

PARTICIPANT



The Pitzer College magazine, Fall 1982

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Cover: Brad Kadel '82 (right) and Terry Schuler, Director of Personnel Relations at Avery labels, confer a moment about an aspect of production.

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From the President

OCCASIONALLY, I encounter someone who wonders how Pitzer College can be both a liberal arts college and a college emphasizing the study of the social and behavioral sciences. Is this not a contradiction? On the contrary, is my usual response. To quote Walter Jackson Bate, the liberal arts deal with “human nature in all its diversity.” The liberal arts are a crucial means of shaping society. The need for the practical translation of the values of the liberal arts into action on such problems as changing social institutions and the impact of technology on human life is crucial and urgent.

The disciplines comprising the social and behavioral sciences contribute greatly to our comprehension of human nature and human society. It is not surprising, therefore, to find that sociology — studying the social and cultural contexts of the human enterprise — is one of Pitzer’s most heavily enrolled concentrations. Some of the faculty’s interests indicate the range and scope of the discipline: social psychology, alienation as expressed in literature, criminology, population studies, social stereotypes, alcohol and drug-related issues, to name but a few.

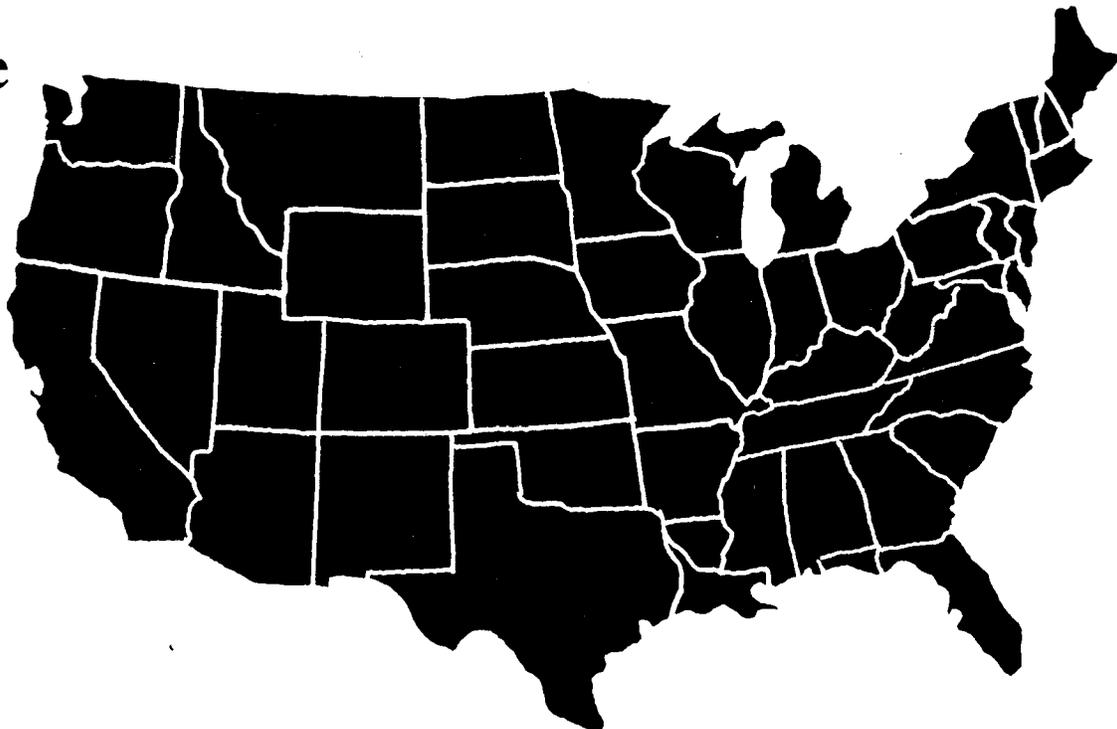
In the following pages, you will learn more about some of these interests, in a large measure through the words of a number of Pitzer’s graduates in sociology and organizational studies, an interdisciplinary concentration. You will find many indications that the disciplines they studied at Pitzer have helped to enrich and shape their lives. They are translating the values of the liberal arts into valuable work in such diverse fields as law, social work, teaching, medicine, film, business, and social research.

Whether or not the liberal arts have outlived their usefulness is a subject of much debate both inside and outside academe. It is with pleasure that I introduce this evidence of their continued vitality.

From the Editor

WHEN PREPARING this issue on sociology and organizational studies, your editor began to feel like Cecil B. DeMille with his casts of thousands. The alumni whose careers are detailed in “Pitzer on the Population Studies and Public Health Map” represent many more whom we tried to reach. Again, the alumni and students appearing in the articles on organizational studies represent an even larger number of people who participated in conferences and who helped write letters and locate writers and photographers. “Beyond Pitzer,” thanks especially to the many alumni who responded to our letters, and to the faculty members who took time to write to so many people, reached epic proportions. Production credits are due to Al Schwartz and to Paul Goldman, who gave valuable and much appreciated behind-the-scenes assistance. Ann Stromberg, from the initial planning stages to final deadline, even after she had left for the University of Michigan and a well-earned sabbatical leave, gave most generously of her time and expertise. To her, a very special Academy Award, with your editor’s warmest thanks.

Pitzer on the Population Studies and Public Health Map



by Joanne Siegmann '79
with assistance from
Ann Stromberg

In its broadest definition, sociology is the science of society. As this discipline has matured, it has developed many specialties, including demography (the study of population) and medical sociology. In the careers of six Pitzer alumnae who are working in the related fields of population studies and public health we find reflected the breadth of concerns in these two areas.

Deirdre Chatman '74
Los Angeles, California

DEIRDRE CHATMAN graduated from Pitzer in 1974 with a concentration in human biology and "a great interest in sociology," which influenced her entry into the public health professional field. After earning her Masters in Public Health from the University of California, Los Angeles, School of Public Health, she is now employed at the Charles R. Drew Postgraduate Medical School, the academic arm of Martin Luther King, Jr. General Hospital in Los Angeles, as program director for the Southeast Los Angeles region of the California Statewide Area Health Education Center System. Each medical school in the state has such a center, dedicated to improving the supply, distribution, and quality of health manpower in medically underserved rural and urban areas. "Most people do not realize that the problem is as great, or perhaps greater in urban areas," she commented.

Responsible for the overall administration of fourteen programs, ranging from undergraduate medical training to continuing medical education, she administers those that provide educa-

tional incentives to attract health professionals to work in underserved areas. The program also encourages medical schools to develop programs designed to meet the special needs of underserved areas.

One particularly challenging aspect of her work is trying to introduce new courses and concepts into medical education. Medical school curricula are already crowded; in addition, much information is new and many concepts are still being researched. For example, to introduce a course in clinical nutrition, Chatman first established a task force of representatives from the primary care units: internal medicine, obstetrics and gynecology, pediatrics, and family medicine. By examining curricula from other institutions and bringing in consultants, (in this case Dr. Marion Nestle, the Associate Dean of the University of California at San Francisco Medical School,) she was able to assist the faculty in planning and setting up a course in clinical nutrition, now being taught at the hospital.

Chatman also has taught courses in the Department of Family Medicine at Charles R. Drew, designed to instruct medical residents in the areas of health education, for example, ongoing treatment of hypertension and diabetes.

Eventually she may go on to medical school, but "I am really enjoying what I am doing right now, and hope to be able next year to devote more time to research in my special interests of health promotion, health risk education, and lifestyle planning."

Kathy Schuman '75
Salt Lake City, Utah

KATHY SCHUMAN graduated from Pitzer in 1975 with a B.A. in biology. She worked at the City of Hope, a research hospital in Duarte, while still an undergraduate. She was, however, unsure about pursuing a career in the health sciences until Ann Stromberg interested her in the area of public health through her medical sociology class. Now finishing her doctoral dissertation for the University of Washington, Schuman is working as an associate instructor at the University of Utah medical school and as a consultant for the State of Utah Department of Health. She has her Master of Science in Public Health with an emphasis on epidemiology and has worked at the Charles Drew Post-graduate Medical School, Los Angeles, researching health problems associated with poverty, including infant mortality.

Kathy Schuman explained that so many people do not know what an epidemiologist does that she has been known to wear a T-shirt saying "I am not a skin doctor." Epidemiology, the study of the distribution and determinants of disease in human populations, deals with both infectious diseases such as botulism and chronic diseases such as cancer.

In addition to teaching classes in epidemiology, Schuman's work at the University of Utah involves her in a number of research projects. Under a grant from the American Cancer Society is a project on exposure factors in causing excess risk of childhood cancer. The University has a grant from the National Cancer Institute on factors in diet that may cause colon cancer, specifically the relationship of dietary fat and other high-calorie diets to the incidence of the disease. The project that has received the most national publicity is the one on the long-term effects of fallout in Southern Utah and Southeastern Nevada during the early 1950's. Under a grant from the National Cancer Institute, University researchers are reassembling high school classes to study the incidence of cancer in these groups as compared to the general population.

In her role as consultant to the State Department of Health, she has been working on projects dealing with diabetes in Ute Indians and with the incidence of hypertension in the state. Over and above her involvement in all of these projects, ("my regular job,") Schuman is gathering data and writing her dissertation on "Stress, Social Support Networks, and Breast Cancer," as part of a university study funded by the Center for Disease Control on the role of hormone (birth control) pills in cancer. Stress, she commented, is recognized to have an adverse effect on the immune system, and in her dissertation she hopes to establish whether the reduction of stress might affect the incidence of breast cancer. The *American Journal of Epidemiology* for September, 1982, published her article on "Neonatal Mortality in Utah." She is married to John Weist, who is in his final year of residency in general surgery at the University of Utah.



Miriam Kadin '74 (left) on a visit to Claremont, in conversation with Ann Stromberg, associate professor of sociology.
Photo: Sue Keith

Judith Jennings Treas '69
Pacific Palisades, California

JUDITH JENNINGS TREAS '69 received the M.A. and Ph.D. in sociology from the University of California, Los Angeles (UCLA) and is now Associate Professor of Sociology at the University of Southern California (USC). Her special field of expertise is the demographic aspects of gerontology, an interdisciplinary field dealing with the effects of aging on individuals and on societal institutions.

Among her recent publications are "Postwar Trends in Family Size," in *Demography* (August, 1981); with co-author Vern L. Bengtson, "The Demography of Mid and Late Life Transition," in the *Annals of the American Academy of Political and Social Sciences*

(November, 1982); "Income Stratification: Bringing Families Back In," appearing in *Sociology and Social Research* (April, 1982); and "Women's Employment and its Implications for the Economic Status of the Elderly of the Future," appearing in *Aging: Social Change* (edited by S. B. Keisler et al., Academic Press, 1981).

In addition, Treas has been a very active alumna, and served on the Board of Trustees in 1977-78 as president of the Alumni Association.

Miriam Kadin '74
Ann Arbor, Michigan

MIRIAM KADIN '74 recalls in detail how she became a demographer. "In my senior year at Pitzer I was introduced to population studies in two courses offered by Ann Stromberg. Although I had completed a concentration in political studies with a specialization in international relations, the appeal of population studies was immediate: it offered a major social problem that could be examined quantitatively. Here I saw also a fascinating political issue on which to focus a career.

"After graduating with a concentration in political studies and a year of working, I made plans to enter graduate school, specifically in demography, one aspect of which is the study of populations processes. Training in demography occurs primarily within the disciplines of sociology or economics. I finally chose the demography program in the Department of Sociology at Brown University in Providence, Rhode Island.

"At Brown, I found my Pitzer education transferred very well to another discipline. I had received a solid foundation in the principles of demography, in the scientific approach to the study of a problem, in research and the use of data, and in seminar preparation. (The student body represented every continent in the world, and there was a free flow of information on all topics and from many perspectives.)

"After completing the dissertation in August, 1981, I became a National Institute of Child and Human Development (NICHD) Postdoctoral Scholar at the Population Studies Center of the University of Michigan. This year, in addition to research, my duties include teaching a population course in the department of sociology here at the University of Michigan. My

general research interest is in mortality/morbidity research. I had a major in demography and a minor in medical sociology at Brown, and my research is crossdisciplinary. My current research projects are on social determinants of mortality and definitions of illness. In April, 1982, I presented a paper, "Socio-economic Measurement in Mortality Research: An Examination of U.S. Data in the Twentieth Century" at the annual meeting of the Population Association of America."

Julie Porter '75
Natick, Massachusetts

Julie Porter '75 is now an expressive therapist in a mental health unit of a public hospital in Natick, Massachusetts. The unit provides short-term psychiatric treatment for adolescents and adults. "My role," she explains, "includes leading movement therapy, art therapy, and relaxation groups and doing some individual movement therapy. Before this job, I had extensive experience working with a variety of special needs children. I decided that in order to get a clearer perspective on children with problems, I needed to gain a better understanding of adult pathology. Hence I sought work with adults.

"It's intriguing to me that I pursued a more psychological than sociological path after leaving Pitzer. My sociology training at Pitzer led me to look at society's functioning and changing. Then I found that, in working with autistic children, I was extremely interested in individuals' behaviors, patterns, and growth. I had taken many psychology courses at Pitzer and felt myself moving more in the direction of that field. Also, I had always loved to dance and found that movement and dance were successful ways to communicate with the children I worked with. So I explored the field of dance/movement therapy, and off I went to graduate school at Lesley College (Cambridge, Massachusetts) in its Expressive Therapy program.

"I was delighted to find some Pitzer-like features to Lesley College's program — close contact with faculty, small classes, flexibility in planning one's program, and emphasis on one's growth. While at Pitzer, I learned to think and challenge information rather than just accept the world as it is presented. Pitzer and its style were an excellent preparation for my experience in graduate school.

"I've worked as a movement therapist for three years now. For me, dance/movement therapy is a terrific blend of sociology, psychology, and the joys of dance. The field addresses improving communication as well as exploring oneself. It looks at an individual's role within his/her society. Often when I lead movement therapy groups, a sense of community evolves among the group members. What could be more wonderful than contributing to this communication?"

Ellen Alderman
Lima, Peru

"SINCE FEBRUARY, 1981, I have been working for United States Agency for International Development (AID) in Lima, Peru, in the Family Health Office as an advisor to the Ministry of Health and Social Security Institute for AID funded projects. AID currently has nearly 20 million dollars in the health sector specifically in population (i.e. family planning) and primary health projects.

"My responsibilities with the Ministry are to act as an AID liaison and provide technical assistance to the central level as well as regional ministry personnel in the development and implementation of their health programs. I have most recently been assisting each of the twelve health regions involved in the project to develop their detailed 1982-83 implementation plan which identifies training, supervision, medicine, contraceptives, equipment, transportation and logistics needs including specific dollar budgets.

"I also work as technical advisor to the Peruvian Social Security Institute National Family Planning Program. This nationalized health care system is available only to the nearly two million employed persons who are eligible for social security benefits. The system is similar to a Health Maintenance Organization (HMO) in the USA, except that it is government sponsored. The first ten months I was in Peru I worked exclusively with the Social Security Institute setting up a national family planning office and assisted the Institute establish a population policy.

