



THE PARTICIPANT

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PROGRAMS LINK COLLEGE, AND "REAL" WORLD

An expanded External Studies Program is in the preliminary stages and may be in the offing for Pitzer students next year.

At the opening convocation last September, President Atwell proposed that the College undertake as one of its first priorities the development of a major off-campus work/study program as a means of allowing students to 'get dirty in and have a chance to do something about the problems of this society.

"I believe that political and social concern and involvement should be encouraged and made part of the educational experience of young people."

He added, "Pitzer College seems at times a long distance removed from the world of 1971. We go about our tasks on these 20 acres in nice green functional buildings located among five other equally pastoral and idyllic villas, while out there in the real world there are earthquakes, smog, war, and the constant activity of a busy if not productive economy. . . . There are many programs which get students out into that world as part of the instructional process, but not enough in my view—and very few opportunities for persons in the practical world to participate in the teaching process. In short, I think this College is much too isolated from society for a social sciences institution."

Toward that end, the External Studies Committee, headed by Mr. Carl Zachrisson, Assistant Professor of Political Studies, began a survey of existing opportunities at Pitzer College, as well as a comparative study of expanded programs at other colleges such as Antioch and Bennington.

The Committee's official role

within the College is to consider applications from all students who wish to study off-campus in programs not in conjunction with a Pitzer course.

First of all, what is presently available in the way of off-campus work/study experiences? A brief look at the Pitzer Catalog for each year indicates that opportunities have existed since the College opened its doors in 1964.

Currently, they include "Appalachia: Survey of a Depressed Area", in which students observe at first-hand different kinds of communities and diverse life styles. The course touches on economic, social, political, and cultural developments in the Appalachian region.

There are student exchange programs between universities and colleges in the United States and those in foreign countries—Institute of European Studies and Experiment in International Living. There is the Administrative Intern Program, the Program for Public Policy Studies, and Independent Studies. Next year, Pitzer students may enroll in the Washington Semester as well as Semester in France.

Some students are working on projects directly related to specific classes. Professor Inge Bell's course, "Colloquium in Education", takes 25 students into three elementary schools, with children of diverse socio-ethnic-economic backgrounds.

Each student contracts to spend at least six to eight hours per week working with a teacher in small groups. They confront children with reading, social, emotional, and developmental problems. The class meets once a week to discuss respective problems, and present a journal at semester's end.

Mrs. Bell, who is Associate Professor of Sociology, says, "Everybody is out there wrestling with reality, and those experiences stimulate considerably more reading on a subject. For instance, it was discovered that a child was reading upside down. This discovery prompted a good deal of time in the library."

Under the guidance of Mr. Lewis J. Ellenhorn, Associate Professor of Psychology, many of his students are conducting research, and interning in schools, mental hospitals, and industries.

Through Course/Plus, an experimental program now in its second year, about 25 students combine work and study which takes them beyond the walls of the campus. Sandy Pipp, a junior from Redlands, has been invited to present a paper at the Annual Conference of the Western Psychological Association in San Francisco. The paper is based on her original research, a psychological study of activity levels in newborn infants. According to her advisor, Mrs. Cynthia Siebel, Assistant Professor of Psychology, "It is one of the best infant studies I've seen in a long time. It is well-controlled and experimentally sound, and has a potential value to the area of infant research."

Additionally available to Pitzer students are Independent Studies, many of which require field work away from Claremont or which take advantage of special facilities and opportunities for study off-campus.

But to date, there has not existed a coordinated work/study program.

What additional forms could such experiences take? Atwell

(Continued on page 2)

"REAL" WORLD

(Continued from page 2)

The most recent move toward expanding opportunities for work/study is the formation of The Alliance, headed by Mr. Irving Burg of Altadena. Burg's daughter, Laurie, is a sophomore at Pitzer College.

Of mutual benefit to the business world and the College, The Alliance is a group of leaders in business and the professions who are dedicated to working with and for a college which emphasizes the social and behavioral sciences. A basic assumption is that these enlightened leaders are deeply concerned about social problems that afflict the country.

At a fee of \$100 annually, membership is open to persons of stature who demonstrate a high degree of interest in furthering the goals of this organization.

The Alliance hopes to sponsor pilot programs of social significance that can be adapted by industry, the professions, government, social service agencies, and educational institutions. It hopes to bring an understanding of the "outside world" into the classroom, and extend the borders of the College community beyond the College walls.

