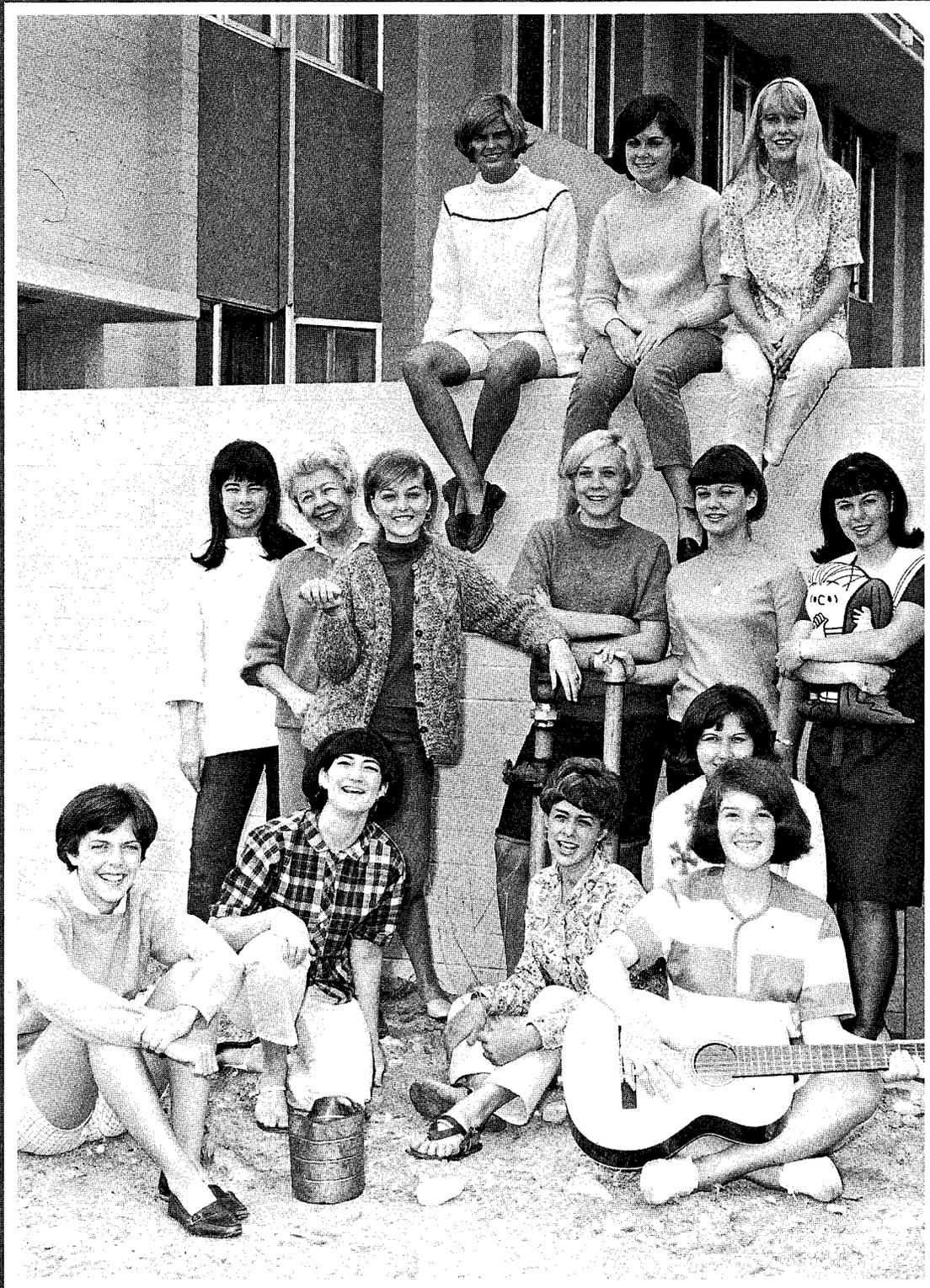


PARTICIPANT



The Pitzer College Magazine, Fall 1983

In This Issue

History

For a concentration in history, students must satisfactorily complete a minimum of ten history courses. One of these shall be the Seminar in History. Courses must be taken in at least three of the six following fields: ancient and medieval Europe, early modern and modern Europe, United States, Asia, Africa, and Latin America. Four or more courses must be taken in one of these fields. At least one of the three fields must contain some work in pre-modern (C. 1400) history. Students must, in addition, satisfactorily complete three courses in one of the social sciences. The selection of the area is to be determined in consultation with their history advisor. Students emphasizing European (other than English) history are expected to have competence in a relevant European language if they expect to pursue graduate study in this field. In addition to the specific requirements for the concentration in history, the history faculty encourages its concentrators to acquire a broad background in the liberal arts. Superior students will be nominated by the history faculty for an honors program. Such students will write a thesis. The thesis (one or two courses) will normally be taken in addition to the basic requirements for concentration.

