"What courses shall I take?"

COLLEGE Responds to "Lost" Feeling of Freshmen with Year-Long Program

Pitzer College has a habit of asking itself, "How am I doing?", "How can I be better?" When it inquired, "How am I doing in student advising?" it did not give itself an "A" and for some good reasons.

"I really didn't get much advice. I just picked what I wanted to do as far as choosing courses. I said, 'I want to take this, this, and this,' and she wrote it down and signed it; and once in awhile she said, 'what do you want to take that for, or oh, that sounds like a good course,' and that was about it; and then we talked about other things."

"I have several freshmen in my suite, and going by their experiences, they need more direction. They don't know what they want, they don't know if they are going on to graduate school, or if they are not, and so—it's a problem."

The above comments, typical of many students' reactions, prompted a harsh evaluation of the College's advising procedures. As a result of its findings, this year's advising system has been strengthened and intensified, particularly for incoming freshmen and transfer students.

In May, the Academic Standards Committee recommended that eleven faculty members be selected by the Dean of Faculty, in consultation with the Academic Standards Committee to act as a team of advisors for the entire freshman class. Their recommendation provided (1) for a team of faculty who could more easily consult with each other than when the entire faculty does this job. Thus, when problems arose, it would be possible for a small team to discuss ways of improving freshman advising. The year-long effort would involve the cooperation of everyone appointed in an advising capacity, at administrative and faculty levels. (2) It would provide a means of improving liaison with the staffs of the Black Studies Center and the Mexican-American Studies Center concerning the needs of minority students. (3) It might allow for easier switching for freshman advisees at an early stage if the student so desired. (4) It would provide a focus for academic orientation.

The Committee further recommended that the plan be given a one-year trial period, that students be involved in evaluating the program, and that an outside person be appointed to make an independent evaluation.

The Executive Committee proposed that a Special Advisor to Students be appointed as a resource person for consultation in ways supplementary to or in place of academic advising and personal counseling, e.g., for consultation concerning life objectives, the 'relevance' of education to life and career, and the choice of a field of concentration. The Special Advisor to Students should also be available as a consultant to the Registrar, the Academic Standards Committee, the Orientation Committee, and possibly to the External Studies Committee.

Appointed to that position, with the approval of the faculty, was Mrs. Cynthia Siebel, who is also Assistant Professor of Education. She now divides her time between counseling and teaching. She is teaching an advanced seminar, “Field Work in Education,” a course, “Education and Human Development,” and a Freshman Seminar on the same topic. Freshman Seminars are mandatory for entering freshmen.

She views her role as one who is available to talk with students about why they are in college, and what they want to do with their lives. "There's a lot of deep student concern now with these questions. They really want to explore these things with someone who's in the academic world. I see a lot of general talking out of academic questions. My office door will be open, and at home, we'll use the porch light system to let students know they're welcome to come in and talk."

Appointed to a counseling position since 1966 is Mrs. Suzanne Schwartz. Her advising is normally in the area of social problems. This year, she will continue to meet students on a "one-to-one" basis, and in addition, she will meet twice a week with three groups of 15 freshmen for "simple, low key talks on problems that are shared by many freshmen."

For students who need information and guidance on graduate schools, there is a Graduate Studies Advisor, Miss Barbara Beechler, Professor of Mathematics. The doors of the Dean of Students office and the Claremont Colleges Counseling Center are also open.

With summer over, the wheels of the newly-formed advising machinery began to turn. Miss Sharon Nickel, Assistant Professor of Political Studies, (continued on page 2)

Woodcuts by Alumna
Mark New Pitzer Catalog

The talents of alumna Jonnie Russell, class of '68, are evident in the 1971-72 catalog. Her woodcuts were used on the cover and throughout the catalog to introduce each major section.

Miss Russell is the mother of a three-month old son, John Ulysses, born at home with the assistance of his father. The family lives in the semi rural area of Windsor, California where Miss Russell says, "The cows poke their heads through our bedroom window."

(continued on page 2)
and Allen Greenberger, Associate Professor of History, acting as co-chairmen of the Freshman Advising Committee, called the group together a week before the arrival of students on campus. The other freshman advisors were Professor Beechler; Harvey Botwin, Assistant Professor of Economics; Stephen Glass, Associate Professor of Classics; Beverle Houston, Assistant Professor of English; Elia Ibarra, Assistant Professor of Spanish; Agnes Jackson, Associate Professor of English; Lucian Marquis, Professor of Political Studies; Harry Senn, Assistant Professor of French; and Werner Warmbrunn, Professor of History.