"My involvement with Social Security has clearly been one of the most rewarding activities in Peru. When I first started working with Social Security I had no idea if I could really facilitate the establishment of a national family planning policy and program that would use the 1 million dollars

available from AID. While Peru seemed ready for a publicized national family planning program with the recent election of a civilian, President Fernando Belaunde, the past military governments had so repressed family planning programs that it was not clear if such a program would be accepted.

"I began working with one extremely motivated physician who had time available only after he completed his hospital obligations. Without office space, secretarial support, and without a staff, the project began. Today there is now an official family planning office located in the heart of downtown Lima in the Social Security administrative offices adjacent to the office of Dr. Octavio Mongruet, the President of the Social Security Institute. There is a full-time staff of two secretaries, three nurses, one nurse-midwife, one social worker, a part-time physician who is director of the national program, and another part-time physician who is director of training."

Ellen Alderman has her M.A. in urban planning from UCLA. Before working for AID in Peru she worked for Kaiser Permanente Health Plan as a Planner and for American Medical International, one of the largest hospital chains in the United States.

Joanne Siegmann '79 went to Mexico for a one-month vacation after graduating with a concentration in English and American literature. She stayed for a year and a half, working for Ogilvy and Mather as an advertising copywriter and also for Mexico's largest advertising agency. Returning to New York, she worked for D'arcy Advertising Agency and then for a Hispanic advertising agency. She is now a freelance writer.

Ann H. Stromberg, associate professor of sociology, has her B.A. from Pomona College, her M.A. from Columbia University, and her Ph.D. from Cornell University. Before coming to Pitzer in 1973, she had been a Special Assistant at the Pan-American Development Foundation and had done research in Colombia, Belize, and Venezuela. Her current research on women, health, and medicine draws together her interest in medical sociology, demography, and women's studies. With Shirley Harkness of the University of Kansas, she edited *Women Working: Theories and Facts in Perspective* (Mayfield, 1978). Together, they are beginning preparation of a second edition.

Technology, Politics, and Society in

CHINA

by Rudi Volti

THE DEATH OF Mao Zedong and the deposition of the "Gang of Four" in 1976 marked the beginning of a new era for China. Under the leadership of Deng Xiaoping, China embarked upon the ambitious program of realizing the "Four Modernizations" of agriculture, industry, defense, and science and technology. In many ways, all of these changes are dependent on the development and application of science and technology. Without extensive improvements in equipment, technique, and productive processes, sluggish rates of development will constrict the agricultural, industrial, and military sectors.

At the same time, the advancement and effective utilization of science and technology present many problems and dilemmas. Technological modernization entails more than the simple addition or substitution of new pieces of hardware, for significant technological changes often necessitate parallel cultural, social, political, and organizational changes. The enactment of these changes is particularly problematic in China, a nation compounded of an ancient civilization and post-revolutionary social order. The scientific and technological achievements of China's long history paradoxically create numerous obstacles to the acquisition and application of technologies developed elsewhere; efforts to advance technological capabilities through the use of foreign importations underscore the quintessential Chinese dilemma of pursuing what one eminent Sinologist described as "modernization with pride." Recent history has also generated obstacles; decades of revolutionary struggle in China have left a socialist legacy that cannot be easily obliterated by the presumed imperatives of technological and economic modernization. The vigorous pursuit of technological development often results in specialization, elitism, and individualism. Equally important, the administrative and organizational changes essential to technological development can attenuate the historic role of the Communist Party and provide a fertile ground for the rise of a technocracy whose perspectives may differ profoundly from those of the Party establishment.

China's current leaders are engaged in a struggle that has no easy resolution. In a far-reaching challenge to Chinese Communist orthodoxy, the governing elite has opened up China to joint ventures with foreign firms, and, even more

important, has enacted a series of organizational reforms that challenge the established system of economic administration. By delegating greater powers to individual enterprises and offering new incentives (such as a partial retention of profits) to their managers, the leadership hopes to create a more congenial climate for technological transformation. But so profound a restructuring has its hazards; greater enterprise autonomy may quicken the pace of economic and technological change, but at the cost of a loss of central control and the concomitant ability to direct the course of technological change in accordance with other social and political goals.

The political goals are high, and the acceptance and continuation of these reforms will depend in large measure on the rate of technological advance and the extent to which new technologies stimulate economic development. These will not be swiftly or easily achieved. Although some encouragement can be taken from recent upturns in agricultural and light industrial production, the Chinese people will see only gradual improvement in their standard of living. Technological improvements will be central to China's quest for wealth and power, but China's leadership will continue to face manifold difficulties in providing an effective framework for technological advance while at the same time maintaining the political structure that for decades has defined the essential configuration of the Chinese social order.

The preceding article is based on Volti's book, *Technology, Politics, and Society in China* published by Westview Press in spring, 1982.

Rudi Volti, associate professor of sociology, has taught at Pitzer since 1969. He has his B.A. from the University of California, Riverside; and his M.A. and Ph.D. from Rice University. In 1972, he was a Research Fellow at the University Services Centre, Hong Kong. He is a Visiting Scholar at the University of Michigan's Graduate School of Business Administration for 1982-83. His research interests include the social structure of China and Japan; political and economic development; formal organization; technology and society, and social stratification.

On Confronting the Meaning of Human Meaning



"Gregor" with (left to right) Ted Ellenhorn '82, Glenn Goodwin, professor of sociology, and David Shapinsky '82.

Photo: Sue Keith

by Glenn A. Goodwin

AT 6:45 TUESDAY evening, I was preparing to meet my last class for the Fall, 1981 semester on sociology and existentialism. My purpose had been to get students to consider the issues rotating around the question of human meaning — its sources and consequences — by attempting to synthesize sociological theory with absurdist/existentialist thought. Was there a way of synthesizing the insights of Marx, Weber, Durkheim, with such literary figures as Camus, Sartre, Beckett, Kafka, and others on the question of human meaning? I thought so. Could I convince a class consisting of Pitzer and Pomona students, majoring in such diverse disciplines as sociology, philosophy, biology, psychology, and God knows what else, that it was possible? The class had gone well, and, to a great extent, tonight's class would answer those questions.

In addition to other class requirements, the students were directed to "make a presentation" that both incorporated and went beyond the readings and papers dictated by the course syllabus. During the last few weeks, we had discussed Camus' *The Stranger* and *The Fall* and had concluded our confrontation with Kafka's *The Metamorphosis*. I recalled vividly the students' puzzled reaction to Kafka's first lines of *Metamorphosis*: "Gregor Samsa awoke one morning to discover he had been transformed into a gigantic cockroach."

The first half of this final class was to be given to two Pitzer seniors (David Shapinsky, sociology and history major, and Ted Ellenhorn, sociology and psychology major) to make their joint "class presentation." Both Shapinsky and Ellenhorn had talked to me about presenting a play that one of them had written, saying little else about its content except to assure me that it was "relevant" to the theme of human meaning and that most of the class would "participate."

With apprehension, I entered Fletcher 104. The first thing I noticed was that the entire class, for the first time all semester, was present and seated. The second thing I noticed was to remain with me to this day. In front of the room, next to the chalkboard where I usually sat, was a gigantic papier-mâché replica of Gregor Samsa, *qua* cockroach. On the board (as if "Gregor" were thinking such) was this inscription: "Sociology 117 has been cancelled this evening. Goodwin awoke this morning feeling very peculiar." After I was seated in my usual spot, with "Gregor" hovering beside me, Shapinsky and Ellenhorn proceeded with their play. They handed out scripts to most members of the class (including myself) and gave cues as to the reading of the lines. The next hour and a half witnessed a brilliant summary of the major theme of the class — the meaning of human meaning. We spent the final hour and a half "digesting" it all, and I went home satisfied that the alienation that Marx wrote about, the disillusion-

ment that Weber warned about, and the anomie that Durkheim feared had been linked thematically with Camus, Sartre, Beckett, Conrad, and others. Social science, humanities, natural and physical science majors had learned to talk with each other about a theme common to them all.

The creativity and enthusiasm of the students in this class convinced me that the transcendence of disciplinary boundaries in the classroom is both necessary and desirable. I am offering the class again in Fall, 1982, this time teaching it jointly with Ellen Ringler-Henderson, professor of literature.

By the way, the gigantic figure of Gregor Samsa now resides in my office, much like the body of Jeremy Bentham that resides in a hallway of the University of London. Unlike the tradition of London, however, I have yet to wheel Gregor out to an annual meeting of the Board of Trustees. Perhaps the next time the Trustees meet on Pitzer's campus . . .

Glenn A. Goodwin, professor of sociology, has his B.A. from the State University of New York, Buffalo, and his Ph.D. from Tulane University. Since coming to Pitzer in 1969, he has been a visiting professor at the University of Bath, England, and the American University, Cairo, Egypt. Goodwin has also served as a consultant for the University of California, San Francisco, concerning their Ph.D. program in sociology.

Organizational Studies

Organizational Studies: Internships: Students in the Workplace

by Anne Lieberman '83

“WHAT CAN you do with a degree in organizational studies?” Depending upon one’s additional coursework and fields of internship, the answers are endless. Organizational studies — understanding the process and structure of organizations — is a growing field, and people with a background in it are in increasingly great demand. As individuals who understand the process and structure of organizations, they have a positive influence on company growth at a time when human factors such as job satisfaction and employees’ feelings are becoming significantly more important.

To enhance their knowledge and understanding of the field, students concentrating in organizational studies are required to take part in two internships for completion of their major. Students agree that they gain an enormous amount of knowledge through internships.

“For my own self, I learned how to relate better to others, helping others and becoming more facilitative instead of prescribing behavior and being judgmental,” Buzz Evers responds about his internship at Boys Republic. The boys are adjudicated to this correctional institution as an alternative to

Juvenile Hall. Through close supervision and positive role models, Boys Republic enables the boys to live with a sense of stability, something many of them have never experienced.

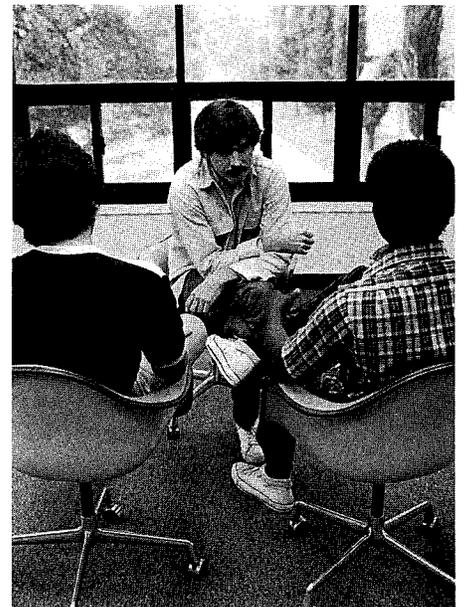
Buzz, an organizational studies senior, counseled the boys both individually and through group therapy. Considering that the program involves the human factors of growth and behavioral change, Buzz expected the program at the facility to be more informal and process-oriented.

However, he found the organizational structure “highly bureaucratic and constructed along vertical lines.” What some organizations aspire to do and what actually occurs are often different. Buzz attributes the difference to organizational composition (as in the case of Boys Republic) where two almost conflicting purposes are involved in the desired result. A correctional institution needs formally structured rules and programs by definition of its stated purpose. Yet, Boys Republic, working solely with boys in their growing and forming years, tries to assist them in improving themselves and becoming better people.

However, much can be done within the organizational structure at the facility. Since the majority of his work done at Boys Republic concentrates on group therapy, Buzz’s coursework in group psychology was helpful during his internship.

Classes provide students with the necessary theory; internships give them an opportunity to apply what they learned in the classroom.

“At this time in my college career,” notes Gina Gould, “I was getting anxious to try the theories I had been ac-



*Buzz Evers '83 in a representative counseling session at Boys Republic.
Photo: Sue Keith*

cepting from the chalkboard. I wanted a chance to apply theory and see how practical it was, and to see how I should actualize the information that's in my head." As a senior organizational studies and psychology major, Gina finds that *all* of the classes she has taken helped her with her internship at Union Bank. Her task there involved the research and planning of a "Customer Information File," to assist the bank in defining and improving its relationships with its customers. At first, this work, done in the Marketing Programs Department, was totally separate from the existing requirements of Gina's internship class. As these two obligations merged, she began to see her internship in a new light. She realized that she could offer her supervisor observations about the marketing program and also supply him with a marketing perspective different from his own that might direct him to previously unrecognized resources.

In contrast to her expectations of a directed internship, Gina discovered that in addition to doing a job, she had also to devise an appropriate method for doing it. Thus the internship provided her with practical experience of what is needed in the workplace.

Claire Gunn, a 1982 graduate majoring in organizational studies and languages and art, had a similar experience. Her internship with Torrey Pines Bank confirmed her interest in banking so much that she is now pursuing a career in the field. By developing a manual containing product definitions, features, and benefits for use by all bank employees, she increased the level of employee product knowledge and service skills.

As an intern and a new employee, Claire met with what seemed to her to be suspicion and distrust from some employees who possibly feared her assuming some of their responsibilities. Once they became better acquainted, those feelings disappeared, exposing the warm, casual atmosphere that helped Claire feel comfortable and welcome. She appears to be pleasantly surprised that the "real world" (as college students put it) is not as serious and conservative as she expected. The practical knowledge gained from this internship, Claire states, "was my most valuable experience in college life."

Brad Kadel, a 1982 economics graduate, was equally positive about his internship at Avery Labels. "The most impressive feature of my entire resume is this internship." He even received a job offer based heavily on this experience.

Avery Labels wants to institute a supervisory training program and asked Brad to do the background research for it, including some interviews with first-line supervisors. Although traditionally, these first-line (and first-time) supervisors are not well-educated, Brad was surprised by the considerable amount of training they had through seminars, night schools, and management training programs.

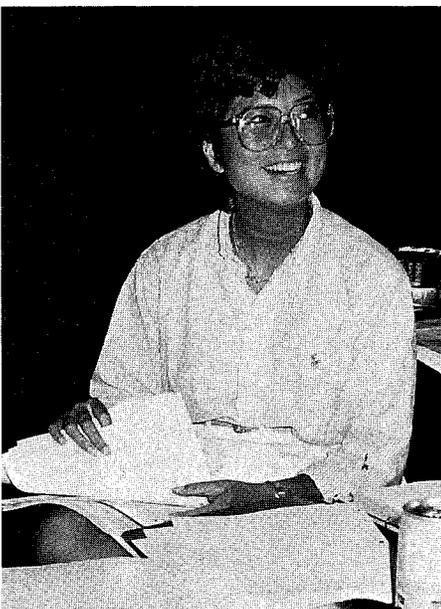
Brad found that the role-playing techniques, organizational language and concepts, and literature research which he learned through his coursework prepared him for many aspects of his internship. Though he is not an organizational studies major, Brad believes his organizational studies internship has been a definite asset for entering the work world.

Internships in conjunction with coursework have proven highly valuable to Brenda Magee, senior organizational studies and sociology major. Through these experiences she became aware of what kind of person she is and the kind of organization in which she works best.