Classics

A coordinated program in classics is offered by Pitzer, Scripps, and Pomona Colleges. The curriculum in classics is designed to give students opportunities to read works of classical literature in the original languages and in English translation, and to obtain a

knowledge and appreciation of the classical civilizations as they stand at the roots of modern civilization. Two options are available for concentration: (a) *Classical Languages and Literature*, and (b) *Classical Studies*. To complete the option in *Classical Languages and Literature*, a student must complete satisfactorily at least seven courses beyond the first-year college level, selected from at least two languages among Greek, Latin, and Hebrew. As many as three courses from other ancillary fields — including art history, anthropology, history, religion, and philosophy — may be substituted for language offerings if warranted by the student's program and approved by the concentration advisor. Additionally, each concentrator is required to complete the *Senior Seminar in Classics*, and to pass comprehensive examinations in classics during the second semester of the senior year. Students intending to pursue graduate study in classics or related fields are strongly urged to take or show qualification for the equivalent of at least two courses in French and/or German. Some students who are especially well prepared will be asked to complete a senior thesis on a subject to be selected in conference with their concentration advisor. Normally the thesis will be completed no later than the beginning of the spring semester of the senior year. The option in *Classical Studies* is designed for students who seek a background in classical civilization, while they anticipate a career in law, medicine, business, or other pursuits for which a liberal arts education is appropriate. To complete the option in *Classical Studies*, a student is required to take at least nine courses in classics and related fields, including at least three courses in Greek or Latin language. The remaining six courses are to be selected in consultation with the student's advisor from offerings in ancient intellectual and political history, art and archaeology, mythology and religion, linguistics, and philosophy. Each concentrator is required to write a senior thesis (one course credit), and to pass a comprehensive examination in classics. Pitzer College is a participating member of the *Intercollegiate Classics Center in Rome*. This center, composed of students and faculty drawn from a limited group of liberal arts colleges, both public and private, with strong programs in the classics, makes available to its members a carefully supervised junior year or semester abroad in Rome in classical studies. Nominations from Pitzer College to the center will be made from students participating in *The Claremont Colleges Classics Program*.

Participant is mailed on a complimentary basis to alumni, parents, and donors.

Your comments on articles published in *Participant* are invited. Letters should be sent to Editor, *Participant*, Pitzer College, Claremont, California 91711. Letters are subject to editing.

Typography:
Mergenthaler Galliard Roman
Via Type Corporation

Printer:
Penn Lithographics, Inc.

Cover: J-I Holden, 1966. Pictured are (from left) Bottom row: Sarah Mendell Brown '70, Cindy Hatcher Flint '68, Margaret Stamps Bonkowski '69, Janet Clover Burns '68, Iris Levine Shuey '68; Middle row: Ann Archer Davis '69; Kathryn Wickersham, Assistant Resident, Holden Hall; Ruth Ann Kennedy '68; Roberta Olsen Kennedy '68; Gayle Breitbart Lieberman '69, Linda Carmona Monroe '68; Top row: Heather Gosewisch '69; Sheryl Fuller '69; Victoria Lindelof '69.

Special thanks to Ann Maberry, registrar, for her help in identifying alumni pictured on the cover and on page 3.

PARTICIPANT

The Pitzer College Magazine, Fall 1983

Volume 18, Number 1, Fall 1983

Editor: Katharine M. Morsberger

Staff Photographer: Sue Keith

Design: Brown/duBois

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From the President

AS I CONSIDERED possibilities for an appropriate introduction to this issue of *Participant*, devoted to the history and classics field groups, I wondered if anyone recalled how we had chosen our motto, *provida futuri*, mindful of the future.