Opportunities for study away from the campus have been inherent in the Pitzer curriculum since the founding of the College. With the formation of The Alliance, those opportunities will increase, and pending full approval of an External Studies Program by faculty, trustees, students, and administration, a full program could be in effect by the fall of 1972.



Mr. Irving Burg,
Chairman, The Alliance

L.S.B. Leakey Invites Pitzer Junior for African Study

At the invitation of L. S. B. Leakey, world renowned anthropologist, Gabrielle Dolphin, junior, is in Nairobi, Africa for a year of field study. Her field work will be in the study of non-human primates and the ways in which information from these studies can be applied to human problems.

From Africa, she writes,

DEAR SHERYL, BOB, AND ALL INTERESTED FRIENDS WHO CAN READ THIS:

First of all, excuse me on this typewriter . . . I don't know how to work it properly yet, it is English. The trip went fine but flying time was so long I was nearly paralyzed from the waist down when I got off the plane. As I staggered into Nairobi airport customs, I found I couldn't pass because I didn't have a round-trip ticket. I guess I looked like an indigent bum or something of the sort. I was an hour there until Dr. Leakey's secretary came down with my immigration and work permit papers. I then passed into Kenya legally.

I am stationed here at the Tigoni National Primate Research Centre for the time being to do research and to help out in general as there are only four people on the staff including the newest arrival, me!

The setting is absolutely great! In addition to having our own cook who cleans, serves tea at 10:30 and 4:00, washes etc., I have my own huge room. Out of the bay window my view encompasses a lush green meadow on the opposite side of which is a towering mountain with trees blowing in the ever-present breeze. Two hundred and twenty yards down the hill are my friends and yours, the Tigoni monkeys! I am living with Kathy, Sue, Frank, and two dogs. Teddy and Cocoa, and the Royal Rat Catcher of Tigoni (a cat).

My job at this point is a lot of reading and getting to know the Tigoni monkeys individually. I have already made some friends. Their names are Cabbage, Spud, and Minnie. Minnie and I will sit and groom each other. I am amazed at her concentration and her ability to pick up the minutest flakes of skin or debris off my arms. I do the same for her while I click my tongue, which in human language means "m-m-m I sure do love to do this to you and boy! I sure love your company, Minnie!" Cabbage and Spud are simply two loonies and love human companionship . . . they will grab at my jeans as I walk by them and drag me close to them as they clutch my arm, "e-e-eing" with excitement . . . all this with a grip that would astound anyone. On the other hand, I was threatened violently by two huge dominant males, Kidditok and Pooh-Bear. I mean nearly attacked, Kiddo!!! with the ruffled hair, bared teeth and growl. I tried to maintain my cool and casually saunter away but I knew that they knew that I knew that they had gotten the best of me. Oh shame! I was really frightened . . . how would you like to have a monkey leap at you as you (in the gullible position) hand them a snack treat and they grab your arm! I tell you!! I just about wept as I tried to coolly saunter away. But, that's all a part of life at Tigoni. I wouldn't feel complete were that not to happen to me.

I am having a beastly time with the helpers around as I don't even know quite enough Swahili . . . I grin a lot and nod my head even if they are asking where the Royal Rat Catcher is . . . a bit insane. It looks like I will be going across the swamp to a Baptist missionary where they have language sessions.

Over the weekend I went with Kathy to Kitole, a town about two hundred and fifty miles from Nairobi. We went to visit her base camp where she is doing a behavior study of the Brazza monkey. We also visited all her friends around the countryside. You are considered a new neighbor if you live in a forty mile radius. These people were absolutely and totally English from their "so jolly good to see you" down to their "rawleys". On the trip I saw my first herd of wild giraffe . . . about one hundred.

My very best to you all. I must close. It is late, and tomorrow I have a day of monkeying around (snort!)

COLLEGE, AND "REAL" WORLD

(Continued from page 1)

suggested in a later address to the College that "students could spend an entire year away from the College, working in a factory, participating in an election campaign" or otherwise take part in at least one major off-campus experience involving work and study. College credit would be granted such experiences as though the student were enrolled in a traditional course schedule.

Upon completion of its study, the External Studies Committee recommended that Pitzer make available to students such opportunities that would enrich their academic and educational experience; acquire certain skills not easily available on campus; and proceed toward identification of a major area of interest.

Finally, the Committee suggested that proposed programs be approved or rejected according to their academic viability and the student's interest in and ability to carry out study in his field.