As coordinator of the student dance recital for Joann Warner Dance Arts, Brenda performed all the "behind the scenes" work, including fitting and ordering costumes and contracting with a theater. Joann Warner is meticulously professional and actively involved in several well-known dance organizations. In her internship, Brenda found the employer-employee relationship extremely important. Her social science background provided a good foundation in the techniques of interpersonal communication.

"I think one of the most important things that I did in my internship," explained Brenda, was that "every time Joann assigned me a task, she explained it to me, and the first thing I would say was, 'Okay, let me explain it back to you the way that I perceive it.'" By a combination of active listening and repetition, Brenda learned to demonstrate that she clearly understood what was required of her.

One recurring reaction to organizational studies internships is that they are a special plus for the college students who take part in them. Lynn Perls, a 1982 graduate in organizational studies and sociology, thinks that the most valuable part of her organizational studies concentration is the internship, which took place in Albuquerque, New Mexico, with Harris Consulting Company. As she explained, "This was his



*Claire Gunn '82 at Torrey Pines Bank.
Photo courtesy of Shireen Alafi '76*

first time working also as a management consultant and that is why he hired me. He was intrigued by my actually having studied [organizational studies] and having a background in the whole organizational management issue."

Her task in consulting with an escrow company was twofold: defining the work being done by each individual, and defining the problems. Discovering that the escrow company had no organizational structure, Lynn then helped organize the seven women employees, none of whom had any administrative or managerial experience, by defining the work responsibilities of each.

She was pleasantly surprised by the large amount of autonomy and responsibility. Being away from Pitzer, Lynn did not have the advantage of taking simultaneous course work, but thinks that her good academic training prepared her for her internship.

By the time they are eligible for their internships, most organizational studies students are juniors or seniors. As the experience of these organizational studies interns indicates, an internship can provide not only a valuable link between college and the workplace, but also allow the intern to apply what he/she learned in the classroom.

Anne Lieberman '83 has a double concentration in organizational studies and psychology. During the summer of 1981 she did market research and planning for C. M. Mushroom Company in Hayward, Ca. She also acted as a student coordinator in the development of the Pitzer Social Science Clinic in 1981-82 school year. Anne comes to Pitzer from San Antonio, Texas.

Organizational Studies:

New Resources: Earning a Degree While on the Job

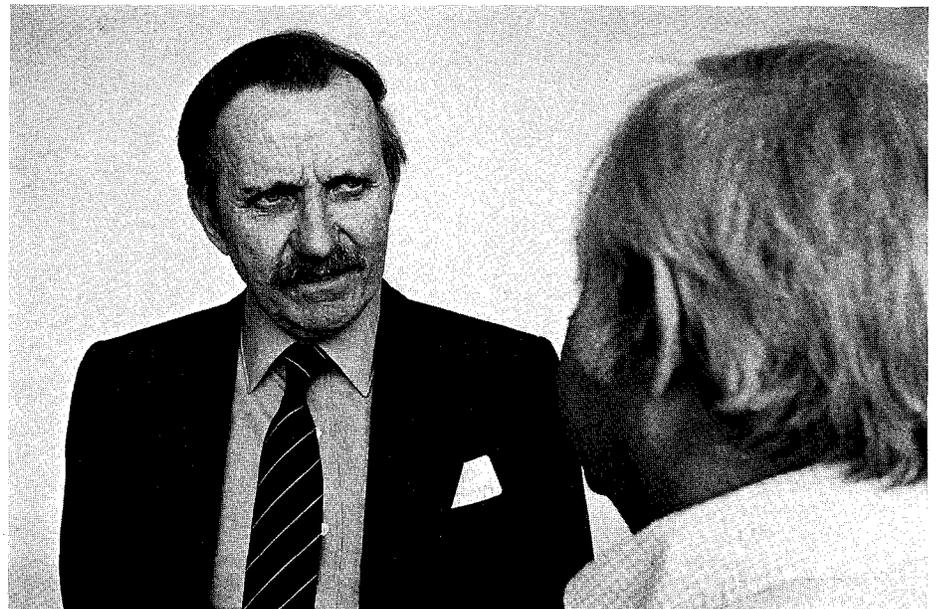
HERMAN HUTCHINSON '79 completed his degree in organizational studies while working at Xerox in Pasadena, where for the past eighteen years he has been manager for security and environmental health. "Every once in a while, the company would suggest that I go back to school, but until I found Pitzer's New Resources program, I couldn't get really interested because I would always be directed toward business courses, which simply were not stimulating for me."

While at work on his B.A., he became interested in midlife career changes, "industrial gerontology," and the problems workers with many years on the job may develop: stagnation, burnout, decline in performance, technological obsolescence. Now he is conducting a workshop, "Managing Your Growth at Xerox," especially designed for employees in mid and late life career stages, and pre-retirement workshops for employees over fifty. He proposes moving people around in jobs rather than have them specialize, to save "a tremendous investment in training," as older workers know the organization well. With the general average age in-

creasing and the end to mandatory retirement, the presence of older people in the work force increasingly will present problems, especially since the Social Security issue will become more acute. Convincing management in general that this trend must be creatively prepared for, Hutchinson remarked ruefully, can often be "like shoveling manure against the wind." We are learning a great deal from the Japanese about human resource development: avoiding specialized career paths, including workers in decisions, and paying attention to the quality of worklife.

Now enrolled in the executive management program at Claremont Graduate School, he finds that there is "something missing" in company personnel departments. As organizations grow, the newer personnel managers tend to have degrees in business rather than in the behavioral sciences. To compensate, he would like to see more psychology and more of a total organizational studies approach in business studies.

The degree makes a difference in many subtle ways, particularly "when it comes to rocking the boat to get something done," and in improving the quality of both life and worklife. "There is also a bit more money, most useful with three children in college." Steve is at the University of California, Davis; Amy at Westmont College, Santa Barbara; and Joel at Pitzer. David and Neil are still in high school. His wife is an R.N. and works in the emergency room at Pomona Valley Hospital to help support the children's education. The degree makes Herman Hutchinson a rarity among alumni: he is also a Pitzer parent.



*Herman Hutchinson '79 (left) with Lewis Ellenhorn, professor of psychology.
Photo: Sue Keith*

Organizational Studies: Management Seminar: Business Comes to Campus

On April 21, 1982 a conference was held for the Pitzer Organizational Studies Clinic. The following is part of a conversation between professor of psychology, Lewis Ellenhorn, one of the sponsors of the clinic, and a participant, Robin Elledge '80.

R. In planning the conference, what did you hope to accomplish?

L. First, it provided us with a timetable and deadline for organizing the Clinic. Secondly, it introduced professionals from the community who were able to give us a different perspective and help us define the problem we want to focus on during the coming year. The conference also gave some of our students the opportunity to demonstrate their skills in group facilitation and observation.

R. Tell me about the Organizational Studies Clinic.

L. The models have been some of the engineering and math clinics in the community, such as those at Harvey Mudd College. Through the clinic, a team of students would enter a business organization to study a specific problem. They would gather data on it, analyze it with the help of Pitzer faculty,

and formulate ideas as to the dynamics behind it.

R. Do you foresee being able to make recommendations to alleviate the problem?

L. The role of a good consultant is to define the problem and then support the company in finding its own solution.

R. The idea of students going into organizations in this manner seems unique to me, as students are generally viewed only in a "learner" capacity. What advantages might they have over people currently in an organization or professional consultants?

L. They're fresh, naive, eager and independent, capable of developing a view that someone from within may not see. Being inside an organization can blind you to its myths, culture and folklore. An outside person can provide a mirror.

R. Is there any cost to organizations that utilize the clinic?

L. We hope to encourage host organizations to pay for services to the extent that the clinic can become self-supporting. I think the conference was wonderfully successful in a number of ways. The general ambience of the group was terrific. There was a lively give and take of ideas. I think the organizations came away with a real respect for the type of training our students are getting. Several are specific in their desire to utilize clinic teams.

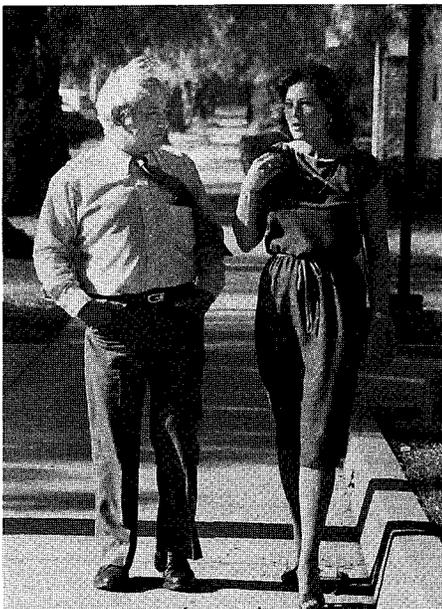
R. What other teaching experiences have you been involved in at Pitzer that are similarly unique?

L. I have used simulations extensively. Last year in my organizational psychology class I used a huge island (built by David Furman's ceramics class) contain-

ing an active volcano and a variety of plants and animals. The students were told that they were marooned there, to organize themselves, and find a way to survive. Through this exercise they learned about the process of organizing. Should they, for instance, organize along functional lines (as fishermen, farmers, soldiers), territorial lines, or some other fashion? How could they handle communication between groups? Simulations involve the entire person. The exercise was videotaped and viewed the following week to aid in analysis of organizational processes. One of the things I'd like to do in the future is develop a computer simulation game.

After receiving her B.A. with honors in psychology, Robin Elledge '80 went to work for Southwestern Industries, Los Angeles, as Personnel Administrator. In August, 1981, she became Employee Relations Manager for Kraft, Inc., in Buena Park. Aviation, snow skiing, scuba diving, and racquetball are among her avocations. In 1983, she plans to begin an M.B.A. program.

Lewis J. Ellenhorn, professor of psychology, has taught at Pitzer since 1966. He holds the B.A., M.A., and Ph.D. from the University of California at Los Angeles, where he was a Haynes Foundation Fellow and Assistant Professor in residence. He has been Management Development Coordinator, TRW Systems; Human Relations Consultant, Institute of Industrial Relations, University of California, Los Angeles; and Senior Psychologist-Consultant, Peace Corps; Associate, National Training Laboratory; and is now actively involved in organizational research and consultation.



*Lewis Ellenhorn, professor of psychology, and Robin Elledge '80 (right) strolling in downtown Claremont.
Photo: George Adams*

Organizational Studies: Five-Year Program: Pitzer B.A., CGS M.A.

Raquelle Holmes '82, who concentrated in organizational studies and has her M.B.A. in business administration from Claremont Graduate School, returned to campus for a talk with her advisor, John Sullivan, professor of political studies, about the status of the joint B.A./M.B.A. program with CGS. The discussion ranged from the problems students face after graduation to the liberal arts emphasis of the organizational studies concentration, the advantages and disadvantages of the joint program, and the meaning of the M.B.A. in the present job market.

Holmes is now working in the Space and Technology Group of TRW, Inc. in Redondo Beach, in Schedule Control for one of the large satellite systems that the company is manufacturing. She was recruited for the Career Selection Program for Business Managers, a two-year program that allows rotation to different divisions within the organization every six months. A part of the conversation follows.

J. How would you evaluate the Pitzer/CGS program?

R. I give the program a high rating. There are twelve courses students must complete to receive the degree. Seven are required core courses; the others may be tailored to the student's specific emphasis. A Pitzer student who enters

the joint program must have completed 28 Pitzer courses (calculus included) and have taken the GMAT exam. Usually the student will begin taking graduate courses in the second semester of the senior year. Since I spent one less year in school, the program was a great advantage to me both in financial savings and in giving me a jump on the job market. As a professor, what do you think are the advantages and disadvantages of the program?

J. There is the practical advantage of receiving two degrees at the same time. Another is exiting the M.B.A. program with a liberal arts background from Pitzer. I believe CGS now requires sixteen rather than twelve courses, and four must be more liberal-arts-related. The chairman of the department, Jim Giles, said that Pitzer students should not be affected because of their liberal arts background; the restructure is geared more towards economics and business majors. An additional advantage of the program is the combination of a Pitzer liberal arts background with the technical training necessary to move into marketing and management. One disadvantage is that students must make a decision fairly early, usually in their junior year. Another is that many opportunities are provided by organizations that students have some concern about from a moral perspective, such as defense-related companies. Yet another is that one must learn math and statistics.

R. That was the most difficult area for me.

J. It may have been, but you set your goal and accomplished it. How do you feel about the liberal arts background versus a straight economics one?

R. I feel this is great! Prospective employers are seeking students with a liberal arts background for management positions because they have a broader preparation and more well-rounded perspective on the business world.

J. Which course or set of courses was invaluable?

R. It was very important from a personal perspective to push myself to take math. The courses I most appreciated within the organizational studies concentration were in sociology, economics, and political studies.

J. What's missing in Pitzer's organizational studies program?

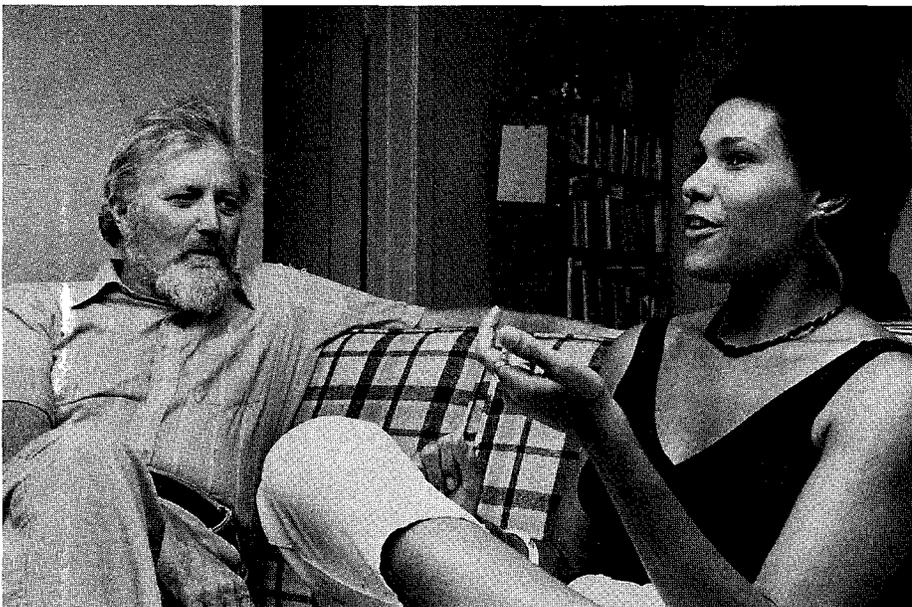
R. I think more business-related courses could be provided as preparation for CGS or any other business school. And a full-time faculty member would be a great asset to the program. If one is not obtained what happens?

J. The College may lose the organizational studies concentration, which would really be a mistake.

R. If that were to happen, would the joint program have to be abolished?

J. Not necessarily. CGS is happy to get Pitzer students because of the quality of their preparation. CGS is more concerned that students have had the proper courses and scored well on the GMAT.

John D. Sullivan, professor of political studies, has taught at Pitzer since 1975. He received his B.A. and M.A. from San Francisco State University and his Ph.D. from Stanford University. He has taught at Yale University and Claremont Graduate School. With Merrill R. Goodall and Timothy De Young he is the author of *California Water: A New Political Economy* (Allahheld, Osmun & Co., 1978).