I discovered that John Atherton, Pitzer's first president, had consulted Robert Palmer, professor of classics at Scripps College, who responded "... I am convinced ... that a college without a suitable Latin motto is doomed to start with." In the ensuing discussions, the theme of a balance of past and future remained uppermost. Indeed, the emphasis on the past is quite evident in Pitzer's founding faculty, which included an historian (Werner Warmbrunn) and a classicist (Stephen L. Glass).

Palmer suggested five versions of the motto, based on the Vulgate Wisdom of Solomon 8:8. "... *et si multitudinem scientiae desiderat quis, scit praeterita et de futuris aestimat*. Whoever desires a plenitude of knowledge knows the past and makes judgments about the future." Atherton responded, "... we have decided to use ... *praeterita sciens, de futuris aestimans* ... because it has a root not only in the Bible but in Solomon's wisdom, and I don't know how we could do better than that."

By what means we then arrived at *praeterita sciens, provida futuri*, knowing the past, mindful of the future, and, further, why only the second phrase actually appears on the seal, I have yet to discover. Neither John Atherton nor Tom Jamieson, who designed the seal, could not be reached as we went to press.

Pitzer Seal
Tom Jamieson, designer, 1963

From the Editor

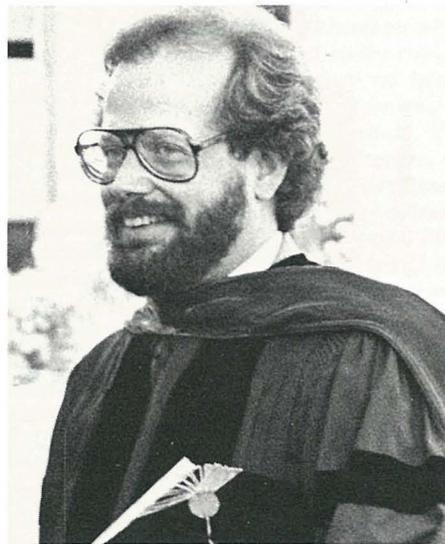
AN AURA OF festivity and celebration characterizes our twentieth anniversary year. Our publications for 1983-84 reflect this atmosphere of celebration with a holiday departure from our usual pattern. The fall *Participant*, celebrating the history and classics field groups, will be followed in January by a special anniversary celebration issue.

In the spring, instead of the spring *Participant*, there will be a special anniversary number of *The Pitzer Connection*. We invite alums to write to Dolores Barrett, director of alumni activities, and bring us up-to-date on your lives. After all, what makes each of our publications special is the contributions from members of the Pitzer community, especially the lively and varied letters from our alumni.

"Not enough room on the seal," Palmer and Glass once suggested. Yet, as Steve also pointed out, "... of all The Claremont Colleges' mottoes only Pitzer's directs its faculty and students to a pedagogical course of action." Reason enough, I would agree, for the Pitzer community to be mindful of this bit of Pitzer's history.

Frank L. Ellsworth

Frank L. Ellsworth
President and
Professor of Political Studies



Frank L. Ellsworth, President and Professor of Political Studies
Inauguration Day, February 7, 1980
Photo: George Adams



The Pitzer History Project

by Werner Warmbrunn

In the spring of 1968, we realized we would soon be graduating a very special class, the first group of students to attend Pitzer for four years.



J-2 Holden, 1966. Seated: from left Marina Iossif '68, Heidi Scheuber '68; Sherry Van Liere Frawley '69, far right. Standing: Fourth from left, Susan Hall Patron '69, followed by Joan Sutphen '69, Joanna Jarvis Brick '69, Caroline Reid McAllister '68, Carole Cromwell Ross '67, Alice Meier Henley '69 (fifth from right), Louise Beaudette Thornton '68, Virginia Ebright Kennedy '69 (second from right).

These students were true pioneers: they had come on faith to a new college still on the drawing boards. In their turn, they had a hand in shaping the College through Town Meetings and community government. We had, therefore, a rare opportunity to learn from this pioneer class something about their experience at Pitzer.



Early campus scene. Photo: Arthur Dubinsky



Some members of the history faculty, 1968-69. Back row, from left: Miles Everett, Rena Vassar, Barbara Shapiro, Allen Greenberger. Seated, front: Stephen L. Glass.

Thus the Pitzer History Project was born. Six students enrolled in a special history seminar and the instructor interviewed all but five members of the graduating class. We also collected as many of the written records of these early years as we could and devised a permanent filing system for our archives.