Establishing such a full scale program would, of course, require the approval of students, faculty, and trustees, and subsequently the setting up of an office to administer such arrangements.

Pamela Weaver of Whittier, a senior who has been working in industry under the guidance of Professor Ellenhorn, is making recommendations for organizing an office for External Studies Programs. The project will constitute her senior thesis.

Her own experiences as well as those of other students have led her to recommend that "there be a contract between the student and the agency whereby the student will be doing something significant, not merely used as a warm body. If that contract is violated by either party, the commitment will be severed. It will keep the student from being used for typing and phone answering. As soon as they find out you can type, you really get it."

Something which has come to Pamela's attention is the variety of little-known abilities and in-

terests among the faculty. "Many of these people could direct or advise students in Independent Studies in a surprisingly large number of areas outside their professional fields."

Brief conversations with 40 of Pitzer's 55 faculty members and interviews with 12, have resulted in "creating more ideas for work/study experiences than I ever dreamed of. All kinds of cross-cultural studies and government work."

She also plans to interview businessmen in order to expand the number and variety of positions which may be open to students.

Expressing her endorsement of contact between the College and those in the wider community, Professor Siebel, who is a member of the External Studies Committee, says, "We can benefit from the experiences of those in the 'outside' world, and they can perhaps understand what goes on in the academic world. Students can tie these things together—what they see in the larger world and those theories which they learn in the classroom."

"I see work experience as interning in business and industry, employment in government, participation in ecological movements, placement in academic settings, and apprenticeship in artisans' studios."

Professor Zachrisson looks at work/study as giving the student a longer-range exposure to a problem than is usually afforded through simple investigation.

There appears to be a great deal of excitement about the expanded educational program, even though it will be several months before it can be effected on a large scale. The television program, "On Campus", sponsored by the Independent Colleges of Southern California, will devote one program to the subject, as will Pitzer Parents and Grandparents Day, scheduled for May 8. The theme is "We're All in the Same World" (not 'out of it!')

(Continued on page 5)

FACULTY PROFILE: Allen Greenberger

Listening to Allen Greenberger talk, at least among his friends at Pitzer, you wonder why he hangs around the place at all. He groans at the teaching load, complains about student apathy, an anti-social faculty, ineffective community government, social malaise, and hypocrisy.

So what's he doing here almost every day of the semester—a man officially on sabbatical leave?

Is it for the volleyball and touch football games that form spontaneously on campus? He's a muscular, athletic fellow. Is it for the Japanese and Indian prints on the walls of his office?

Miss Ellin Ringler, Assistant Professor of English, and one of his many close friends, says, "Though he never stops complaining about Pitzer, he adores the place."

Explaining his presence on campus, when he could be almost anywhere, he said, "When I decided what options were open for me—I was going to India—well, I know I can't simply travel alone for six months." Then he said it. There was no one passing by his open door to hear. "I really enjoy being around here."

And he is a presence on campus. He is a highly esteemed scholar among faculty and students alike, but according to him, "Friendship is something I reserve for few people. I have a suspicion of people who have fifty best friends." This is an amazing paradox since he could easily count that number for himself.

He makes it clear to his students that he does not consider them friends and insists on their

use of his surname, and prefers to address them similarly. At their insistence, however, he will use their first names. "I think it's condescending to them."

Miss Barbara Beechler, Professor of Mathematics, and another close friend who goes with him to the beach or the Huntington Library, terms him a "very warm fellow who really likes to think that the world is full of people who are very nice." She's right. He says, "I know this sounds mushy, but I believe that if everyone does what he truly believes to be best, everything will come out good."

He talks of children, he remembers their birthdays, and one has the impression that he feels deeply for them. But he's a bachelor with none of his own. According to Miss Beechler, "he means it when he says that if he had a family he wouldn't have time for his studies, his writing and his teaching. And that's his life."

She adds, "I know one thing he likes about Pitzer is that he gets to teach this esoteric bit of scholarship—India."

For him, it is not esoteric, but pervasive in its influence on his life. A youngish, balding man with close Jewish family ties, his mannerisms reflect his interest in Asian studies. His views reflect Indian perspective and influence.

"Life is only a moment in time."

"Man is the master of his own fate. Where you are is where you put yourself."

"Whatever happiness is, comes through fulfilling potentials, doing

one's job."

Greenberger's job at Pitzer would appear to be difficult, if not in jeopardy. He says, "We're living in a period where the demand for relevance does not include the historic past. History is not 'with it'."