*John Sullivan, professor of political studies, (left) and Raquelle Holmes '80.
Photo: George Adams*

A brief SOCIAL history of CONJURING

by Peter M. Nardi

AS SOCIETIES and cultures evolved from religious to scientific, so too did magic evolve from labels of witchcraft, to street entertainment to scientific experiments, and to feats of skill. In all its forms and presentations, magic has held the interest of all classes of society, fascinating and bewildering people of all educational levels, and invoking dimensions of science and the supernatural. Magic is a form of entertainment which raises interesting questions concerning its role in a society's belief system, the role of women in its presentation (note the virtual absence of women magicians historically and presently), and the social psychological properties of everyday life as exhibited in the interactions between performer and audience. The history of magic as entertainment and of the social role of magicians is an enlightening excursion into answering some of these questions.

The role of magician as entertainer and the definition of magic as entertainment have changed over time, a function, in part, of people's knowledge of science and beliefs in the supernatural.

During the medieval period, itinerant entertainers traveled about performing cups-and-balls routines, sword-swallowing, and sleight of hand coin tricks. Documents from the 13th century describe jugglers performing sleights and cups-and-balls on street corners and at fairs. However, these entertainers did not enjoy a high status; they were looked upon as jesters or buffoons. Usually called jugglers rather than magicians or conjurers, these performers were often denounced by the church or accused of witchcraft.

Unquestionably the most important extant document on the nature of entertainment magic is Reginald Scot's 1584 book, *The Discovery of Witchcraft*. This is the first recorded evidence exposing some secrets of magic and demonstrating that the feats performed by jugglers were not accomplished in league with Satan, providing documentation that people in the 16th century believed that jugglers' tricks owed something to supernatural and unholy means. Scot exposes the "entirely normal and explainable means" by which the "juggler's wonders" are accomplished.

Public interest in magic as entertainment increased in the 17th century, with Scot's book leading to the publication of numerous forgeries and some original books on the "art of juggling or legerdemain." Numerous references are made by Restoration dramatists and poets to magic performances at fairs, such as the Bartholomew Fair, as magic historian Sidney Clarke demonstrates. But by the early 18th century, magic still was not a very popular attraction, in part because of its lingering association with witchcraft and gypsies.

As magic moved from street corners and fairs to hired rooms in taverns and halls about the mid-18th century, its popularity began to be rejuvenated. Much of the impetus came from Italy and France, in the hands of such noted conjurers as Pinetti, Bosco, and Louis Comte. In America, magic was seen as exotic and even nostalgic when European and British performers exhibited their "dexterity-of-hand" with coins, cards, and handkerchiefs. Magic was rarely done alone but usually performed along with other forms of entertainment, such as ventriloquism, fire-eating, puppetry, and gymnastics.

Around 1800, as the age of science evolved, major changes occurred in the performance and popularity of magic. Many of the elementary principles of science, not yet known by the general public, were adapted by entertainers for the production of wondrous "illusions."

Simultaneously, the emergence of music halls and legitimate stages in the 19th century led to the development of a form of magic employing less sleight of hand and more mechanical apparatus suitable for larger audiences and stages. Many of these entertainers advertised themselves as "Professors" performing "scientific experiments." Most famous was Professor John Henry Anderson, the "Great Wizard of the North," who advertised his show variously as "grand

entertainment of scientific magic," "natural magic with the resources derivable from the sciences," and "strictly moral."

Invoking the rationality of the age, the 19th century magicians overlaid the scientific and educational aspects of their shows while certifying the "experiments" with clergy and royalty approval and without the aid of the devil. One 1846 playbill for Professor Anderson advertised the show as "new astounding feats of dictiliomancy, rhabdology, arithmomancy, phylacteria, ketopteomancy, keratomia, stenography, ornithomancy, papyromancy, chicatachy, klydomancy, kapnomancy, pyrotechnomancy, rhurlap husicanology." An 1853 playbill for Professor Macallister assured the audiences that "performances consist entirely of mechanical, chemical, scientific and philosophical experiments, both amusing and instructive, and may be witnessed by all classes, there being nothing affecting the religious or political feelings of any sect or denomination — as a proof, his exhibitions have always been attended by ministers and heads of churches, schools, and colleges."

By the late 19th century, magic had become a widely popularized stage act, less dependent on other forms of entertainment (juggling, ventriloquism, performing birds) and more a show in itself. The so-called "golden-age" of magic, beginning around the 1870's, can be attributed to the work of Robert-Houdin ("Father of Modern Magic"), the famous French magician who, in the 1850's and 1860's, changed the presentation of magic. No longer just an act in a variety show, magic became an elaborate, staged, sometimes scripted production, similar to the current TV magicians' shows. Robert-Houdin not only developed this style of presentation, but also incorporated numerous uses of the latest scientific discoveries: clock apparatus, automata, electricity, and mechanical devices. As the 20th century began, magic became a popular part of vaudeville entertainment, no longer merely a street-corner or tavern room close-up show or a stage full of scientific experiments. Rather, it became an elaborate theatrical production employing the knowledge of the psychology of perception and deception to fool a more scientifically aware public relatively free from the religious beliefs of devil-assistance or supernatural powers. It was Houdini (taking his name in tribute to Robert-Houdin), Blackstone, Kellar, Herrmann, and Thurston who popularized modern

magic in America and who represent the "golden age." Contemporary magicians, such as Doug Henning, Harry Blackstone, Jr., and David Copperfield, owe much to these performers. Their shows have built on the classic styles and tricks of the "golden age" showmen.

In the last 10 years, magic has enjoyed a revival of interest. Television specials featuring magic are once again popular, and magicians appear in Broadway shows. Magic is clearly a form of entertainment; it no longer needs clergy approval. Contemporary audiences continue to marvel at the classic illusions and tricks, admiring the skill and showmanship of the performer. Today's audiences do not attribute the unexplainable to supernatural forces (except for some people when they view a mentalism or seance act), but to talent and years of practice. They may know a rational explanation exists, yet should be unable to detect it.

This modern view of magic as entertainment and of the magician as an actor portraying someone with supernatural powers reflects our culture's scientific and rational orientation. Television, special effects in the movies, and even computers are examples of what in other eras might have been viewed as magical or supernatural, but today are seen as technological wonders. We may not know how they work, but most of us don't attribute them to the devil's doing. So it is with magic: we may not know "how it is done," but we believe an undetected rational or technological explanation exists.

Thus, how a magic act is viewed and what definitions are brought to the situation reflect a society's belief and knowledge system in science, religion, and technology. In our modern era, that definition is entertainment, and magic performances become so the more they play with the rational-scientific frameworks this generation and culture have produced.

Peter M. Nardi, associate professor of sociology, has his B.A. from the University of Notre Dame, his M.A. from Colgate University, and his Ph.D. from the University of Pennsylvania. Before coming to Pitzer in 1975, he was Research Assistant and Lecturer at the University of Pennsylvania and Instructor at Rutgers University. His research and teaching interests include sociology of education, adolescent development, social psychology, and alcoholism. He is also an amateur magician and a member of the Magic Castle in Hollywood.

Pitzer Profiles

Inge Bell

by Laud Humphreys

Q. How did you get to Pitzer?

A. I came here in '68, four years after getting my Ph.D. from Berkeley. I had been fired from Irvine for insubordination to the Dean, so I was a refugee from the University system. One of the nice things about Pitzer was that I got a letter from students requesting a course on the problems of young blacks — so I taught a course on minority youths. Those years were most exciting. It was the late sixties, and everything was sparkling. We had that wonderful cross-fertilization of people coming from oppressed groups and into contact with ideas that they could apply to their lives.

Q. Did the courses you offered change over the years?

A. After the Black and Chicano Studies Centers started, I withdrew from race and ethnic courses. I started teaching "Who Gets the Goodies." In the mid-seventies, I offered a course in the Movements of the Sixties, and that was a lot of fun. The next big innovation was to bring Eastern philosophies into the curriculum. I was taking the trip all the radicals were taking: we had been defeated, so we turned to Eastern religion. What I tried to do in that course was bring sociology, humanistic psychology, and Buddhist philosophy together in a form the students could relate to. I wanted to show them that it isn't inevitable that they be wholly creatures of this society, that they can resist that, that an alternative exists. For people who can take it, this might be a short-cut to sanity.

Q. You said earlier that you must have taught 25 different courses in your 15 years here. Were the students' needs always foremost in your designing those courses?

A. I've always wanted to give students an understanding of the situation they are in right now. I've always thought it preposterous for social scientists not to clue students in to the system they are in. That's what I'm trying to do in the book I am writing, *An Emotional Survival Manual for Undergraduates*. I want to use whatever I've learned about life



Inge Bell cuts the cake at a farewell party in her honor while Judith Wahnon '82 (right) looks on. Photo: Wesley Tanimura '85

to help students. But I'm retiring because what I really want most to do now is gardening.

Laud Humphreys, professor of sociology, has taught at Pitzer since 1972. He has his B.A. from Colorado College, the M.Div. from Seabury-Western Theological Seminary, and his M.A. and Ph.D. from Washington University. Before coming to Pitzer, he taught at Washington University, Southern Illinois University, and the School of Criminal Justice, State University of New York, Albany. He received the C. Wright Mills Award for his first book, *Tearoom Trade: Impersonal Sex in Public Places*.

Inge Bell, professor of sociology, came to Pitzer in 1968. She holds the B.A., M.A., and Ph.D. from the University of California, Berkeley. Previously she taught at the University of California at Irvine and at Santa Barbara. Her publications include "Buddhist Sociology: Some Thoughts on the Convergence of Sociology and the Eastern Paths of Liberation," in *Theoretical Perspectives in Sociology*, St. Martin's Press, 1979.

Homer García

by Martha Quintana '83

"I THINK I've finally found the place where I want to work," Homer García said on first coming to Pitzer. García, assistant professor of sociology and Chicano studies, received his B.A. from the University of Texas at Austin and his M.A., M.Phil., and Ph.D. from Yale University. In addition, he has done post-doctoral work at the Johns Hopkins University.

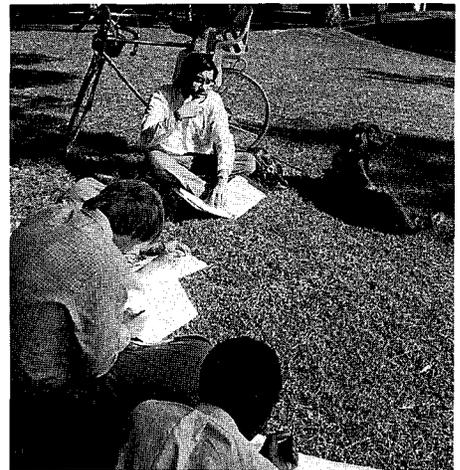
Before coming to Pitzer this year, he was an assistant professor of sociology at the University of Arizona and was an acting instructor at Yale University. García's professional interests include Chicano studies, social stratification, research methodology, sociology of education, and social psychology.

The research center in which García worked while at Johns Hopkins was in a nineteenth-century carriage house. According to García, people were in close communication there, and as a result he realized that he needed to find a place where people worked closely together. Consequently, when García came to visit Pitzer, it was "love at first sight."

"There seems to be a great rapport and understanding among the faculty. I've found a warm, humanistic commitment towards students," asserted García. "Ray Buriel (director of the Chicano Studies Center) epitomizes this concern. He's always looking for better ways to teach Chicano studies. Buriel strives to bring support for the student into the classroom."

García sees much potential in the College for creating the next generation of social scientists. "In the past, minorities have been defined by non-minorities. We need to start defining ourselves. Pitzer is the place where I hope I can help shape the social scientists of tomorrow."

Martha Quintana '83 is from Taos, New Mexico. Now in her fourth year at Pitzer, she is concentrating in philosophy. She was editor of *The Other Side*, Pitzer student newspaper, in 1980-81; a Resident Advisor in Sanborn Hall in 1981-82; and in Holden Hall in 1982-83. She was elected Student Convenor for 1982-83.



Homer García, assistant professor of sociology and Chicano studies, with Sociology 163 students Alonzo Robinson '85 (foreground) and Robert Blume '85. Photo: Wesley Tanimura '85

From the Trustees

Giles W. Mead, Chairman of the Board

SEVERAL YEARS AGO, a Pitzer annual fund brochure featured on its cover a single, wooden kitchen match with the message, "Pitzer is unmatched." The brochure was successfully used to highlight an alumni gift-matching program.

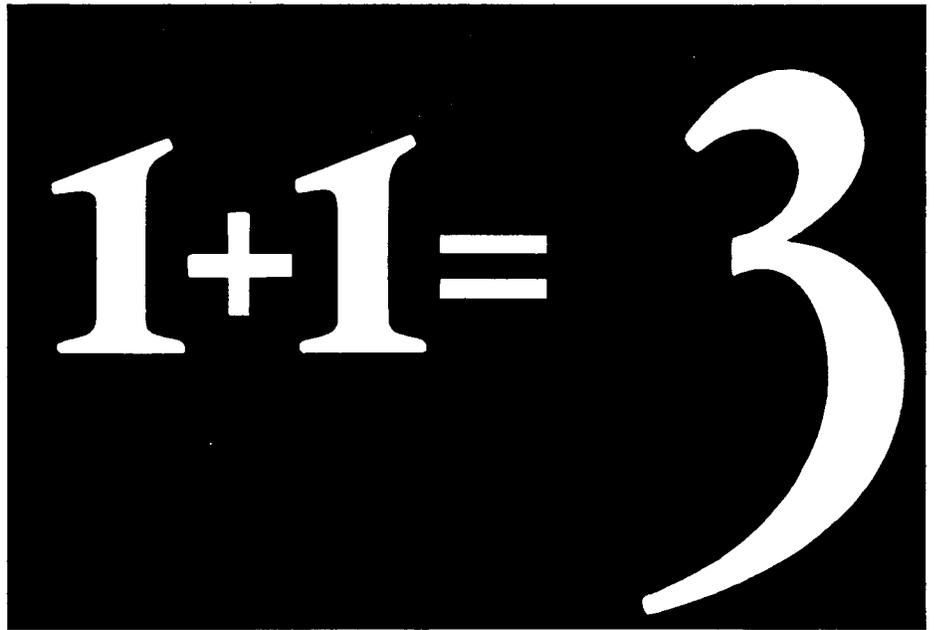
If a brochure were to depict this year's programs, an entire box of matches would be required for the cover. Pitzer currently has three distinctive gift-matching programs: one for alumni, another for faculty and staff, and one for all constituents. A description of each follows. I hope you will want to participate with us in these efforts.

With your help, Pitzer will continue to be unmatched.

Pitzer Selected by Irvine Foundation for Annual Giving Incentive Grant Program

Pitzer is one of nineteen independent institutions selected by the James Irvine Foundation of San Francisco and Newport Beach to participate in their three-year Annual Giving Incentive Grant Program. The program, which began on July 1, 1982, is designed to encourage increased giving from alumni and the amount of the average gift; attract more gifts from non-alumni, based on increased alumni giving; and provide participating institutions with an additional source of unrestricted funds.