Also at the initial meeting to establish guidelines and plan further the activities for the coming year were Albert Schwartz, Dean of Faculty, Mrs. Diana Malan, Dean of Students, and Professor Siebel.

"I think that there are some of us who come to college simply because we're expected to come to college. Well, I don't know what I'm interested in. I've got interests, sure, but I'm not sure I'd like to major in them."

All advisors met the Academic Standards Committee requirement that they be neither "new or part-time faculty". In addition, all had reputations as effective counselors who also enjoyed the counseling and guiding of students in their academic careers.

All were aware that the freshman advising assignment would mean a larger-than-normal advising load. The normal advising load, which all faculty members must carry, is about 15. Freshman advisors would work with about 25 students each.

On Saturday, September 18, students arrived on campus. They met the resident assistants of their dormitories, and were greeted by President Atwell and Robert F. Duvall, Director of Admissions. On Sunday, they met for brunch with their respective faculty advisors.

At a meeting held later in the day, they learned how, where, and when to contact various people; how to register; and how to handle some of the problems that could arise within the next few days of their college lives.

Interspersed with the business of starting a college career, were numerous sports activities on the lawn, and social events with students from the other colleges. The five-day orientation program was the result of planning by students and Deans of Students of all the undergraduate colleges in the Claremont cluster.

On Tuesday, September 21, advising sessions began, and on September 25, classes for students of all The Claremont Colleges began. Within one month from the start of school, the Freshman Advising Committee must present a report to the Academic Standards Committee on its organization and work, and an evaluation of the program at the end of the year. Feed-back on the effectiveness of the advising procedures will come officially and through the "grapevine".

"I think an advisor should be more aware of your grades and how you're doing—he should be somebody you can sit down with and say, 'look I'm having problems with this course,' somebody you can go to and talk to about your classes. My advisor has been that way."

On December 8, the Advisors will meet their freshmen advisees at a dinner where there will be a discussion of academic opportunities within the College; academic problems such as incompletes, and plagiarism.

At the end of the school year, when evaluations are relatively complete, the faculty will take steps toward making the procedure even more effective.

Then will more students feel they are on the "right track" academically? Will there be less confusion? Will freshmen feel that their advisors at least cared?

At this point, those involved in the program already point to signs for optimism. Others not directly involved have observed less confusion among those taking their first steps in a college career.

Next year, will Pitzer College be able to give a more positive response to the question, "How am I doing in the area of advising?"
Pitzer College has received a $2,000 grant from the S & H Foundation, Inc., to help sponsor a series of lectures on “Educational Options, Or Are Schools Necessary?” President Atwell has announced that the lectures will be presented in spring, 1972, on the Pitzer College campus. Speakers for the lecture series will include those who advocate the abolishing of schools, or “de-schooling” of society, as well as those who favor the more moderate approach of revising education within existing systems. Lectures will be combined with seminar groups and workshops, all of which will be open to those interested in educational options.

Pitzer College is one of 35 colleges throughout the country to be awarded an S & H Lectureship grant. The lecture-ship grants are designed to bring prominent and thoughtful speakers to college campuses and to help strengthen college and community ties by opening the lectures to the public.
ALUMNA PROFILE: LYNN HARRIS

What’s a woman who says, “Pitzer’s the best mistake I ever made”, doing on the Board of Trustees? On top of that, Lynn Harris, newly-elected trustee, alumna of the class of ’70, and winner of a Coro Foundation Award, refers to Pitzer as “my last choice”, when applying for admission to undergraduate colleges.

Five years after making that decision, she finds herself enrolled in law school at the University of California, at Davis, California, because “it’s so much like Pitzer. It has a community action orientation.”

Although the catalogs from other colleges “promised the structured things that made me feel more comfortable,” she found that in the open, intellectual climate of Pitzer she began to speak up, express her ideas, and to take an active role in the many issues that interested her.

“My mother had often asked, ‘Why don’t you commit yourself to a leadership role since you have ideas?’ I considered it, and decided, ‘what do I have to lose?’” Such risks paled against the adventures of living with three brothers.