However, Black students see the relevance of history particularly "American History" and "African History", in respect to their own development. His classes continue to be heavily enrolled even though Pitzer College does not require history for graduation.

The fact that "there's nothing I'd rather do than teach" may explain it. He turns on in the classroom as students are turned on—and their response makes teaching come alive for him.

"Of course now, when I'm on sabbatical leave, out of touch with the classroom, I can say, 'I'm a tremendous teacher. Just before school opens in the fall, I could announce to the entire Pitzer community that I'm a great teacher.' I think it's those times when one is not actually before a class that one feels most confident."

But Greenberger does other things, like write. His book, *The British Image of India* was published by Oxford University Press last year.

"I do envisage the necessity for doing a social history of the British in India. Teaching is such a public thing that one has to reserve something for oneself."

He does many things for himself. For instance, opera. He could well teach Opera Appreciation. A knowledgeable opera fan, he regularly purchases season tickets, and rarely misses a performance.

John Murphy, Instructor in Political Studies, said "Someone told me the other day that at Pitzer, Allen is all things to all people. I suppose a cynic would take that the wrong way, but it is simply a facility for hearing others out. He's an extremely empathetic gentleman."

"Of course, he's a pin-ball freak. I'm much better at pin ball than he is."



AS PARENTS SEE IT

(Editor's Note: In a recent mailing to all parents of Pitzer students, recipients were asked to voluntarily fill out a "Non-graded Essay Test" concerning their views about the college. Flat statistics show only part of the story. Hence, the following expansion on the subject.)

QUESTION No. 1 Do you feel you are well-informed about Pitzer College?

Yes	66%
Fairly	25
No	9
<hr/>	
	100%

Considering the fact that many parents responding live at some distance from the College, the number who felt well-informed appeared quite high. Consistently they cited good communication with their daughter (more frequently than son, since only 90 men are now on campus). They consistently cited the very publication you are reading now (which gratifies us), area events with President Atwell, and visits and events on campus. The following statistic correlates with the one above.

QUESTION No. 2 From what you know, are you

Satisfied	66%
Moderately	
Satisfied	27
Dissatisfied	7
<hr/>	
	100%

with your son or daughter's experience here?

Again, almost to a parent, those who were well-informed were also satisfied; those fairly well-informed, moderately satisfied. And to a point those who felt they did not know very much about Pitzer College seemed dissatisfied. A few exceptions—some who felt well-informed were also dissatisfied, citing too much freedom without accompanying responsibility as a hallmark of

Pitzer and the lack of social life beyond the classroom.

QUESTION No. 3 What kinds of new programs would you like to see started for "Pitzer Parents" Response with ideas 27% "Not interested" or no response 73

100%

Distance seemed to be the factor here in lack of interest or response, although some parents remarked that they hoped the college would use its resources for student programs and that "college is for the young people, not their parents."

Response to the Annual Fund for Parents

A Gift Enclosed	33%
"Sorry" with explanation	50
"Sorry" only	17
<hr/>	
	100%

This item became a barometer of the economic facts of life—high tuition, several children in college or approaching college age, temporarily dislocated from a declining industry, the "blue collar" squeeze, etc. The frankness of parents in this regard was disarming and, in many ways, indicates a certain rapport with the kind of small college atmosphere Pitzer has—i.e. the willingness to open up even about personal matters. Many who could not give expressed the hope that the present economic climate would not curtail Pitzer's educational program and promise.

On the purely essay questions, such as "What do you hope your son or daughter will gain from this College experience?", the answers ranged from the very pragmatic ("the knowledge necessary to support herself economically") to the "whole person" concept (maturity, insights, self-confidence), or a combination thereof.



Dr. Sylvia Mead,
Commencement speaker

Raymond A. Quadt,
Vice President for
Subsidiary Operations,
Pascoe Steel, Pomona.



Mrs. Sylvia Mead
To Address Seniors

Mrs. Sylvia Mead, aquanaut, and Los Angeles Times Woman of the Year, will address the seventh graduating class of Pitzer College. Mrs. Mead is the wife of Giles W. Mead, Jr., whose mother is a founding member of the Pitzer College Board of Trustees. The ceremonies will be held on Pellissier Mall at 4 p.m., Sunday, June 6, for more than 90 seniors.

The Commencement Committee, headed by Shelly Molton, is extending invitations to special guests, John W. Atherton, founding president of the College, and Mrs. Atherton; Mr. and Mrs. Russell Ellis; Miss Nancy Matrice, Miss Sarah Needham, and Mr. and Mrs. Raymond Quadt.