The Irvine Incentive Program, first of its kind in the West, is based on the experience of the Bush Foundation of Minneapolis and the Joyce Foundation of Chicago, and a desire on the part of the Irvine Foundation, in these times of limited resources, to increase the effectiveness of their contributions. In 1972-73, the Bush Foundation initiated an alumni incentive program among colleges in Minnesota and North Dakota that achieved excellent results. Similarly, the Joyce Foundation developed an alumni challenge plan for



Cover design for *The James Irvine Foundation Alumni Giving Incentive Challenge Grant Program brochure*. Design: Shields/Stoddard

the Midwest in the mid-'70s, tailored to the needs and constituency of each college.

In consultation with the selected institutions, the Irvine Foundation developed a match tailored to each participating institution. Pitzer has an opportunity to gain at least \$40,000 over the next three years. The base year of 1981-82 will be used to calculate matching funds and bonuses for 1982-83.

The matching formula is \$1 for \$1 for total increased giving. If the number of donors increases by at least 10 percent over the prior year, a bonus of \$25 for each new alumni donor giving \$10 or more will be awarded. Alumni gifts, up to a maximum of \$10,000 each, will enter the matching formula.

The Irvine Foundation will review the incentive program annually. Depending upon the results, the Foundation can interrupt or even discontinue the program, in the case of unsatisfactory performance, or can increase awards in the event of superior performance.

The Foundation's matching funds will be unrestricted and paid to Pitzer following the year in which the matching funds are earned. Alumni funds matched in 1982-83, for example, will be paid in 1983.

One fourth of the total number of alumni donors to the 1981-82 annual fund made their first gift to Pitzer, the largest number of new donors in any annual fund year. The Irvine Foundation has provided the incentive to make each of the next three years a record year.

Steele Foundation Awards Pitzer \$1,000,000 Matching Grant

The Harry G. Steele Foundation has awarded Pitzer College a \$1,000,000 matching grant over a four-year period to assist the College in generating another \$1,000,000 for scholarships. Pitzer could receive the maximum of \$250,000 per year in matching funds, if the College raises an equal amount annually through contributions.

The Steele Foundation will match \$1 for \$1 all new scholarship gifts beginning November 1, 1982, and continuing through October 30, 1986.

Staff-Faculty Gift-Matching Program

Trustees Polly Plesset and Anthony Barash have established the Plesset/Barash Staff-Faculty Gift-Matching Program at Pitzer for 1982-83. The program responds to a suggestion made by a Pitzer staff member. While completing her pledge card to the College, she questioned whether Pitzer could provide an employee gift-matching program, similar to those existing in corporations, as an incentive for staff and faculty giving. The program will match, on a \$2-to-\$1 basis, all staff-faculty contributions which are doubled this year over last; \$2-to-\$1 matching funds for the total increase of new or renewed gifts of \$100 or more; and \$1-to-\$1 for new or renewed gifts of \$99 or less. The trustees have pledged funds totaling \$10,000 for the matching gift program.

From the Alumni



Alumni share evening at the Hollywood Bowl, August 1982. Photo: Bob Penn '78

At Pitzer

FOURTEEN FACULTY members representing eleven different disciplines joined the Pitzer faculty this fall. Sociology is represented by **Homer García** (see "Pitzer Profiles") and by **Charles Goldsmid**, visiting associate professor of sociology, who has his B.A. from New York University and his M.A. and Ph.D. from the University of Chicago. For six years, Goldsmid directed a national study of the teaching of sociology for the American Sociological Association, and is the author of *Passing on Sociology: The Teaching of a Discipline* (Wadsworth Publishing Company, 1980).

Other new members come to Pitzer from many places. **Jessica Beagles-Roos**, assistant professor of psychology, has her B.A. from the University of California, San Diego, and her Ph.D. from the University of California, Los Angeles (UCLA). **Dennis Farber**, assistant professor of art, is a graduate of Trinity College and holds an M.F.A. from Claremont Graduate School. **Subhashis Gangopadhyay**, instructor in economics, has the B.A. from Presidency College, Calcutta, and is a Ph.D. candidate at Cornell University. **Christine Hepburn**, assistant professor of psychology, received her B.A. from Hofstra University and her Ph.D. from New York University. **Nader Khalili**, visiting professor of art, is a licensed architect and a member of the American Institute of Architects. He received his architectural training in Iran, Turkey, and in the United States. **Clive Miller**, lecturer in creative writing, holds degrees from Harvard University and Stanford University.

Warren Montag, instructor in English, took his B.A. at the University of California, Berkeley, and is a doctoral candidate at Claremont Graduate School. **Antonis Ricos**, instructor in film studies, holds a B.A. from Middlebury College and an M.F.A. from UCLA where he is now a doctoral candidate. **Nazif Shahrani**, assistant professor of anthropology, was educated at Kabul University, the University of Hawaii, and the University of Washington where he received his Ph.D. **Donald Yacovone**, instructor in history, is a Ph.D. candidate at Claremont Graduate School. **Charles Young**, visiting associate professor of philosophy, has the B.A. from Rice University and the Ph.D. from the Johns Hopkins University. A member of the philosophy department at Claremont Graduate School, he will be teaching a course on Plato.

New admissions counselors are **Patricia Abilez**, who has her B.A. in psychology from Pomona College; and **Jon Y. Parro**, who has his B.A. in psychology from Pitzer. **Sarah D. Neiman** has been appointed associate director of development. She holds the B.A., with honors, in political science and American literature from the University of Illinois at Chicago Circle and the M.A., with distinction, from the University of Wisconsin at Milwaukee, and has been a lecturer in twentieth century literature at the University of California at Riverside. Her latest position was as assistant to the president for the College of Osteopathic Medicine for the Pacific in Pomona.

Robert Albert, professor of psychology, gave a talk, "Parents of Gifted and Eminent" before the Covina Valley Gifted Program Council. **Jim Bogen**, professor of Philosophy,

has a paper, "Aristotle's Forbidden Sweets" (with Julius Moraucsik) in the Spring, 1982 issue of the *Journal of the History of Philosophy*: an article, "Traditional Epistemology and Naturalistic Replies to its Skeptical Critics" in the forthcoming *Naturalistic Epistemology* (ed. P.K. Macnamer, University of California Press); produced "The Desert Home Companion," a radio show and concert for KSPC in April, 1982; and delivered a paper, "Aristotle and the *Archai*," at the University of Pittsburgh Conference on Ancient Greek Science and Scientific Exploration in May, 1982. **Newton Copp**, assistant professor of biology has an article, "Temperature-Sensitive Behaviours and Cluster Formation by Ladybird Beetles," forthcoming in *Animal Behaviour*. **Marcia Falk** has a recently published book, *Love Lyrics from the Bible: A Translation and Literary Study of the Song of Songs* (Almond Press, 1982). **Dennis Farber**, assistant professor of art, had a one-artist exhibit at the Tom Luttrell Gallery in San Francisco, fall 1982; and work in two group exhibits, "Sleight of Hand," at California State University, Fullerton, fall 1982, and "Rancho de Taos, a Photographic History," beginning in Lincoln, Nebraska in October and then touring the U.S. **Glenn Goodwin**, professor of sociology, was the Discussant for a session at the national meetings for the Society for the Study of Social Problems in San Francisco in September; was moderator for a session of the national Two Day Social Justice Teach In at Glide Memorial Church, San Francisco, September 7, a "counter-convention" to the national meetings of the American Sociological Association. With **Laud Humphreys**, professor of sociology, he is the author of "Freeze-Dried Stigma: Cybernetics and Social Control," appearing in *Humanity and Society*.

Linda Malm attended the National Professional Conference of Women in Communications, Inc. in Denver, Colorado, enroute to spending a month as guest at the Mary Ingrahm Bunting Institute, Schlesinger Library on the History of Women in America at Radcliffe College. **Sheryl Miller** presented a paper, "Lukenya Hill, Site GvJm46; Research of the Later Stone Age of Kenya," at meetings of the Society for Africanist Archaeologists in America, and was also elected to serve on the Administrative Committee of the organization. **Beverly Palmer**, assistant professor of writing and assistant to the Dean of Faculty for the New Resources program, has an article, "The American Identity and Europe: Views of Emerson and Sumner," in a recent issue of the *Harvard Library Bulletin*. **Albert Schwartz**, professor of sociology, will be serving as a part-time Special Assistant to the President for 1982-83.

Harry Senn, associate professor of French, has written a book, *Were-Wolf and Vampire in Romania* (East European Monographs, Columbia University Press, 1982). He also has a review of Gail Kligman's *Calus, Symbolic Transformation in Romanian Ritual*, appearing in *East European Quarterly* and in *Steana* (a review of literature and poetry from Cluj, Romania). **Susan Seymour**, professor of anthropology, received a Haynes Foundation Summer Fellowship; she traveled to seven women's universities in Korea, Japan, India, and Pakistan, to research the effects of maternal employment on daughters' self-concept: achievement, career ambition, and sex role attitudes. **Sharon Snowiss**, associate professor of political studies presented a paper, "Feminist Political Thought: The Search for Alternative Foundations" at the Western Political Science Association annual meetings in San Diego.

Beyond Pitzer

'65 *My husband has just written me saying that you would like to know what we former students are doing, writes Nicole Buser from West Germany. What I'm doing right now is traveling in the States and refreshing my feeling for the language and for what Americans are like. It's a wonderful experience and it feels good to be American again. As to what I'm doing at present, I have just finished a course in group leadership — practical as well as theoretical — and have now begun planning and directing family weekend retreats, women's discussion groups, parent seminars, etc. I enjoy it very much, probably because getting people active is so American! I think real communication between people is very important, and that's what I'm working toward in the groups I plan. It's exciting combining some of the best aspects of two cultures. It really keeps me learning.*

'66 *From Tokyo, Japan, Fusako Takemasa Ishibashi writes After spending an exciting two years in the genesis of Pitzer College, I spent two years at the Harvard Yenching Library, and then came back to Japan. After doing various work for a year or two, I joined the American Embassy in Tokyo almost ten years ago. Working in the fields of educational and cultural exchanges, I have been involved with two countries, both of which I love so much. One of the highlights of our recent work was to have had the Los Angeles Philharmonic directed by Carlo Guilini. I had an occasion to talk to him in person at the reception and was so impressed by him. I remembered going to L.A. symphony concerts when I was at Pitzer. Another highlight was that I had the honor of accompanying and interpreting for Mr. and Mrs. Kirk Douglas when he came to Japan as a Goodwill Ambassador of the United States, and for Mrs. Bush, wife of the Vice President, in March and April respectively. It was such a thrilling moment when Mr. Douglas asked me where I went to school. We all felt so close when we found out that their youngest son and I went to the same school. We Japanese people welcomed Mr. Douglas as a Goodwill Ambassador. It was also very exciting when I accompanied and interpreted for Mrs. Bush, who visited the Japanese elementary schools during her busy schedule. She impressed people here tremendously. At this moment, I am busy with preparation of the U.S. - Japan Conference on Cultural and Educational Interchange (CULCON) to be held on June 23 through 25 in Tokyo. One of my concerns is how to play the triple roles of being mother, wife and working woman. Meeting with so many great, interesting and exciting American women, who are mothers too, I learned much. One of the things I want to do when I have more time is to write about working mothers. My husband, Koji, is very supportive, but it is still not common in Japan for women to work after having children. There are some difficulties, and working mothers encounter biased attitudes against them. But to me, there is no other way of life. I could go on and on to talk about my two boys (Mitsuharu, six, and Masaharu, four) but I won't!*



Fusako Takemasa Ishibashi '66 (right) with Mrs. George Bush. Photo: courtesy of The Yomiuri Shimbun, Toru Yamazoe, photographer

'68 In 1974 Carol Corden received her Ph.D. from the University of Chicago and accepted a position as assistant professor of sociology at New York University.

In 1970 Kristin Gronbjerg received her M.A. and in 1974 her Ph.D. from the University of Chicago. Now on the faculty in sociology at Loyola University in Chicago, she is the author of *Mass Society* and the *Extension of Welfare, 1960-70* (University of Chicago Press, 1977).

Lynn Thompson Long received her J.D. from Boston University, and has worked as an attorney, investment banker, and real estate developer. She became Vice President, Trade Publishing Group for Houghton Mifflin in 1980.

'69 I am writing this pressing down on top of a Fisher-Price puzzle writes Sarah Lothrop Duckett from Hopkinton, Massachusetts. My life has changed substantially since I left Pitzer in 1969: marriage, teaching, running a service office in communications, a divorce, and job changes. I am now remarried (6 years) with a one-and-a-half-year-old son. I live in a small, New England town of 7,000 and am a member of the Democratic Town Committee and the clerk-member of the Appropriation Committee. I find myself thoroughly involved in town politics, fighting through our own version of Prop. 13 (Prop. 2-1/2), and am enjoying it tremendously. I am also involved in the Humane Society, work part time and try to keep up with Brendan, a late arrival but a most important one. I am entertaining thoughts of returning to school to finish my Master's. My husband is involved in the manufacture, sale and service of air monitoring equipment and has recently returned from six weeks in the People's Republic of China. As he is "in charge" of a large sale of further equipment, he will be returning for longer periods of time and, if at all possible, we will be going with him. I am looking forward to the experience.

Since graduating from Pitzer I've followed a number of different paths, all somewhat connected, writes Marcia Green from Albuquerque, New Mexico. My first job was as a probation officer in Placerville, California — known during the gold rush as "Old Hangtown". From a law enforcement perspective it would still be appropriate to give it that name. I lasted ten months, having worked 10-12 hours a day, wearing out two sets of tires and falling asleep every night counting the knots in my pine-paneled cabin. Went directly to Sacramento into a two-year community organization/planning curriculum in a MSW program. Later I was awarded a grant from the Social Science Research Council funded by the Ford Foundation. I was then sent to South America, preferably Columbia, to work the field of land use planning and housing development, but the program fell through due to unstable political conditions in Bogota. I was then hired by the Planning and Land Use Committee of the Assembly. Spent two years developing legislation in the area of land use, energy conservation and

development, and agricultural land use. When Brown, Jr. was elected went to work for Administration's planning and research office. I started University of California, Hastings, Law School in 1976 and graduated in 1979. Summers took me to Washington, D.C. to work for a House subcommittee and to Denver to a law firm specializing in natural resource litigation. During law school I became very interested in "Indian law" and at the same time fell in love with New Mexico. I met Paul Nathanson, at that time (1979) director of the National Senior Citizen's Law Center in Los Angeles and Washington, D.C. I took a job with the McCutchen law firm in Los Angeles for a few months until Paul obtained a faculty position at the University of New Mexico's Law School. We got married in January of 1980, moved to New Mexico in February, and I took Bar and went to work for a small law firm in Albuquerque specializing in Indian Law — including energy development and water litigation. The firm represented the Pueblo of Laguna, Jacarilla Apache tribe, and most recently the Blackfeet Tribe in Montana. The work was very satisfying, climaxed by winning a significant case in the U.S. Supreme Court: Merriam and Bayless v. Jicarilla Apache Tribe in which the sovereign power of the tribe to levy severance taxes upon non-Indian oil and gas producers on the Reservation was affirmed. Three weeks ago I had a trial in Santa Fe and a baby boy that night. I've quit work to care for Benjamin and in anticipation of moving north of Taos, where we're having a passive solar adobe built this summer. Have talked with Carl Hertel a couple of times and hope to connect with his Pitzer program. Eventually I plan either to practice law part-time or start a community development consulting firm. Northern New Mexico is very poor, and there is a lot to do to make living conditions for the old as well as the young better.