Her new courage took her into the middle of Town Meeting controversies, the Committee on Coeducation, and the Presidential Search Committee. Not that she felt she was solving problems, but “I still look at the problem with her contributions,” “but if you wait for the perfect solution to come around, you might wait forever.” The perfect solution seldom comes in one piece. It usually comes in pieces as the result of everyone’s contributions.”

“I like the term ‘conventional new ideas.’ It means taking a conventional idea and turning it upside down.”

As a student at Pitzer, Lynn enrolled in one of the early external studies programs, Washington Semester Program, working and living in the nation’s capitol.

During that period, she interviewed former Attorney General Ramsey Clark, and justices William O. Douglas, and the late Hugo Black, gathering material which would find its way into her paper “Title II of the Omnibus Crime Control and Safe Streets Act of 1968: A Web of Political Timing and Leadership.”

Lynn describes the off-campus experience in Washington as “one of the most valuable experiences of my undergraduate years.”

Looking at this year’s catalog, which lists External Studies, Special Projects, and Independent Study, she says, “In a way, most of these opportunities have always existed. The catalog is simply spelling them out more clearly.”

Lynn graduated from Pitzer with a B. A. in Political Studies, and with the image of a self-actualizing, fulfilling human being. If Pitzer had a Dean’s List, her name would have been near the top. Upon graduation, Lynn was selected for a Coro Foundation grant which included a tuition and living allowance.

Under terms of the grant, she spent six weeks each with a labor union, a government office, a business firm, and a community agency. For a candidate for Secretary of State of California, she arranged state-wide public appearances, maintained campaign and contribution records, and answered mail from interested citizens.

Following these experiences, Lynn then earned her M.A. degree in Urban Studies at Occidental College.

Now as a member of the Board of Trustees, Lynn says, “If I have anything to give to the Board this year, it’s logical thinking. I’d like to think of myself as a facilitator. That is one of my main reasons for going to law school. Another reason is that I would like to help people understand what options are available within the framework of the law. People generally don’t understand what the law means.”

With all of Lynn’s interests and energies, 24 hours a day seem hardly sufficient. Though in 22 years, she has accomplished a number of things. She has been a volunteer staff worker for Senator Edward M. Kennedy; an active member of the American Field Service organization, and for a time resided with a Pakistani family. She was given the “1970 Key Woman Award” by the California Democratic State Central Committee; she is an accomplished linguist in Latin, Hindi, and English. "If you add one thing at a time, somehow you can find the time to do the things you want to do," she says.

Now what? Push toward a career that is obviously bright with promise? Possibly, but “I believe a family is important, not to give you a push; but to give you a little bit of support when you need it.”

“So no matter what I’m going to do professionally, my first objective is to create a home where people can feel, as I do, that ‘it was a great beginning.’”

COMMUNITY QUOTE

“Coming to Pitzer has given me endless opportunities to explore my own interests, using the institution and using various other types of institutions in the community. It has added to my education—not just a classroom education, but a community education as well.”

Pitzer Economist Begins “Chair”

Harvey Botwin, Assistant Professor of Economics, is establishing a $10,000 fund with Pitzer College, terming it “a start toward a chair in economics.” He hopes to make a similar contribution toward the project each year. The cost of founding an academic chair in entirety is approximately half a million dollars.

As for naming the chair, Botwin says, “I’d like to leave that open for others who may be attracted to this idea. I would welcome their help most warmly.”

Professor Botwin is the first economics faculty member at Pitzer College, having been appointed in 1967. A second economist, Mrs. Sandra Schickele, Assistant Professor of Economics, joined the faculty this year.

“I have hopes that a high quality, modern economics program—one which is based upon outstanding teaching and a close faculty/student relationship—may continue to be developed at Pitzer College.”

Professor Botwin holds the B. A. from the University of Miami, and M.A. degrees from both the University of Miami and Princeton University, where he is a doctoral candidate. Since coming to Pitzer, he has been a member of the Executive Committee, the Budget Committee, and the ad hoc Committee on Coeducation. He is currently serving as a faculty member on the Investment Committee of the Board of Trustees.
Faculty Bring Fervor, Scholarship, And Fresh Approach On Return From Leaves

Sabbatical policy at Pitzer College permits faculty members to be absent from their teaching positions, and through financial assistance, enables them to "widen the frontiers of knowledge" by engaging in research. They may also use the period to further their professional powers, or work toward developing new or supplementing established courses.

From the experience, faculty members may impart to students not only knowledge about their particular field, but an excitement and enthusiasm.