In the years since 1968, we have continued to interview a percentage of most graduating classes, and now have approximately 300 student interviews on tape. On the occasion of the ten-year reunion, we re-interviewed nine Pitzer alumni from the first graduating class. Our tape collection contains interviews with thirteen faculty members, many of whom have since left the College. Presidents Atherton and Atwell granted us multi-hour interviews, which remain under seal with the Oral History Program of the Claremont Graduate School.

In the spring of 1982, beginning with four of the earliest faculty members, we began a series of interviews with colleagues about the intellectual influences that have shaped their thoughts and their teaching. By collecting a number of such interviews, we will gather material for a description of the intellectual climate of the College over the years.

The Pitzer Oral History Project owns approximately thirty tapes which record specific events in the life of the College, such as Town Meetings, faculty meetings, and President Atwell's announcement of his resignation. Our archive of written documents has also grown considerably. Box after box accumulated underneath the work table in my office. Finally, Allison Brill '83, Pitzer's temporary archivist, began classifying documents, now located in a Pitzer History Room in Avery Hall, and wrote a paper providing a basis for discussion of the proper archival disposal of Pitzer records, a question as yet unresolved.

When we first designed our interview questionnaire in 1968, we consulted with faculty from psychology, settling on a brief set of questions focused on the student's experience with the College. Beginning with initial expectations and experiences, we asked seniors for their opinions about faculty, administration, fellow students on either side of Mills Avenue, community government, and about special moments during these years. We deliberately stayed away from "personal-personal" experiences because we felt that they were not germane to the purpose of accumulating documentation for a history of the

College. Materials considered too personal were erased from the tapes, and participants also have the right to restrict access to the tapes for a given number of years. Rather unexpectedly, the interviews frequently turned into close and emotional experiences for the interviewer, the interviewee, or both. Thinking about four important years in one's life can bring up memories or yield insights.

In recent years, most of the interviews have been conducted by students enrolled in the required seminar for history concentrators. We have tried to reach a random sample of the senior class, though this has not always been possible.

Already students are beginning to analyze material collected by the Project. Lance Abbott '80 wrote a paper about the founding of the College, and Kenneth Cheitlin '78 made an analysis of the Project, including recommendations for the future. In 1982, Dan Herman '83 wrote about "Pitzer College and the New Left Movement of the Sixties." He found that "student radicalism never took hold at Pitzer because . . . noticeably lacking in the Pitzer situation was antagonism between the students and faculty," and claimed that "the young and progressive nature of Pitzer attracted romantic, active people, both among faculty and students. At Pitzer both teachers and students valued idealism and moral commitment." A cooperative attitude also existed between students and administration, and Herman noted that in the late sixties, "Pitzer answered almost every New Left doctrine including participatory democracy, moral commitment, small size and a student voice in education." Therefore, there was simply no need for ideologically radical groups, and he found that the few truly ideological Marxists at Pitzer soon left to attend larger institutions where they would find more support for their views.

Russell Le Donne '83 in his 1982 study, "A Decade of Differences: 1972-1982," found that both 1972 and 1982 graduates tended to qualify their answers and be quite self-critical, a tendency which he attributed to Pitzer's educational stress on complexity. Words like "jive, sham, hep, hip, hassle, groovy, cool, and love-in" disappeared from 1982 student vocabularies; 1982 students, less irritated by the Pitzer stereotype, seemed more self-confident; social life at Pitzer was more cohesive and important to 1982 students; and, by 1982 co-education was no longer an issue.

Link Nicoll '83, in "The Pitzer His-

tory Project: A Listener's Perspective of Pitzer College," compared ten interviews of the 1968 pioneer class with interviews of 1982 seniors, finding that the 1968 interviews "reflect a more family-like atmosphere," while in recent years students have tended to view the College more impersonally. More students were involved in governance in 1968 than in 1982, and 1982 students found it more difficult to get things done. Students in 1968 regularly reported personal contacts with the faculty; 1982 students focused more on faculty teaching ability. Comparing the women students of 1968 and 1982, Nicoll found that the older generation created the existing Pitzer freedom, but senses a continuity in the kind of student that seems to flourish best at Pitzer: ". . . you have to use your mind creatively, to think independently." Both Nicoll and Le Donne emphasize how useful the history project has been to them to get a more personal sense of Pitzer's past and present. The Pitzer History Project has served practical and educational purposes in the past. A big part of our job, however, still lies ahead. The Pitzer archives must be reorganized and kept up-to-date; the more important tapes should be transcribed; a subject index begun by Karen and Jean Trull in the sixties should be updated.

