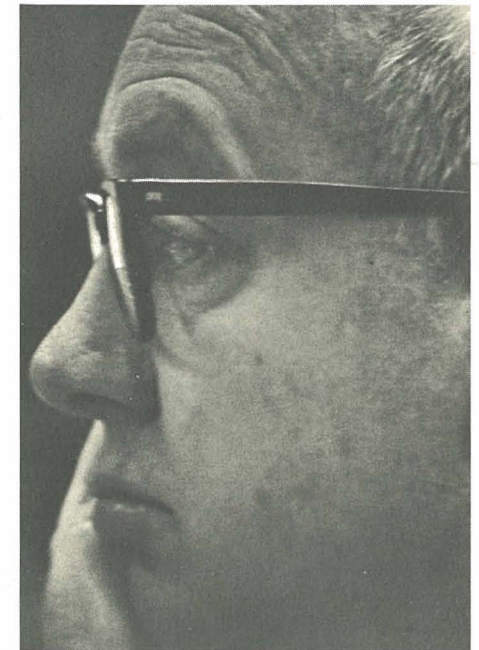
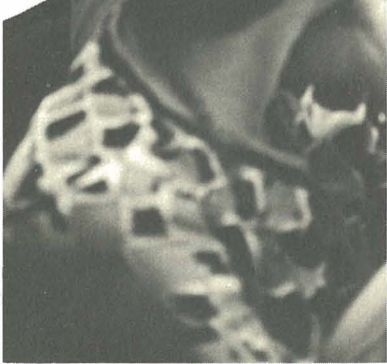
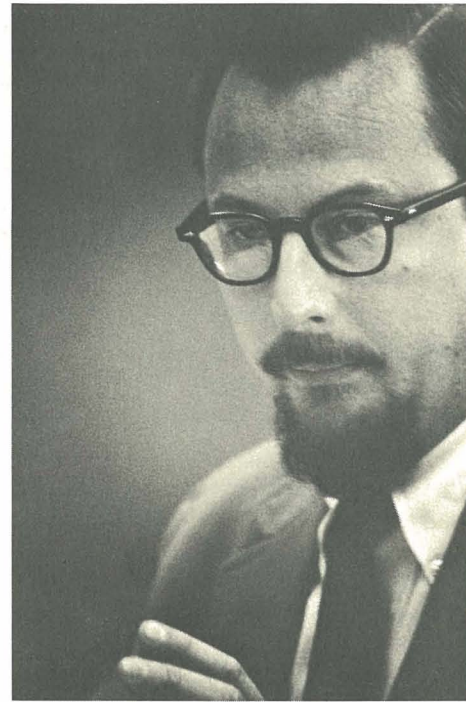
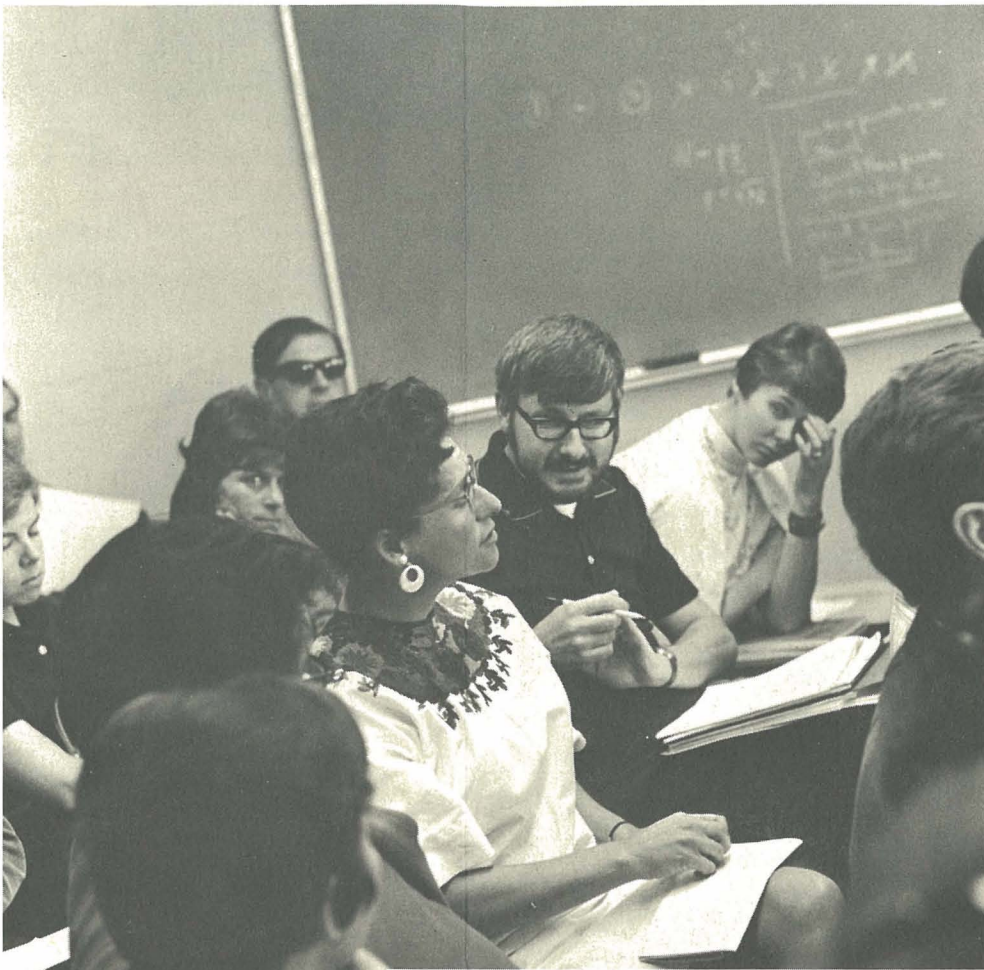
CALIFORNIA: Ann Lawson Bilodeau '69 and her husband, Ken, represented Pitzer and CMC at a New Students party in the San Francisco area in early September. They are both in Graduate School at Stanford. Ann is practice teaching at San Jose City College.