The Committee voted that the class gift go toward supporting the John W. Atherton Scholarship Fund. Music will be provided by Lewis J. Ellenhorn, Associate Professor of Psychology, and Guy Carawan, Folklorist-in-Residence and noted guitarist. A reception in McConnell Center will follow.

MAJOR GIFTS RAISE COLLEGE COFFER LEVEL

Mr. and Mrs. Raymond A. Quadt of Pomona have recently given \$32,000 to Pitzer College. Quadt is Vice President for Subsidiary Operations, Pascoe Steel. A member of Phi Beta Kappa and listed in Who's Who In America, Quadt said, "Having been in the teaching profession at one time, I have a natural affinity for a fledgling college in my neighborhood. Through friends on the Pitzer staff, it was my privilege to become more involved as my schedule would permit, and I enjoy being a part of The Claremont Colleges."

Pitzer's membership in the Independent Colleges of Southern California, a group of 14 independent colleges that raises funds from corporations, has resulted in \$28,000 during the first half of the fiscal year, and \$25,000 more is expected before the year is out. Russell K. Pitzer, Founder of the College, gave \$10,000; Howard D. Williams, Chairman of the Board of Trustees, \$8,700; Robert F. Ford, founding member of the Board of Trustees, \$5,000; The Hunter Grubb Foundation, \$5,000; Buffum Stores, \$3,000, to complete a pledge of \$15,000; The Carnation Company, \$2,000; and the Pitzer Parents Association, \$1,500.

Gifts received to date in the 1970-71 fiscal year total \$423,000, approximately \$147,000 more than was received at this time last year. However, James B. Jamieson, Vice President, anticipates that an additional \$32,000 in unrestricted funds will be needed before June 30 in order to balance the budget.

Annual Fund Drive About Half-way There

More than \$85,000 in unrestricted gifts—by rail, plane, and person—have found their way into the Pitzer College Annual Fund coffers, about 50% of the \$175,000 goal this college needs to reach by June 30, 1971.

The bulk of these gifts has come from trustees, foundations, and other individuals plus Pitzer's share of the Independent Colleges of Southern California fund-raising drive—among corporations.

In addition, alumnae, parents, and The Academy are conducting drives for unrestricted purposes, each with a separate goal. Alumnae are 33% there; parents, 20%, and The Academy, 25%. It is hoped that concerted drives in these three areas this Spring will bring each category close to its part of the \$175,000 goal.

CALENDAR HIGHLIGHTS

Tuesday, April 6

Meeting, Board of Trustees. Founders Room, 10 a.m.

Tuesday, April 20

"Umberto D", Italian Film. Avery Auditorium, 7:30 p.m. Sponsored by the Cultural and Political Events Committee.

Wednesday, April 21

Appalachian Conference. Founders Room, 2:30 and 7:30 p.m. Films, string music, folk songs, foot clogging and square dancing.

Thursday, April 22

Appalachian Conference. Founders Room, 7:30 p.m. Same as Above.

Saturday, April 24

Indian Conference. Pellissier Mall, all day. Arts and Crafts Fair with demonstrations of rug weaving, silversmithing, beadwork, and sandpainting. Avery Auditorium. Speakers, discussion groups, films. The Conference will close with a Pow Wow by the American Indian Tribal Dancers of Los Angeles, held on Alumni Field of Pomona College.

Saturday, April 24

Meeting of Pitzer Parents in San Diego area. Home of Mr. and Mrs. Paul Tchang, 7:30 p.m.

Tuesday, April 27

"Mafioso", Italian film. Avery Auditorium, 7:30 p.m. Sponsored by the Cultural and Political Events Committee.

Saturday, May 8

Parents and Grandparents Day. Theme: "We're All in the Same World" (not "out of it"!)

Annual meeting, Parents Association. On campus, 10 a.m.

Friday, May 14

Meeting of Pitzer parents in San Francisco area. Home of Dr. and Mrs. William F. Lutgens, 6 p.m.

Saturday, May 15

Meeting of Pitzer parents in Berkeley area. Home of Mr. and Mrs. R. P. Cooperud, 4:30 p.m.

Sunday, May 23

"On Campus" television program. 5 p.m., Channel 4

Saturday, June 5

Charter Dinner, The Alliance. On campus, 6 p.m.

Sunday, June 6

Commencement. Speaker, Mrs. Sylvia Mead. Pellissier Mall, 4 p.m. Reception following in McConnell Center.