For the past eleven years I have worked as an elementary bilingual teacher, writes Barbara Lessman from Avon, Colorado. I have focused on remediating language development and on reading problems of children with language backgrounds other than English. Most recently I have taught in a self-contained bilingual second grade in Vail, Colorado. This coming year, I plan a leave of absence from teaching, as I am expecting my first child in late August.

'70 After graduating with a major in sociology, Betsy Brown Braun began work as a nursery school teacher in Los Angeles. Simultaneously, I completed work on my teaching credentials (early childhood education, elementary education, adult education) and Master's in Human Development. Following that work I participated in a program at Thalmans Community Mental Health Center and trained as an educational therapist. All that education led me to teaching in the upper elementary grades in the public school system, then four years teaching kindergarten in a private school. The birth of our

triplets (two boys, one girl now 4 years) temporarily interrupted my career and brought me my own classroom. When the children were one year old, I began a private practice in educational therapy. I work with both learning-disabled children and those who require a more enriched educational program. (It buys the bacon and Mom's sanity by getting me out of the house four afternoons a week.) My interest in working with individuals and groups was piqued in my sociology classes, and work with children and their families and their schools requires a sociological perspective.

Marilyn Lester received her M.A. and Ph.D. from the University of California, Santa Barbara in 1974. She has taught at Indiana University and is now a professor of sociology at the University of Nevada, Las Vegas.

Ann Stanton Snipper is now an Assistant Professor of Psychology at Wells College in Aurora, N.Y. Wells is a small private liberal arts college for women.

'72 Elizabeth Brown is now a social worker in Adult Protective Services, employed by San Mateo County and the Chairperson of the Board of Directors of the San Mateo County Economic Opportunity Commission, Inc., and also working on her MSW at San Francisco State University through a part-time program. As a social worker I provide supportive services for adults 18 and over who are emotionally or physically fragile. In addition I perform as a Representative Payee for clients who are on assistance and are not competent to handle their own checks, and when necessary I also initiate probate and psychiatric conservatorship. My caseload of approximately 40 individuals is increasing steadily as our staffing is being cut in order to meet budget cuts both from the Federal and State governments, and from the County contribution. This is difficult because my clients are either developmentally, physically, or emotionally disabled or suffer from an organic brain syndrome affecting memory, concentration and ability to cope with everyday life. Smaller caseloads allow for more thorough work. The San Mateo County Economic Opportunity Commission, Inc. is a private non-profit corporation that has been designated by the County Board of Supervisors to administer programs for the poor, Federal, State, County and private funding. I was promoted to the position of Social Worker after seven years as an Eligibility Worker in San Mateo County. I got involved with the Economic Opportunity Commission as a result of my involvement with the labor unions in San Mateo County. I represent my local union (American Federation of State and County Municipal Employees, AFSCME, L. 829) to the AFLCIO Central Labor Council in San Mateo County. The Labor Council selected me to represent labor on the Economic Opportunity Commission. The Board then chose me as their Chairperson.



Nancy Buell '72 "dressed as a social worker." Photo: Linda Mooser

When I left Pitzer ten years ago, I had no idea what I would do for a job, much less a career, reports Nancy Buell. I ended up working for three years in a community-based, storefront drug abuse program, which was organized and run by a highly politicized and diverse staff. After this, I spent a year travelling and working at odd jobs, including some travel in South America and some time on a construction crew in Vermont. I returned to California and to Berkeley where I got my MSW degree. This fall I expect to become licensed as an LCSW. Currently, I am working on an acute, inpatient psychiatric unit for adults in San Francisco. I am developing a role there as a family therapist as well. I continue to be interested in issues of group process, class, culture, the social definition of self, especially as these issues are involved in mental health treatment and treatment agencies. Most recently, I have been training in family systems therapy, a treatment approach and systemic way of thinking which often reminds me of sociological thinking (being concerned with the relatedness of social parts, the structure of social organization, the social definition of reality). Outside of work, I regularly play softball on a women's team in Oakland, and go backpacking whenever I can.

P.S. I've included a picture of myself dressed as a social worker. I usually hand out FOOD when I wear this outfit, but I expect to be cutting back on this.

From Pitzer I went to Tulane University in New Orleans and received an M.A. in sociology, writes Karen Hilfman, now in Santa Monica. New Orleans was a very magical city and this was a very special time in my life. I was active in the women's movement and studied as hard as I could until I knew how to know. This was one of the greatest gifts that sociology gave to me. I moved back to California in 1973, and have been working at Santa Monica Hospital Medical Center, in a newly established social service department, and pioneered in developing a variety of services including the hospital's nationally recognized Rape Treatment Center. In 1977 I left the hospital to help organize and run Sojourn, Los Angeles County's second

shelter for battered women and their children. At the same time I also worked at the Ocean Park Community Center, a grassroots crisis intervention/social service agency. My daughter, Emily Rose Klancher, was born in April 1979. Emily recently turned three and wants to be a doctor when she "grows up". My own interests have turned increasingly toward the health care field. Last November I began working at Santa Monica Hospital again, this time as an administrative secretary in the nursing service, with predominantly administrative assistant responsibilities. Thus far I have co-organized a community-wide Child-care/Children's Resource Fair and am currently developing an occupational health and safety program for two nursing departments. I'd like to go back to school to study health-related science, perhaps through nursing or public health school, and work creatively incorporating the knowledge and skills with my sociology background.

Signa Larralde is now in the Ph.D. program in archaeology at the University of New Mexico and plans to work with Lewis Binford. This summer I'm working on a high altitude early Archaic site with hints of adobe structures. Prior to that, I spent several years in "contract" archaeology, mainly walking (and walking and walking) through the oil fields and coal lease area of northwestern Colorado and northeastern Utah. That gave me an appreciation for hunters and gatherers. The sociological perspective I obtained at Pitzer has been quite valuable in the New Mexico program, which is probably more theory and "sociology of archaeology" oriented than any program in the country. I plan to concentrate on cold desert hunter and gatherer adaptations in the long run, and on passing Ph.D. comps next fall in the short run. I'm curious to see exactly what my cohorts have been doing, after having recently read several editorials accusing us late '60's — early '70's folks of being self-indulgent, irresponsible whiners compared to the more industrious students that followed us. Such is life.

Pitzer's programs in both sociology and political studies enriched my tendencies to activism writes Hunter Lovins. On leaving Pitzer, I took a law degree, (Loyola University School of Law) taking and passing the California Bar Exam in 1975. Deciding early that the practice of law was more problem than solution, I helped, in 1974, to establish the California Conservation Project (Tree People) and served until 1979 as its Assistant Director. Planting trees, fighting fires and floods, teaching children and wrangling with Sacramento turned out to be much more fun than my law partnership, so I pretty much quit law and devoted myself to creating and directing the Project's programs in urban forestry, environmental education and energy policy. In 1979 I married Amory Lovins, author of Soft Energy Paths (and six other books). Since then we have worked as a team in 15 countries, serving as policy advisors to Friends of the Earth. We have co-authored 5 books: Energy/War: Breaking the Nuclear Link, Least Cost Energy: Solving the CO₂ Problem, and Brittle Power: Energy Strategy for National Security (recently the subject of an article in Newsweek and Congressional hearings,) as well as numerous articles, including "Nuclear Power and Nuclear Bombs" in the summer '80 Foreign Affairs. In 1981 a 16mm film, "Lovins On the Soft Path" was made on our work. It has since received the Best of Category Award in the Audobon International Film Festival and is a Finalist in the American Film Festival. In 1982 Amory and I received joint appointments as Visiting Professors of Environmental Studies at Dartmouth College, and will also teach in the Distinguished Visiting Professor Program at the University of Colorado at Boulder. The central feature of our life has been continual motion. For three years we have

lived on the road, lacking any home other than our big, brown suitcase named "House". We have travelled the world, speaking at hundreds of events in Europe, North America and the Far East. We are now underway with our latest project: the design and construction of our home and research center, a semi-underground, super-insulated, passive solar bio-shelter in the Old Snowmass Valley of Colorado. We have founded the Rocky Mountain Institute to carry on our work in energy policy while hopefully allowing us to travel less and work more on issues of land, food and water policy, and especially on peace. And though my lifestyle will change somewhat (more work in the garden and with critters, and a lot fewer airplanes), the guiding principle remains, as a line from a Kate Wolf folksong says: "Find what you really care about and live a life that shows it."

I have fond memories of Claremont in the early seventies and discussions of the sociology of the absurd! writes William B. Schnapp from Houston, Texas. During the past ten years I have been involved in a number of positions relating to services to persons society has chosen to call "mentally disabled." Given the paradigmatic chaos which continues to surround public psychiatric and psychological services, I spent most of my energy trying to untangle the complexities of large human service bureaucracies to promote the rights and well being of the "disabled." Some months ago, after my heart attacked me, I retired from public life and the human service advocacy business to complete my doctoral thesis. It concerns the intricacies of the politics of "mental health" and "mental retardation" services in America. After completing it, I will probably travel for a few years, or teach, or both. I am interested in teaching courses participating in seminars that involve a multidisciplinary approach to the history, sociology, politics, philosophy, economics, law, etc. of human service systems. On the personal side — I have lived with Sherry for two years. Our family includes Merlyn (a sheep-dog) and Tara (a Great Dane). When not out of the country scuba diving, I'm usually close to home playing chess or pinball.

Vicky Sturtevant will receive her Ph.D. in sociology from Cornell in fall, 1982. She writes from Ashland, Oregon, Basically, I'm carrying out the mission and spreading the Word (sociology) in Southern Oregon, continually falling back on my notes, exams, and papers from Pitzer, which are relevant and interesting. The rest of my life (and all of Alan's) is consumed with our family, which has recently doubled in size (Thomas and Jonathan arrived in October). I'm a bit more contrite when I lecture about population explosion in my demography classes.

After leaving Pitzer, Christine Maxwell Vassar worked in publishing, completed a certificate of education, and taught for two years at Oxford Middle School, England. After several years at A. Wheaton & Co., Ltd., as an editor, she is now President of Vassar Publishing Services, Inc., a West Coast branch of the Pergamon Group of Companies.

73 Veronica Abney is presently a licensed clinical social worker employed in Los Angeles in the Children's and Adolescent Outpatient Department at Kedun Community Mental Health Center, where I do individual, group and family therapy. I am also in part-time private practice where I see children and adults. My future plans are to be in private practice full time and to consult to children's treatment and residential programs. I am currently using much of my energy to expand my private practice by January, 1983 to a full-time operation so I can survive the recent cutbacks in mental health.

74 Linda Glimm writes, *I will be graduating from the UCLA Graduate School of Management this month after having completed the two-year, full-time, MBA program. My field of concentration is Computers and Information Systems. The program emphasized the managerial problems of information systems rather than the technical aspects of computers. I have found that the design and analysis of information systems requires taking much the same view that a sociologist might when looking at a social system. My decision to go to business school was reached after spending six years working in an administrative supervisory capacity for an advertising company. In July I will begin working for Atlantic Richfield as a Systems Analyst. I am extremely excited about the position and I am looking forward to new challenges. I have been living in Van Nuys for the last four years and intend to stay here for some time, as I have found that being a home owner is tremendously satisfying.*

After my B.A. in sociology from Pitzer in 1974, I went on to Rutgers for post-graduate work, writes Ken Levy from Canoga Park. Coming back to California, I worked in a bookstore and tried to digest what I had learned. After a few years, I took a job with the State Employment Development Department as a Job Placement and Unemployment Determinations Worker. At the same time, I worked with the Alliance for Survival, the Los Angeles area anti-draft network, and the telephone crisis line at Cal State Northridge. I realized that I wanted to work more substantively with people and would need additional training. I enrolled in the Clinical Psychology program at Antioch University Los Angeles (a most Pitzer-like school) and will have my M.A. at the end of the year. Concurrent with my studies I work as an intern at the Santa Monica Bay Area Drug Abuse Council (New Start) and am involved in individual, group, and family therapies. By now, sociology and psychology have merged for me. Each can serve to clarify our circumstances and our potentialities; each illuminates the other. I plan to combine clinical work, teaching, writing, and community organizing, making clear (in C. Wright Mills' words) the interrelationship between "personal troubles and public issues."

Graduating with a major in women's studies, Lindsay Munter Rahmun moved to Iowa, in '74, holding many small and short-lived jobs like waitressing, and left there for parts East. I homesteaded and framed a house in Maine. Returning to Claremont, I worked in the Pitzer TV Studio briefly and drove a van in a Senior Citizens Transportation program, then worked as a work supervisor in Jerry Brown's CCC. When I got the chance I moved on to Carter's YACC and Oregon, where I feel at home. I've done some time with the Brotherhood of Carpenters and Joiners (AFL-CIO) where you can imagine I fit right in, and now I'm in day care. I've decided to go to graduate school in some field or mixture of fields that will help me understand peace, violence, oppression, justice — and related factors in the world. If anyone out there has any suggested people to ask for advice, please let me know. My husband is not Lebanese, Indian or Chinese. He's German-English-American, just like me. His name was Rahner, and when we married we mixed the two names: Rah ner plus Mun ter. Our new name may not tell too much about our cultural heritages, but it tells a lot about our values.

75 Michael Christie writes from Moore, Oklahoma, *I am no longer with B. Dalton Bookseller, but have taken a leap of faith and am in business for myself. I offer a service I call Growth Options Consulting, which matches the individual looking for assistance with the appropriate resource. I am also producing seminars for people in the helping professions. My partner, Ruth Cohen, and I are just getting started, but we expect big things. We are off to an exciting beginning.*

As Project Coordinator of the Yolo County Sexual Assault Center, writes Nancy Grant from Davis, I am responsible for maintaining contact with all local community organizations, medical facilities, law enforcement and criminal justice agencies and legislative groups having impact on the issues of rape and sexual assault. I provide professional training on rape and victim trauma to these and other agencies and also provide rape awareness/education programs to community groups and schools. I supervise and train the Center's crisis line counselors and provide direct services to clients referred to the office. I was just elected Chairperson for the Far Northern Regional Coalition of Rape Crisis Centers and have recently begun meeting with the Yolo County District Attorney's Office to develop a prosecution protocol for treatment of sexual assault victims. The job is underpaid and all of us in this profession are overworked. But the challenges of public speaking, counseling, political advocating, fund raising, teaching and always learning sometimes compensate for the lack of monetary reward. Before realizing that money ain't everything, I used my sociology background and education in a far more lucrative field: I was a waitress and bartender for years following graduation. My time off (time off) is spent in a rewarding relationship with a man I've known off and on since childhood, my two dogs, one cat, a house I am buying, and many long-term slightly crazy friends.