In the 1970-71 academic year, five faculty members who have been heavily involved in the development of the College since its beginning in 1964, were on leave. Representing the fields of English, classics, anthropology, psychology, and history, most returned with changed or at least modified perspectives toward their professional roles.

Stephen L. Glass, Associate Professor of Classics, accepted a fellowship from the National Foundation for the Humanities to conduct research on the topography and urbanization of Athens. His book will be published by Methuen Press in 1972.

Always deeply involved in the issues of the College, he returned from Greece with a somewhat modified attitude toward the little day to day things. "I no longer become exercised about them. I'm not demeaning the importance of those issues to someone, but not to me as a teacher."

"I regard teaching and scholarship to be my principal concerns, and a year away always renews the edge for me. Students react most positively to the professor's own fervor, thus revitalized. Relevance and all that aside, students can sense when a professor feels a fervor for his field of study."

Werner Warmbrunn, Professor of History, spent the year in Munich, Germany, as a Senior Research Scholar, sponsored by the Fulbright Foundation. Professor Warmbrunn continued research for his book, "Belgium Under German Occupation." "The next few years will have to be devoted in part, to finishing my research and writing.

"I came back to Pitzer feeling more strongly than ever that faculty ought to be engaged in academic intellectual enterprise beyond their teaching. And from that, students get a whiff of something broader. Because of my time in Germany, I can bring a fresh approach to my work."

(continued on page 7)
So you’re a young woman with a B. A. in the social sciences. What can you do with it?

One of Pitzer College’s 1968 graduates provides a beautiful case study... one that may never be duplicated, but one that should certainly give heart to bewildered sophomores and anxious parents.

The post-graduate story of Lynn Thompson, now of a Boston Brownstone, unfolds like a road map—with a plot and with dots starting in Albuquerque, New Mexico, and ending in Boston. And with the promise that what she has been doing may be linked across the miles with her very own alma mater in Claremont.

Lynn enrolled right after graduation here in the University of New Mexico’s Graduate School of Sociology, a rather routine move for a superior student with sights on advanced degrees. But what happened beyond that is anything but routine.

She became involved in the Albuquerque Model Cities Program, which, among other things, had as its project, a half-way house for criminally adjudicated adults. She also became a senior research analyst for the Albuquerque Urban Observatory, conducting applied research in areas of municipal planning.

With this background and interest, she and a friend arrived in May, 1970, in Boston, where she would soon begin working on a doctorate at Boston University Law School. She tells what happened this way:

“Searching for housing in a city which is lagging twenty years behind existing demand, my friend Joe Long and I were introduced to Dr. Andre Quamina and his wife Dorothy. The Quaminas had been involved with child guardianship in the Boston area for several years, sponsoring children in their home while Andre completed medical school, internship, and residency.

“Joe and I moved into a second house owned by the Quaminas, began accepting state wards, and the four of us have been actively developing the program ever since.”

What Lynn is matter-of-factly talking about is a non-profit, public corporation known as Groupways, Inc., sponsoring group homes for adolescents in Boston’s South End and supported through the Special Services Unit, Division of Child Guardianship, Department of Public Welfare.

At this point, there are three homes in operation serving 18 youths, all State wards between the ages of 15 and 21, and all male. (The program may include females next year, according to Lynn.) Eligible youths, among other criteria, must be working or attending school full-time.

“The whole program,” says Lynn, “is geared toward long-term residency as opposed to emergency and other temporary placement, consistent with the overall program goals of breaking welfare dependency cycles, enhancing self-worth, and modifying behaviors and attitudes for the achievement of individual educational and career objectives.”

The South End, where Groupways is situated, symbolizes the very transition the program hopes to realize. At the turn of the century, the South End was an affluent and prestigious neighborhood. The four and five-story Brownstone houses still reflect the elegance of this era. But as the wealthy migrated to Beacon Hill and metropolitan suburbs, South End became a predominantly Black slum. Now this trend has been reversed as white middle-class families ventured back, spurred by real estate speculation and a new liberal ethic.

“The sight of a $60,000 renovated Brownstone standing against the broken glass and fallen brick of an abandoned shell is not unfamiliar.”

Lynn explains that while the area still exhibits the highest crime, drug and prostitution rates in the city, Blacks, Whites, Puerto Ricans, Chinese, and numerous other cultural groups are contributing to a promising community dynamic.