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... Community Notes

• The works of two Pitzer College artists have been chosen for California Design XI, an exhibit which opened March 14 at the Pasadena Art Museum. Dennis Parks, Assistant Professor of Art, entered a large stoneware candelabra, and Thom Collins, Ford Teaching Intern, entered a covered earthenware jar.

• Mr. Robert W. Shomer, Associate Professor of Psychology, accepted a two-week teaching/counseling position in Antarctica.

For the second consecutive year, Shomer took part in the Pace Program, which offers college credit to approximately 200 U.S. Navy personnel who are stationed in McMurdo Sound, Antarctica. The U.S. Navy and Harvard University are co-sponsors of the program.

While there, Shomer presented lectures on Introductory Psychology and Motivation.

• Mr. Harry A. Senn, Instructor in French, delivered a paper at the annual meeting of the American Folklore Society in February. "Early Research in Superstition, Magic and Legends in France, 1550-1750" dealt with the traditional beliefs and practices which violated religious doctrine and legal statutes in France.

• The last issue of **Transaction**, devoted entirely to the subject of women, contained an article by Mrs. Inge Bell, Associate Professor of Sociology. In her article, "The Ten-Year Age Disadvantage of Women", Professor Bell makes the point that for most purposes, women are defined as middle-aged and old ten to fifteen years earlier than men.

Mrs. Bell has also compiled a Student Involvement Manual, a companion to a sociology text to be published in early 1971 by the CRM Publishing Company. The manual contains more than forty field and library research projects for students, ranging from interviewing combat veterans about the Viet Nam war, and analyzing public school textbooks, to a questionnaire which could reveal a correlation between a woman's radical attitude toward the women's liberation movement and a background of relatively few sex-defined limitations.

• Irving J. Spitzberg, Jr., Assistant Professor of Philosophy and Social Institutions, has been appointed a Fellow of the Institute of Current World Affairs. The Institute is funded by the Crane-Rogers Foundation of New York.

Under the auspices of the Institute, Spitzberg will investigate policy-planning for innovation in education on a comparative and international basis. The two-year study will begin in June 1971, and will take him to Europe, the Mid-East, Far East and Africa.

• An article by Dr. James B. Jamieson, Vice President, and Assistant Professor of Political Studies, appeared in the March issue of the Social Science Quarterly. The article, "Some Social and Political Correlates of Incumbency in Municipal Elections", is based on a study which examines one aspect of the electoral structure, the effect of incumbency in local elections. Data gathered from 128 council elections in Southern California revealed that incumbents win re-elections two-thirds of the time.

"POST-PITZER PERSPECTIVES" VIEWED IN RETROSPECT

"Post-Pitzer Perspectives: Return of the Alumnae" will be the theme of an all-community event on campus February 26 and 27 during which alumnae in all 'walks of life' will share their experiences with undergraduates and faculty."

Such was the billing in the January **RE-ENTRANT** and the actual event lived up to its advertising with reasonable success. The conference, however, did not attract as many faculty and students as anticipated. The Alumnae Committee, in retrospect, believes the light participation was due to the age-old problem—communication, and agrees with the suggestion that in the future a more personalized approach be followed.

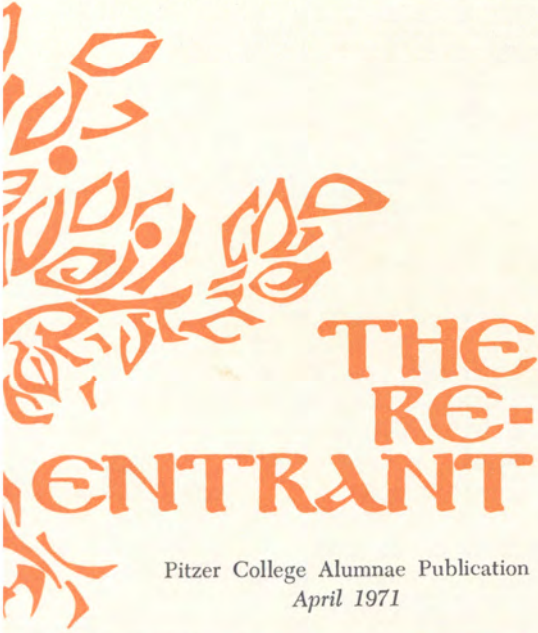
But "Post-Pitzer" **did** happen, despite this problem. Between 30 to 40 alumnae returned to participate in the various events of the two-day conference. It began Friday afternoon with Howard D. Williams, Chairman of the Board of Trustees; President Robert H. Atwell; John Rodman, Dean of Faculty; Mrs. Diana Malan, Dean of Students; and Robert Duvall, Director of Admissions and Financial Aid, outlining the "state of the College" from their various view-

points and positions. Leslie Dashew, '70, gave an historical and future activities report on the Alumnae Association and reported that in two months, alumnae had donated \$1,000 towards the Alumnae Fund Goal of \$3,000.