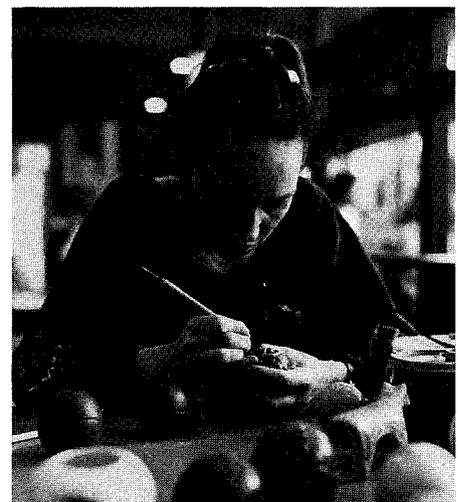
Verna Lee, writes, after graduating from Pitzer, completed a master's program in Sociology at Tulane University in New Orleans. On May 1, 1981 I married Ronald C. Bailey, a fellow sociology student from Tulane. For the last five years I have been in New Orleans working at River Oaks Foundation, a non-profit organization dedicated to education and research in psychiatry. It is associated with River Oaks Hospital, a 100-bed private psychiatric facility. As the Research Associate, I coordinate the data collection of the longitudinal study of former patients, which includes measures of symptomatology, attitudes toward illness and evaluation of various treatment aspects. I am also involved with evaluation studies of hospital policies and procedures.

I am married and have a little girl, Adria, who is two and takes up quite a bit of my time, writes Susan Seligmann-Moreno from San Antonio, Texas. I have been involved in the field of gerontology for about six years now, having received my M.A. from Trinity University in Gerontology. For the past two years I have been the Executive Director for a private, non-profit organization called RAMPARTS which provides transportation as well as other social services to persons 60 years and older. This past job has given me quite a bit of administrative experience, and I have successfully written grant proposals to several private foundations. Our present objective is developing a private non-federally-funded home-delivered meals program for the frail elderly, for which we received a grant from the Valero Energy Corporation. We are very excited about this program as it was presented at the Western Gerontological meetings in San Diego last April, and I hope to return next year with an update. I am presently working with another colleague in order that we may go into our own

consulting business. We hope to work with local industry and the private sector in presenting pre-retirement counseling, employee assistance packages, and workshops in the field of aging. If all goes according to schedule, we will begin working with the private sector by the fall. This has been a dream come true and has been in the making for over two years.

Mary Zinkin plans to enter the master's program in Urban Studies at the University of Oregon and continue to work part-time for United Way. The Urban Studies program is research-oriented — identifying urban problems and issues, policy analysis and the relationship between human behavior and the urban development. I'm especially interested in the criminal justice area of specialization. I also am a volunteer on the women's crisis line and am taking piano lessons.

76 Alison Denning, who graduated with a double major in art and sociology, reports from Pomona, *recently I have been using my background in Sociology to serve my interest in American Indian pottery. I have been collecting information in libraries, museums and among the potters still working on the reservations. Someday I hope to write some articles to help preserve the knowledge of these ancient techniques. I continue my own work in pottery, but must fit it around "making a living," which I do by carving teeth for a dental lab. She is a ceramicist who makes art rather than a crafter of utilitarian objects. Her work reflects the fragile beauty of the arid Southwest environment. She works by hand, using the pinch and slab methods of construction, digging her own clays from the mountains and deserts of Southern California and Arizona. She has studied with Paul Soldner and with world-renowned Indian potters Maria Martinez (San Ildefonso) and Lucy Lewis (Acoma).*



*Alison Deming '76 at work.
Photo: Agnes Lawson*

After Pitzer, I spent the next three years at the University of Chicago and, in 1979, graduated with an MA in Social Services Administration and an MBA, emphasizing accounting and human resource management, reports **Stacie Stutz Wooten** from Encino. In August, 1979 I married Michael Wooten (JD, Univ. of Chicago, now an attorney in Century City) and returned to Southern California to pursue a career in management consulting. During my years with the consulting department of Arthur Young & Company, an international CPA firm, I specialized in designing and implementing new and revised accounting systems and defining and solving organization structure problems. About a year ago, I left the 60 to 70 hour work week life for a more personally satisfying (and lucrative) alternative. I joined Accountants Overload, a 30-year-old, seven-office firm, specializing in recruiting and placing permanent and temporary accounting/financial professionals. As Manager of the San Fernando Valley Branch, I'm a combination executive/public relations pro/consultant to industry/social workers. I enjoy the diverse roles and have happily struck a balance between career time and time for my husband, friends and just being with Stacie. In the future, I see myself growing with Accountants Overload. (Women make up most of the firm's top management!) And as for a family, at 27, I don't hear the clock ticking too loudly yet.

77 Prior to graduating from Pitzer, **Nathan Lewis, Jr.**, recalls, I was hired by Riverside County as a drug counselor. I worked for the county from February, 1977 to October, 1980, at which time I was hired by Investors Diversified Services (IDS). I am into my second year with IDS, have signed my independent contractors contract and am now self-employed for all practical purposes. The work is exciting and challenging and requires continuous study. In just the short time I have been with IDS, my performance has enabled me to move to the first level of management — that of training other representatives in the field. My goal is to become a District Manager by October, 1983.

After graduating, I went to work for the Ontario-Montclair School District working in the Personnel Department on Employee Relations and on TITLE IX Legislation, reports **Kate McLaine**. That job brought me to the attention of the TITLE IX people in Sacramento and I went to work for them as a consulting analyst and principal writer for Project SEE (Sex Equity in Education). My job was to travel around the state, review school districts for compliance/implementation of TITLE IX, analyze the results, and complete a report based on the results. I wore a suit, carried a briefcase, and looked like an organizational studies graduate. Environmental and entrepreneurial interests soon led to the formation of a small-group educational tour company. It was a lovely idea that didn't work, but did give me time for a return to my music. Since then I've established a teaching studio in northeast Claremont, working with private students and with band workshops. With my return to music I've come full circle, for this was the area in which I was trained, both classically and as a working jazz musician. Throughout all of the twists and turns that my life has taken since graduation, my education has served me well. I think it will be most interesting to me to see what comes to fruition as I return to my art with all that I am at 41. This summer I began work on an album — an avant-garde music-visual effort for video-disc. I've thrown out the three-piece suit. My briefcase has jam pedals in it. Endings. Beginnings. I'm definitely a Pitzer graduate. Things have never been better.

Robin Mintzer writes from Los Angeles, currently I am a student of clinical psychology by day and a professional cocktail waitress in Hollywood by night. My dissertation will examine the differences between glibly and martini drinkers. My hypothesis is that slimy cocktail onions are correlated with schizophrenia and pimento-stuffed olives are correlated with the borderline phenomenon. Eventually I hope to become a clinical consultant to the Tanqueray Corporation. Best regards to all who remember me fondly. As life proves to consist of small heartfelt details — I hope that you are all happy, healthy, in love, and out of debt.

78 After Pitzer, with a major in organizational studies, **Valerie Bordy** attended the University of Kansas working towards a M.B.A. Early on in the coursework, a professor advised me to major in something other than organizational behavior so I would round out my academic skill set. I chose finance. While I was learning the jargon associated with business I worked as a graduate assistant in the Women's Resource and Career Center on campus, my lifesaver because business school is totally centered on the theoretical and the Women's Center kept me in touch with real human issues. At times business school offended my "Pitzer-gained sense of the world." After graduate school, I started work as a financial analyst at Xerox Corporation in Rochester, New York. An opportunity was presented to me in June of last year in the form of a field telecommunications consulting job with a subgroup of the department — Voice operations (before, I was involved on the data/computer center and planning aspect of the business). I have thus spent the last year learning more than I ever cared to know about telephones, analyzing ways to control this expense, ways of making the Bell system truly work for you, and working with Xerox people at much higher levels than myself. I have also been exposed to the politics of working with different divisions, in large groups and in small groups — this job has it all! My two-year anniversary with Xerox approaches on July 1. Once in a while I get homesick for the California easy-going life.

I have been accepted in the Ph.D. program in epidemiology at the University of Washington in Seattle and am entering school there in the fall, writes **Amy Borenstein**. I changed jobs last September, and I am currently working for a consulting firm that specializes in environmental technology. I'm really excited to be starting school (and even more excited to have my Ph.D.!). I realized that if you want to do your own research in epidemiology, you really have to have a Ph.D. or you'll wind up being someone's research assistant your whole life!

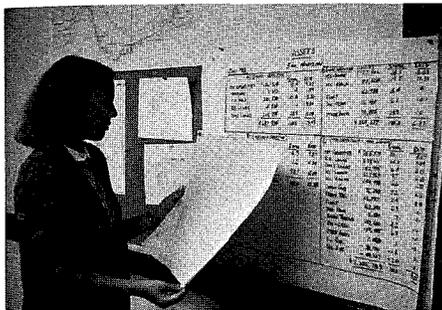
After graduating from Pitzer in cultural anthropology/women's studies, I worked for the proceeding summer as an Information Assistant for the Wheelwright Museum of the American Indian, Santa Fe, New Mexico writes **Lori Brown** from Berkeley. From there it was off to the farmlands of Iowa, where I worked as a VISTA volunteer for a year as a Community Education Coordinator for the Legal Services of Iowa. From rural Iowa I came to Los Angeles, experiencing "culture shock" along the way. There I held two social services jobs, one working with the low income unemployed, the other, with the nursing home-bound elderly. During this time I decided to apply for graduate school in clinical social work. This precipitated yet another move, up north to Berkeley, California. For the last two years I have been steeped in graduate training. Part of the training involves "fieldwork," a work experience which is parttime, heavily supervised, and, most unfortunately, unpaid. During my first year I worked with psychotic adults in a residential setting. I am, during my second year, providing counseling and psychotherapy to a more highly functioning

adult population living in Silicon Valley. Come June I graduate and am let loose on the job market. During this era of Reaganomics, I know not what the future holds. If any Pitzeroids hear of any hot demands for a M.S.W., don't hesitate to pass the word. Meanwhile, long live Pitzer, sociology, McConnell Dining Hall and Inge Bell.

Between May and October of '78 I worked at a boys home (great!), as a sales person at the Broadway (eh!) and eventually was placed in the South Pacific with the Peace Corps, reports **Gael S. Brown-Pullen** from Pasadena. Meeting basic human needs, here or abroad, doesn't necessarily require college degrees, but it has helped me to serve as a role model to many. As a result, I suppose, I have been invited as guest speaker of the Pomona Unified School District's "Assure Success For Kids" three years in a row, to Big Bear High School and the recipient of an Outstanding American Woman nomination. Between January and October of '79 I was employed as a Counselor for a now defunct CETA program, unemployed three months, temporary secretary three months and then hired as a Counselor/Social Worker in the Infant/Pre-School Unit of an agency serving the handicapped. I enjoyed it. It was challenging, paying a lot more than the others and it was so refreshing to hear "You're perfect for the job!" During that two years of regular employment I attended a Pitzer Career Planning Night in the media/communications field. What an inspiration to see so many other people who had graduated while I was at Pitzer and to hear how they too "hit the pavement." Many found themselves moving in new career directions, feeling similar anxiety about having to start at the bottom. Most of the females found themselves expected to start in secretarial positions which had more glamorous titles such as Administrative Assistant to the Executive Director of something. My Claremont friends continue to be a great source of inspiration because we're people of determination and possess a seemingly rare quality of getting the most out of any and all situations — even unemployment. Over a year ago my husband, Mark, and I co-founded Better Communications Inc. (BCI), a non-profit corporation specifically designed to increase minority representation abroad via educational and professional exchange of persons and business skills. We're expecting our first child in October! Praise God!! (Happy Smiles). I'm still doing some freelance writing and also an internship with Meredith MacRae and Geoff Edwards of KHJ-Channel 9, Mid-Morning L.A. television show.

After graduating, I went job-hunting, Pitzer degree in hand writes **Edie Burge**, and initially met with little positive response except for employment agencies who were eager to place me in clerical positions. (Must have been that Kelly Girl experience on my resume . . .) It was a depressing period, as I was waiting on tables at night and sending off hundreds of letters during the day. Finally, one of the letters paid off and I got a job working for the Southern California office of General Foods, where I began to realize what it was that I wanted out of a career, and what type of job environment would best suit me. I think that this experience really helped in sorting through the myriad of job decisions that I faced in graduate school. In September of 1979 I started the MBA program at UCLA's Graduate School of Management. It was an incredible two years, marked by hard work, frustration, understanding (finally!) and some good friendships. After graduation in June of '81 I gathered the last of my money and went to Europe for two months. There's nothing like the Italian beaches or the chateaux of the Loire to help you forget Cost Accounting or Model Building. I'm now living in Minneapolis and working for General Mills. I like my job a lot. I work

in Marketing, which means that I basically deal with promotion and advertising. One of my fellow marketers is Barbara Harris '78, who came here after receiving her MBA at Thunderbird. I'm keeping busy by taking photography classes, doing volunteer work with the Minnesota Zoo society, and working out on Nautilus a few times a week. I still keep in touch with fellow Pitzies such as Lori Brown, Amy Borenstein, and Georgia Harvey. And, on a recent trip to New York I walked into a bar and found that the host was none other than Richard Duggan '78, who's living in New York and living the life of a struggling actor.



Roni Grodnick '78 "in the 'War Room,' our planning room." Photo: Glenn Potts

Roni Grodnick writes, *Life has been treating me well here in Phoenix. Since graduating, I have been working for First Interstate Bank of Arizona, where I am now Budget Director. I work closely with our financial analysts in developing a working profit plan. I am responsible for planning and coordinating the bank's budget, as well as the budgets for each branch and department throughout the system. The position has been very challenging and rewarding. I have redesigned our budget process allowing for more participation from the branch and department managers and better information accessibility on computers. I am currently awaiting the publication of a pamphlet I wrote on Corporate Planning and Budgeting that will be distributed to other banks and outside agencies. I have continued school on a part-time basis and am slowly, but surely, working on my M.B.A.*

The Midwest was a big change for a California resident; the climate, pace of life, and the absence of an ocean required adjustment, writes Shaheen Husain. Happily, I have grown to love Kansas City, Missouri, and consider it my home. Two factors which have helped me feel comfortable here are the enthusiasm for my work and the ever expanding network of friends. The organizational studies field group combined with my major in psychology has provided an ideal blend of knowledge and skills for the consulting career I am pursuing in one of the largest banks in Kansas City. Currently, I am part of a three-person Departmental Studies Team which reports directly to the Bank President and to the Chairman of the Board. My colleagues and I are assigned to various organizational units and are responsible for in-depth analyses of operations and subsequent recommendations for increasing efficiency and productivity.

After a half-hearted attempt at grad school in film, I traveled throughout Greece and Western Europe until I ran into David Janssen whom I worked for in Rome during the filming of "Inchon," writes Kathryn Lamb from San Francisco. Next stop was London where I was a Production Assistant on numerous commercials, ranging from "nappies" (diapers) to Clearasil, and music promotional shorts. My more infamous job, however, was attracting the seagulls with dead mackerel on "The French Lieutenant's Woman." If you ever see the film, please note how they break up the gray skyline!