Two of the three operating Groupways facilities are structured along the half-way house model, each staffed by a residential house-parent couple and counselor. The third is designed to operate as a “3 1/2 house”, staffed by residential male counselors and resembling a supervised apartment setting. Residents are 18 or older. It is hoped that those youths in the half-way houses will “graduate” to the 3/4 house, achieving greater personal independence as a step toward self-reliance at age 21.

How does this project in Boston link with Pitzer, other than having a graduate involved in it? Well, it seems that a Pitzer undergraduate, Meredyth Albert, spent two months this summer in Boston to evaluate the relevance of an external studies program at one of the half-way houses.

Relevance indeed! As Meredyth explains it, “After spending two years at Pitzer, I was accumulating a vast amount of information about anthropology and environmental studies. Yes, I remember what was lectured to me and most of what I read. And yes, I could graduate with a well-rounded education. However, I feel like I have learned much more—in the South End. The difference is found in one innocuous word: EXPERIENCE... experience here has thrilled me to such a point that I am bursting with excitement.”

She concludes: “I cannot exaggerate my belief that an experience of this sort is one of the most valid things a student could do to supplement and enhance her education.”

Pending faculty approval and working out of details, such an external program for Pitzer students could well happen, especially with a young woman named Lynn Thompson there to help. She sees students participating as residents in Groupways homes, learning about counseling and case-work, the functioning of public agencies and programs, the culture of poverty, law and economics of the ghetto, behavior modification, etc.

Lynn concludes, “On-the-job training has traditionally been a concept applied to the poor and unskilled. Coupling experience and academia is the only ‘real’ learning for us all.”

Right on, Lynn! You live what you speak!

by Mary Ann Callan
Pitzer ends '70-71 on Sound Basis

Pitzer College had the distinction of being one of a few private institutions in the country to finish the fiscal year of 1970-71, on June 30, "in the black" financially.

This small surplus in funds was due to a concerted effort in fund-raising and in careful control of the budget. Because Pitzer College has a limited number of young alumni and a small endowment in comparison with larger and longer established institutions, this record has been particularly noted with pride by trustees, friends of the College, and all other segments of the Pitzer Community.

Among first on West Coast

Pitzer Receives Federal Government ACTION Grant

Pitzer College is one of the first institutions on the West Coast to be selected to participate in the Federal Government's new "University Year for ACTION" program.

ACTION brings together VISTA, the Peace Corps, and other, more specialized, federal volunteer programs. ACTION is designed to provide educational experience outside of the classroom at the same time that it increases the size and quality of the volunteer service body working toward the alleviation of poverty. Through this program, a selected number of Pitzer students will be placed by the College, beginning in spring, in full time voluntary jobs in anti-poverty and public service programs.

With implementation of the ACTION planning grant, these students will be full-time volunteers in 1972, will not be enrolled in regular classroom courses nor hold employment outside of the ACTION program, but will receive full course credit, under supervision of faculty, for the year. Thus far, opportunities for such service are open only to Pitzer sophomores and juniors.

While the College is expected to provide academic supervision normal to the level and amount of credit involved, the government will provide subsistence allowances, insurance, and, when necessary, limited support for expenses to the student volunteers. Co-operating agencies, hospitals, and other public service must provide meaningful tasks and adequate supervision to volunteers.

According to President Atwell, the ACTION volunteers should become not just "doers", but "mobilizers" who energize and organize additional part-time volunteers wherever they serve.

Already, 29 agencies have agreed to sponsor more than 100 positions for volunteers in the San Gabriel and Pomona Valleys, as well as San Bernardino and elsewhere. These include the San Gabriel Valley Neighborhood Legal Aid Offices, the Chino Council of Social Services, Neighborhood Youth Corps, Head Start Program, South Hills Child Care Center, Pomona Unified School District, Chino Unified School District, Boys' Republic, Claremont Unified School District, Pomona Valley Fair Housing Council, Pomona Valley Mental Health Authority, Pacific State Hospital, the cities of Ontario, Chino, Pomona, Montclair and Claremont, and the California Institute for Men.

The ACTION program has a general mandate from the Congress and the President to devise new forms in which Americans may aid their fellow men and women through voluntary public service, but with the stipulation that such service must represent a meaningful contribution to the alleviation of poverty in the United States.