The General Session was followed by a social hour and dinner for trustees, faculty and staff, with a concluding address on the education of women by Mrs. Elizabeth Cless, Director of the Center of Continuing Education at The Claremont Colleges, and Los Angeles Times Woman of the Year.

Mrs. Cless explored the historical development of the present American educational system in light of its masculine orientation and resulting hinderances to women seeking higher education. The main problem, she noted, was that the timing of higher education for women is not the same as that for men, but the system refuses to recognize this fact. For instance, the average woman does not go straight through college and graduate school to a career, as a man does; rather, she interrupts her education for about 12 years in order to be a wife and mother. Should she wish to re-enter academic

(Continued on back page)



Pitzer College Alumnae Publication
April 1971

THROUGH THE LEAVES

'68 Nancy Dutton Potter will receive her master's degree in clinical psychology this year from Kansas University. She received a public health fellowship at the University of Missouri. Her husband is a second-year law student. Their address is 3807 Browns Station Road, Columbia, Missouri 65201.

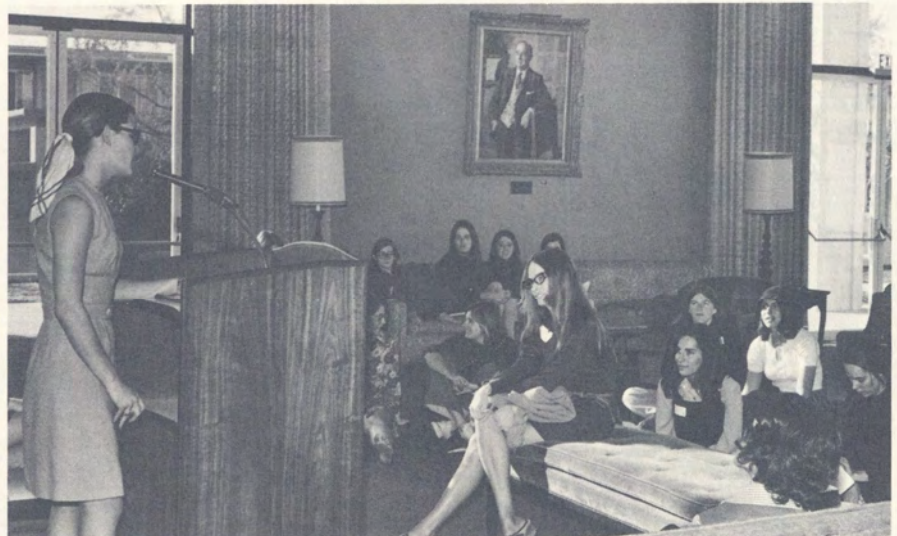
Bobbie Ziefert Wright anticipates "traveling" with the army after her husband completes his final year of law school and takes the bar exam.

Pamela Pattison Williams is working as a sculpture teacher at the desert campus of Bakersfield College. She will be teaching painting there next semester. New address: 313 A Fowler St., China Lake, Calif. 93555.

Betty L. Greenwood lived on a Kibbutz for a year, picking fruit, clearing fields, managing the dining hall and working in a factory laboratory. She is now in Jerusalem doing freelance writing-editing and currently preparing two photographic exhibits on Isreal for tours abroad. She reports she is still single and will probably remain in Israel. 11 Alkalbi, "C", Jerusalem, Israel.

Susan Page is working for an advertising agency as assistant to the Public Relations Director. New address: 5723 59th N.E., Seattle, Wash. 98105.

(Continued on back page)



Betsy Barrett Stanton is now in Monterey where John is serving as Postal Officer at Fort Ord. **Elizabeth McGuire Wolf** received her masters degree in Educational Psychology and her elementary teaching credential. She married Terry Wolf, CMC, '69, and is living in Germany while her husband is in the military service. Her new address is 560-64-8201, C Btry. 3rd Bn. 61st Arty. APO New York, New York 09091.