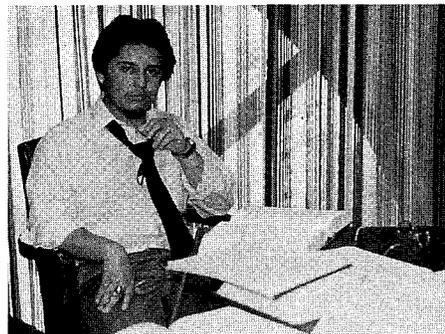


Setting up the funeral shot for the CBS Movie of the Week "Hear No Evil."

Photo: Kathryn Lamb

When my work permits expired, I moved to San Francisco and spent six months helping produce a local television show designed for women. After it was cancelled, I went into programming and scheduled morning and afternoon movies for a Bay Area TV station. In January, I worked on "The Next Sting" in Santa Cruz amidst record rainfalls, mud slides, and even snow! All of our scenes were night shots—BRRRRRRR. Come March, I finally decided to settle down into something more comfortable and a bit stabler. Currently, I am working on the Burger King account with a crazy crew at J. Walter Thompson in San Francisco. A very meaty role. During my free time, I have been shooting photographs in exotic locales (Africa, Mexico), taking a playwrighting course with Sam Shepherd and working on a book about life after college—the things they never teach you. I have yet to be asked much about my extensive education—it's the experience that counts! What can you do with a Sociology degree? You tell me.

Monika (formerly Johnson '79) and I are living in Riverside, along with our vicious protector, Meatball, writes L. Gilbert Lopez. Monika works as an auditor for the I.R.S. I work in the Planning and Contracts section on the Comprehensive Employment and Training Act (CETA) programs of Riverside County. My tasks include compiling and assembling labor market data, the review of training program proposals, and analysis of proposed legislation and legal issues. The overriding goal is to, in a year or less, equip clients with a marketable skill in a labor-demand occupation; or if this is not possible, to prepare that person to move from a pre-vocational to a vocational education program. As the recession continues, and the Reaganomic "magic of the marketplace" continues to make jobs disappear, we are finding that CETA is becoming increasingly important and turned to. I also did eligibility and assessment counseling of general Job Corps program applicants. This could be difficult: how does one make concepts of "success" or "achievement" relevant to one who has known little



L. Gilbert Lopez '78 ponders "the joys of legal analysis" at the Riverside County Law Library. Photo courtesy of Arthur Mathern

of either? How does one establish rapport and trust, as the representative of a governmental entity, when most institutions have failed the person he is interviewing? How does one tell the obviously struggling person that he is not eligible for training? In the near future, I look forward to working with a labor union or firm specializing in labor law. I am entering the last year of law school at the University of La Verne. A sociological background is an advantage in approaching a comprehensive analysis of legal principles. A sociologist's perspective is critical to a goal of acting as an advocate for labor. Labor negotiations on the value of labor will become issues of immediate concern to many. This opens new opportunities to pursue public interest activities, in which I shall continue to participate.

Judy Spiegel has been managing a women's health care clinic in Hollywood for about a year and a half. When I came to the clinic, it was just opening—which meant I had a lot of input in its development. Close to one year ago we went through a major transition in reorganizing, absorbing the medical responsibilities and supervision of a counseling/referral agency with which we were affiliated. Since I have been with West Coast Medical Group, I have been active in planning—services, outreach, policies. While I love working with my staff and the variety of activities, I'd like to get into a consulting role within the health care field. (What a shame that the U.S. administration is cutting the budget in areas like health, education, and social services that need so much help.)

'79 After receiving an M.A. in sociology from the University of California, San Diego, and after some trials and errors, periods of unemployment, worry, and temporary losses of self-esteem, I have finally embarked on what I expect to be an excellent future with a wonderful company, Gravity Guidance, Inc. out in Pasadena, California writes Ellen Chapman. We are the makers of a corrective exercise equipment product line called the GRAVITY GUIDING SYSTEM which was pioneered by Robert Martin, M.D. Some of you may be familiar with our INVERSION BOOTS which were first featured nation-wide in American Gigolo. I was recently (April, 1982) named the Dealer Relations Coordinator. In simpler terms, I am the one who decides who will be our dealers and who won't (I make the decisions!) I am also the liaison between our dealers and the company, making sure they have proper support from us. I work closely with the Public Relations Department co-authoring a monthly newsletter for our dealers. I'm finally in management (it really didn't take long and it did not take an M.B.A.!), and it's a real challenge. I learn more each day, but best of all, I'm moving up!!

Debra Feiven is working in Boston, Massachusetts, for the Massachusetts Psychological Association, the affiliate of the American Psychological Association in Massachusetts. I am called an administrative assistant and am combining my psychology/organizational studies majors to be as productive as possible. After leaving Pitzer, I worked at various jobs and eventually went back to school for my paralegal certificate, which I received in December 1980. I worked as a paralegal for a time. This job is both rewarding and challenging, as I am involved with state politics (working with lobbyists and our Legislative committee) and psychologists in their many different environments. This ranges, of course, from private practice (and issues dealing with Blue Shield) to organizational and industrial psychologists. I am finding the course "Bureaucracy" especially helpful in this job (as well as real life). I will begin a part-time M.B.A. program at Bentley in the fall.

Since leaving Pitzer in '79, I have worked in Riverside County in the Department of Public Social Services (aka Welfare) writes Susan Howe from Sacramento. While there I decided I wanted to be actively involved in community change and in community awareness. So . . . I moved to Sacramento to escape the smog and to attend California State University. I received my Master's in Social Work from CSUS May 1982. My thesis: "The Silent Victims: Elder Abuse in the Family," has been used in a Family Violence Symposium and is currently being utilized by Adult Protective Services, Sacramento Department of Social Services as a resource guide for implementing data gathering on elder abuse victims. As of May first, I have been employed (full-time, yes, there are jobs for social workers, despite Reagan's attempts to eliminate us) as Program Director for a residential treatment center for women ex-offenders. I am busy enjoying being full-time employed after two years of unpaid internship service and I am active in a Working Class Marxist political organization that focuses on community involvement. I have been accepted into the Ph.D. East-West Psychology program at California Institute of Integral Studies in San Francisco. My studies will emphasize the blending of Western psychology with Eastern philosophies and transpersonal teachings of East and West. I am also enjoying the colors of the seasons, the clean(er) air of central California, the heat of the summer, living ten blocks from the Capitol (and the Legislature), and living in a restored Victorian in downtown Sacramento where everything is within walking distance.

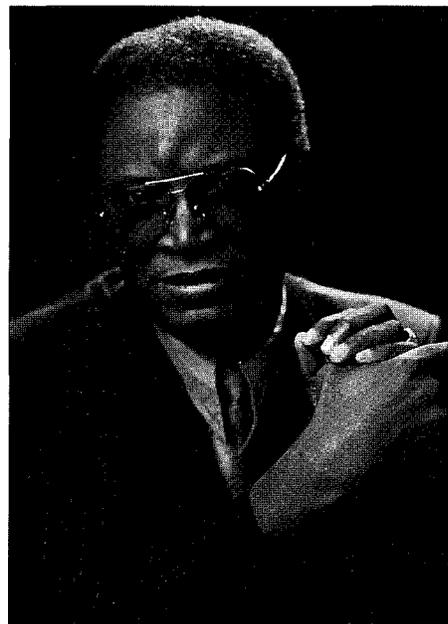
As a New Resources student with four grown children, I received my degree in organizational studies in 1979, reports Helen Ketchum. I had worked in various positions at The Claremont Colleges for a number of years and now with fewer responsibilities at home I decided it was time to move on to a career with greater responsibilities. In July 1980, I became Registrar at Scripps College. The last two years have been filled not only with lots of the day-to-day work associated with record keeping and registration but with planning and experimenting with new procedures. A major step has been the gradual change from a completely manual record-keeping system to a computer-assisted system.

Ben Stevenson writes from Bieber, if I were a multi-millionaire, I would donate millions to Pitzer for a distinct department for organizational studies majors, with "Models of Man" at the center of the curriculum. Now, to speak about my life, job, and life's plans. My job consists of being a Correctional Program Supervisor I. My duties consist of the custody control, and management of about 85 state felon inmates. We are located in a beautiful California State Forestry and Conservation setting in the mountains of Northern California, with open dormitory living for the 85 inmates. The inmates are trained fire fighters; they are dispatched all over the State of California when needed. I also carry a 20-man caseload. This consists of writing personality reports for the parole division for later supervision of our inmates when they are released to the community. For the past five years I have also served as Arts and Crafts manager, organizing Arts and Crafts shows for the surrounding communities. I will retire in less than five years. Presently I am a graduate student at the University of Nevada at Reno. My goal there is to seek a Ph.D. in social philosophy, and after that probable writing or teaching or both.

I've been living in Sweden since graduation in December 1978, writes Janet Suslick. Originally, I came here mostly because I'd fallen in love with a Swede while traveling in Europe after a year of study in Denmark ('77-'78). I studied Swedish at the University of Goteborg. Then I worked at a nearby

hospital as a nurse's aid for a year, while studying half-time at the university. After a couple of months of travel (in the Soviet Union and the U.S.) I worked for a year with children and teen-agers. I learned a great deal from all of these jobs, but I discovered that something was missing. When I graduated from Pitzer, about all I knew for sure was that I wanted to work with people. Now I know that I want to work with people and information. Plenty of people want to work with people. Now I've discovered skills I have that not all "people" people have. I'm good at sorting information, remembering important things and finding the right details when they're needed. I'm also good at formulating ideas in writing (even in Swedish) — something that not everybody can do. After Erik and I split up last summer, I decided to stay in Sweden anyway. Last fall I began a year-long education called "study-consultant line." (A "study-consultant" works as an organizer/administrator of Swedish-brand adult education). In August, I'll be moving to Frandedors, a town with a population of 2,000, 1-1/2 hours north of Goteborg, in order to start my career.

After graduating from Pitzer, David Warshaw was selected as a Public Affairs Fellow in the Coro Foundation's Fellowship in Public Affairs. I completed the nine-month Fellowship in June, 1980, and hopped on a plane for Israel. There, I spent the summer on a "Journalism in Jerusalem" program sponsored by the Hebrew University and the Jerusalem Post. I stayed on in Israel at a kibbutz for five months. This past year, I have been working for my father's publishing business, Diablo Press. I have been an editor-researcher-typographer for the revision of a guidebook to the University of California at Berkeley and the Bay Area. (California: A Guide, forthcoming in September.) I am planning to attend law school in San Francisco this fall. Is this all related to my sociology major? As Rudi Volti would say, "That's axiomatic!"



Ben Stevenson '79 Photo: Courtesy MGM Studio of Reno, Saul Schuster, photographer.

In August 1982, Mardri-Maria Williams taught high school Social Studies at Paso de Robles School, California Youth Authority (CYA), in Paso Robles, California. I am also a certificated employee of the San Luis Obispo County Community College District teaching Introduction to Sociology. This fall I will again teach the same course at Cuesta Junior College. I transferred to Fred C. Nelles School (CYA), Whittier, where I teach remedial mathematics and computers. I received an award from Prescription Learning on the fourth of June 1982 for outstanding service and dedication to education. The wards in the laboratory say: "Our teacher is a person, and to her so am I — this has more effect than anything she does." I am very proud of this statement. I feel I have a real, exciting, challenging, and constant behavioral changing atmosphere in my Math lab and in retrospect, I think Pitzer provided all the resources I needed to bring many interests together. P.S. The Pitzer spirit lives — this fall my daughter, Felicia, will be a freshman on Pitzer's campus.



Mardri-Maria Williams '79 and Felicia Williams '86 share a quiet moment during orientation. Photo: Robert E. Morsberger

'80 After two years as an associate account exec and staff writer with the Los Angeles Public Relations firm Braun and Company writes Karen Staben Sontag from Pasadena, I decided to make the break in May and pursue my writing on a free-lance basis. Even though this isn't as lucrative, it does give me freedom both in my time and creativity. In March of this year I married William "Paul" Staben, III — (not a Claremont person). We are living in Pasadena where I continue my work and Paul is establishing his general contracting business. Life after Pitzer has proved to be very good!

'81 While attending Pitzer as an NABW (National Association of Banking Women) Organizational Processes student writes Pat Illg from Tucson, Arizona, I was at the same time working in banking and had been for many years. The Organizational Processes Program has helped me prepare for the rapid changes that are occurring in the finance industry. In coping with the stress and anxiety related to change, the emphasis on psychology has been of great benefit. The diversified courses required have helped to give perspective to my job and banking in general. Numerous economics courses have given me some background from which to work in evaluating different opinions on economic trends. All in all the Organizational Processes Program has enabled me to handle my position as the branch manager of a medium-sized office with more ease, a broader perspective, and a better mental attitude.

The Sociology program has been established to help our students both to achieve and contribute to a systematic understanding of societies and the varied social contexts of human enterprise, including their own. We conceive of sociology as an integral part of contemporary liberal arts as well as a specialized scientific and scholarly discipline. Accordingly, our program is intended to meet the needs of students who enroll either in a single sociology course or a full sociology concentration; of students who pursue careers in sociology and allied fields or careers that are far afield. The curriculum has been flexibly arranged and grouped into three categories. "Topics" are for students wishing to acquire an understanding of some particular aspect or problem of society. "Topics" have no prerequisites. "Advanced Subjects" are for students wishing to build upon previous sociology coursework. "Sociological Theories and Methodologies" are for students wishing also to concentrate in sociology. The faculty consists of Homer Garcia, assistant professor of sociology and Chicano studies; Glenn Goodwin, professor of sociology; Paul Goldman, assistant professor of sociology and organizational studies; Charles Goldsmid, visiting associate professor of sociology; Laud Humphreys, professor of sociology; Peter Nardi, associate professor of sociology; Albert Schwartz, Special Assistant to the President and professor of sociology; Ann Stromberg, associate professor of sociology; and Rudi Volti, associate professor of sociology.

Organizational Studies is an interdisciplinary program which helps the student integrate the insights of those social science disciplines — sociology, psychology, political studies, economics — that traditionally have studied organizational phenomena. By taking courses in each of these areas, students develop an awareness of the complexity of organizational phenomena and of the intellectual and practical utility of various perspectives. During the students' junior or senior year they take a year-long, ten-hour-a-week internship in a business, government, or non-profit organization, usually working on a specific organizational project or report. Beginning in 1982-83 some organizational studies concentrators will satisfy their internship requirement by working with the Pitzer College Social Science Clinic. The Clinic will use student-faculty teams to address specific problems brought to it by participating outside organizations. Faculty members include Harvey Botwin, professor of economics; Donald Brenneis, associate professor of anthropology; Lewis Ellenhorn, professor of psychology; Ira Gang, assistant professor of economics; Paul Goldman, assistant professor of sociology and organizational studies; Karen Kennedy, associate dean of students; James Lehman, assistant professor of economics; Peter Nardi, associate professor of sociology; Ann Stromberg, associate professor of sociology; John Sullivan, professor of political studies; and Rudi Volti, associate professor of sociology.

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