Bobbie Zeifert '68 was married to Andrew Wright (CMC '68) on June 14, 1969. Andy is in his second year of Law School at Stanford. Bobbie spent last year at University of California at Davis and completed course requirements for her Master's Degree in French. She will take the examination in December. Bobbie is presently completing her student teaching requirement for her secondary credential at San Jose State College.

Workshop on faculty advising resulted in recommendations for future procedures.



Pitzer College Faculty: Year Six



Above: Dr. Stephen L. Glass, Assistant Professor of Classics, in foreground. Mr. Harvey J. Botwin, Assistant Professor of Economics, in background.

Top: The first faculty meeting of the year drew together for the first time 19 new faculty members and those already on the teaching staff.

Left: Dr. Herbert Levitt, Professor of Psychology.

Top right: Mrs. Lorna M. Levine, Instructor in Anthropology.

Top left: Dr. John R. Rodman, Dean of the Faculty, and Associate Professor of Political Studies.

Bottom left: Dr. Agnes M. Jackson, Associate Professor of English.

Bottom right: Dr. John W. Atherton, President, and Professor of English.

CALENDAR HIGHLIGHTS

Friday, October 3, 10 a.m.

General Meeting, Parents Association, Founders Room. Address, Dr. Cynthia C. Siebel, Assistant Professor of Psychology, and her Freshman Seminar group.

Tuesday, October 7, 10 a.m.

Meeting, Board of Trustees, Founders Room.

Saturday, October 25, all day

Parents Day.

Theme: "Relevance — What It Means."

10:30 — Coffee Hour, McConnell Lounge.

11:00 — Welcome, President John W. Atherton.

"Local Involvement—The Course Plus," by Carl U. Zachrisson, Instructor in Political Studies, and students, Avery Hall Auditorium.

12:30 — Luncheon, McConnell Dining Center.

1:30—"Regional Involvement—El Salvador Project," by Robert J. Sharer, Assistant Professor of Anthropology, and students.

Tuesday, November 11, 3 p.m.

Dedication of Avery Hall.

Saturday, November 15, 10:30 a.m.

Meeting, Presidential Search Committee, Founders Room.

Wednesday, November 19, 11 a.m.

Meeting, President's Advisory Council, on campus.



THE PARTICIPANT
Pitzer College, Claremont, California

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Coed Living Unit Enters Second Year

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Mrs. Fahrion, who has also felt the lack of privacy, but who also feels the experience has had far more advantages than disadvantages, says, "I don't know that studying is more of a problem here than it is in the traditional dormitory situation.

An analysis of the project conducted by Mrs. Margaret Edwards revealed that the women felt the lack of privacy more keenly than did the men. Said one, "But if I closed my door, the group felt that I was withdrawing."

Did the participants of ELU have experiences that were markedly different from those students who lived elsewhere? Many did not date at all. "They found this companionship so satisfying that they didn't have to go outside. They could sit down and actually talk to one another," according to Mrs. Fahrion.

One man found that the fears that kept him from dating last year were disappearing. "When you date a girl, in the traditional sense, you don't have time to talk to her and find out what she's like. By the time you pick her up and go someplace — and you do have to take her someplace and spend money on her, then it's time to think about getting her back to her dorm."

Women, on the other hand, seemed to feel somewhat uncertain. While they had the strong desire for more meaningful relationships, their fantasies still included the "student prince" experience in which they were courted romantically. As one woman put it, "I'm meeting better people, but my party dresses aren't being used."

But the whole experience has not been without its trauma-producing factors. Much as students wanted more natural relationships with the opposite sex, coeducational living, for most participants, resulted in something of a shock.

Women appeared in the morning swollen-eyed, in curlers and old wrappers. Men came out of their rooms before they had shaved, or used their Scope or whatever. People used to traditional dating patterns, and almost all were, had their illusions badly shattered, according to Mrs. Fahrion. Very quickly, however, people accepted others as individuals with their faults and virtues.

What about sex? Have fears of parents and administrators been realized? Mrs. Fahrion observed that when the experiment began, there was considerable evidence of "I'm a man, you're a woman" attitudes. It disappeared very rapidly, and "I see a very definite difference in sexual attitudes among participants in ELU."

As for dating among members of the unit, one man said, "I would not pair off with another person on the corridor or have sexual involvement with her. It would cut the others off."

And speaking practically, the open-door policy which was unofficially in effect throughout the project would have made sexual rendezvous quite awkward.

While most of last year's participants would choose coeducational living again, they agreed that coed housing was not for everyone. There will always be students for whom a traditional dormitory setting is most comfortable. One woman, less than thrilled with the experiment, said, "Sometimes I don't leave my room because I don't want to relate and I might feel forced to. And this is a bad place to be depressed."

Did the participants achieve their main goal of finding more meaningful relationships with the opposite sex? Seventy-six percent admitted to feeling comfortable living with the opposite sex. But apparently the effects extended beyond the specific area of man/woman relationships. "I now have many more friends with differences. Before, all my best friends were just like me."

Now that the door has been opened, and some advantages of coeducational housing on campus seem markedly clear, it appears likely that coeducational living units will proliferate throughout the country. College administrators are recognizing the dichotomy of coed classes and segregated living quarters.

As one student so aptly said, "Life is coeducational."