Kathryn Stahl Krucker married Robert Earl Krucker of San Jose and both are attending law school there. Her new address is 222 Auburn Way, San Jose, California 95229.

Jamie Young's new address is 821 22nd St., N.W., Washington, D.C. 20037.

Cynthia Barry's new address is 3001 Normanstone Drive, Washington, D.C. 20008.

Robyn Olsen's new address is 10767 Woodbine Ave., No. 210, Los Angeles, Calif. 90034.

'69 **Sue Tanner Winn** has a 2 month old baby girl named Kristin Dianne Winn. 6126 Broadway, San Diego, Calif. 92114.

Christine Keedy Reeder received her master's degree in Library Science in January, 1970. She is now in charge of reference at Commerce Public Library. Her husband, John, received his master's degree from USC in June, 1970.

Brenda Lemmon Baumgartner's new address is 1807 Port Seabourne Way, Newport Beach, Calif. 92660.

Sally Fisher is now Mrs. David Soden. New address: P.O. Box 1140, Lae, New Guinea.

Verna Caldwell Carter is teaching educationally handicapped children at the junior high level. **Martha Hart's** new address is 1515 Southwest 10th, Portland, Oregon.

Nancy J. Sanders is presently teaching kindergarten in San Marino.

Elizabeth Dearborn's new address is 49 Banks St., Cambridge, Mass. 02138.

Linda E. Witwer reports that Mary Gibbs is now Mrs. Jerry Golins of Palo Alto, Calif., and Iris Levine Shirey is in Cambridge, Mass.

life after her youngest child enters school (when she is about age 32), she finds that the present system treats her as it would any freshman: she must take tests based on recent study in order to be admitted and then must start at the beginning because her 12 years of informal learning did not take place in the classroom and thus she receives no credit. The solution, Mrs. Cless stated, is for educators (1) to recognize that women are not like men any more than all men are alike and that learning is a lifelong process, not one that ends upon graduation or withdrawal, and (2) to develop a flexible educational system which allows women (and men) to continue their education at any time they wish without restraint.

The events of Saturday were to begin with a general session and then break into various small groups. But, when it was apparent that there was going to be minimal student, faculty participation, the Alumnae decided to remain in a large group in order that they might discuss some of the points raised by Jill Ford Harmon's previous talk on her dual role and its relationship to the Pitzer Community. Jill is an alumnae member of the Board of Trustees. She focused her remarks on four points: (1) The major problem of an Alumna-Trustee is keeping in contact with students and alumnae, and finding out how they feel and learning their needs. (2) There have been many changes this year at Pitzer, but the greatest was the development of open communication between the Board and the Community, signifying a willingness to be open, trusting, and self-evaluating. (3) Pitzer is in a critical period and needs to develop a system of organization which can effectively meet the Community's needs so it can move onto the important issues of how best to get where it wants to go, and where does it want to go? (4) In order to develop an effective system, we must learn to delegate power to our committees, and we must learn to trust those people to whom we delegate power, which means first, that we know those

we elect and appoint.

One concern of the morning's discussion was the Alumnae's role in the Pitzer Community of its relationship to Pitzer College through the continuous process of relating the "then" Pitzer to the "now" Pitzer. It hopes to acquire some knowledge of the "now" as a result of alumnae demand for more information on what is really happening at Pitzer. Furthermore, this knowledge will also help the Association achieve another of its goals: helping the College, both financially (the Alumnae Fund and fund-raising events) and materially (volunteering to help the Admissions Office recruit new students, and the Development Office locate new sources of support.) One other form of material support was discussed and acted upon—the establishment of an Alumnae-Occupation File in the College's Student Center.

After lunch, each alumna related her experiences since graduating, how she arrived at her present position, and how well Pitzer had prepared her. The primary issue here, as it was in the morning session, was the lack of sound advising. Alumnae and many students felt that they had not received the guidance, counseling, and advising, they had needed while in college, and some idea of what to expect, what to look for, how to look for it in the "real world." It was not so much a criticism of individuals as it was a criticism of an ineffective, almost non-existent system.

The day and the conference ended with dinner at President Atwell's home. Several trustees and members of the administration joined the alumnae in reflecting on the events of the conference, in commenting on their impressions of the "now" Pitzer, and in discussing future plans and possible solutions to present problems. All in all, everyone felt that "Post-Pitzer Perspectives" had not only been a success, but also a very enjoyable time for returning alumnae.

as reported by
Louise Beaudette, '68