(continued from page 5)

Robert Munroe, Associate Professor of Anthropology, and his wife, Ruth Munroe, Associate Professor of Psychology, spent the year in Kenya on a project based at the University of Nairobi and funded by the Carnegie Corporation. They describe their research as "concerned with the broader issues in social science as they pertain to human development. We are involved in a very small aspect of these problems, but in the long run, if more and more people do this kind of thing, we'll have some answers to the broader issues. What you learn is to be satisfied with the answers to small questions. It's something we try to teach our students."

Valerie Levy, Assistant Professor of English, describes New York as "the most exciting place in the world, and I think that what I got out of last year was being in New York. I went to the theater constantly, seeing about 20 plays."

"Also, I went back as an auditing student to Barnard, the place I had graduated from 10 years ago. I'd been on the teaching side of the desk now for seven years, and to sit in the classroom among the students and to listen and watch as a student, I began to identify with them. Though I didn't have to take the exams and write papers, I was sitting and getting nervous when test time came around.

"To know New York is an education, and something everybody should do. Even though I went there to write some articles, the urban experience is what meant most to me and mostly what I have to bring back to my students."

Stephen L. Glass
Associate Professor of Classics
CALENDAR HIGHLIGHTS

Friday, October 15
General Meeting, Parents Association; Mead Hall. Coffee, 10 a.m.; Meeting and Program, 10:30 a.m.; luncheon, 12 noon, McConnell Center.

Friday, October 22

Friday, November 12
"Comparison of Cultures," an Anthropologist's Perspective; Academy luncheon and lecture, Founders' Room, 12 noon.

Wednesday, January 12
Annual Dinner, Parents Association, with program following; Founders' Room, 6 p.m.

Friday, January 21
"Yoga and the Young," A Look at Eastern Religions, luncheon and Academy lecture, Founders' Room, 12 noon.

The Participant
Pitzer College
Claremont, California
91711

Return Requested

The Participant is published by Pitzer College, Claremont, California in January, April, July and October. Second class permit pending at Claremont, California

Community Notes

- Two current publications contain articles by Robert S. Albert, Professor of Psychology. The Journal of Clinical Psychology contains "A Reliability Study of Interpersonal Agreement on the Rimland Diagnostic Checklist." "Cognitive Development and Parental Loss Among the Gifted, the Exceptionally Gifted, and the Creative" appears in Psychological Reports.
  Albert's continuing research centers on intellectual giftedness and early family experiences which facilitate high-level achievement.

- A ceramic piece, "Set of Plans" by Dennis Parks, Assistant Professor of Art, will be shown at the First Contemporary International exhibit in Chico, California from May 9 to June 7 at the Jon Morehead Gallery.

- R. Stanton Avery, Chairman of the Board of Fellows of Claremont University Center, has donated a set of hand forged iron gates which are being installed at the entrance to the northwest parking lot. Their installation is being accompanied by the expansion and landscaping of the present area.

- An article by Sheryl F. Miller, Assistant Professor of Anthropology, will appear in the next issue of Current Anthropology. The title is "Old and New Concepts of Typology". She has also been invited to deliver a paper at the Seventh Pan African Congress on Prehistory and Quaternary Studies, in Addis Ababa, Ethiopia, in December.

- Stephen L. Glass, Associate Professor of Classics, is the author of "Ancient Athens," appearing in the fall issue of Archaeology.

- At a recent meeting of the Western Economic Association, Harvey J. Botwin, Assistant Professor of Economics, presented a paper on "Historical Economics". The meeting was held in Vancouver, British Columbia.

- Glenn A. Goodwin, Assistant Professor of Sociology, participated in a national meeting of the American Sociological Association to discuss the theme, "The City and the Counterculture".

- Constance G. King, freshman from San Diego, has been awarded a Pitzer College Merit Scholarship by the National Merit Scholarship Corporation.

Quote from Our Community

pitzer /pit·zər/ vb (origin obscure) v.i.
1. to pursue at great length, to no discernible end, the totally inconsequential.
2. obsessively to ditto and distribute to one's colleagues one's thoughts, esp. those which are random, ill-considered, and of little intrinsic interest or merit generally, to publish gratuitous opinions.
3. to create an ad hoc committee in order to avoid prolonging a potentially fruitful discussion on any issue generally, to proliferate committees, e.g., in the phrase "we have some real problems in that area which hopefully will be reviewed by an ad hoc committee in the near future."

pitzer n. a place or state in which one pitzers to the exclusion of nearly every other fruitful activity.

—from the Pitzer Glassary