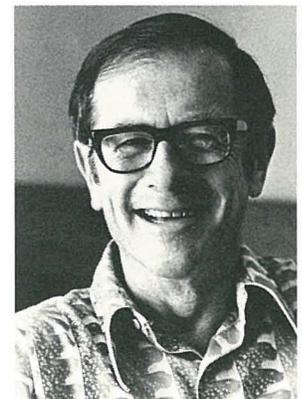
I find it hard to conclude this article without thanking the students and faculty members who have participated in the project. In a certain sense, the Pitzer History Project is a microcosm of the College, a collaborative community endeavor originating in the minds of a few instructors and students, carried forward largely by students with the encouragement of faculty members, and producing research and scholarly investigation. It is our hope that the Pitzer History Project will continue to serve as a joint scholarly enterprise to explore and articulate the past in order to provide a context for Pitzer's future.



John W. Atherton, Pitzer's first president, with a model of the campus.

Photo: Arthur Dubinsky

Werner Warmbrunn, professor of history, received his B.A. from Cornell University and his M.A. and Ph.D. from Stanford University. Before joining the Pitzer faculty in 1964, he was Director, Peninsula School; Foreign Student Advisor and Director of the International Center, Stanford University. He has been a Fulbright Senior Research Fellow in Germany and is a past president of the National Association for Foreign Student-Affairs. He is the author of The Dutch Under German Occupation 1940-1945, published by Stanford University Press, and he is currently at work on a study of the German occupation of Belgium during the second World War.



Werner Warmbrunn over the years at Pitzer.

Seminar in Mexico

by Katie Leovy '83



Russell LeDonne '83 on the beach at Ensenada. Photo: Link Nicoll '83

PITZER PRIDES itself on an unusual assortment of things: The Grove House, the governance system, festivals on the mounds . . . and small classes. Consider what happened last year when one of the college's history classes was "too big."

The class went to Mexico.

The seminar in history, which examines theories and methodologies of historical analysis, is required of all juniors majoring in the subject, and the class of 1983 boasts one of the largest crops of history graduates yet. Professor Werner Warmbrunn needed to work long hours when the class sometimes split into two groups to facilitate discussion. Since each of the twenty-five students had to give a forty-five minute historiographical presentation, he announced that the class would have to meet some weekend to listen. And listen. And listen.

However, in order to make the weekend more palatable for all concerned, Professor Warmbrunn encouraged us to consider extra-Claremont locales. And when Russ Le Donne '83 and Professor Allen Greenberger suggested Ensenada, Baja California, the Pitzer History Seminar in Mexico was initiated. On a sunny Friday in April, Professors Greenberger, Warmbrunn, and Mary Ann Jimenez set off in the Pitzer van for Ensenada. "It was unique," reflects Warmbrunn. "For the first time, the whole history field group went off on a conference together."

The weekend was organized as a simulation of "real-life" historical conferences. Right after we settled into the motel, we were summoned into the "conference room," an enclosure near the motel's pool hastily equipped with card tables and folding chairs, where the panel of faculty addressed the subject of "Historians and History," discussing what had drawn them into their field of study and what kept them interested in it. When the conference adjourned for the evening, some students locked themselves in motel rooms, frantically preparing for the next day's talks; others elected to delve into Ensenada's night life.

The conference began in earnest the next day. Sunshine and the pool would wait until the noon break, when faculty and students attempted to convince the other vacationers that they really *were* members of a history conference. "We never had classes like this when I was in



Professor Warmbrunn challenging Katie Leovy's paper. Included in the picture are Kenneth Harris '83, Anne Dederer '83, Michael Lester '83, Steve Smith '83, Paul Hoffman '84, Russel LeDonne '83, Eve Hewitt '85. Photo: Link Nicoll '83.

college,” scoffed one deck-chair skeptic. If any students shared his doubts, they had only to gather up their file cards, take their places at the head of the tables facing their peers and professors, and expound for half an hour on the changes in historical interpretation of Event X. This was no vacation. The enthusiastic discussion and pointed questions following each presentation turned both of Saturday's sessions into challenging, four-hour-long history marathons. In the morning, presentation topics spanned over 1000 years, from the beginning of the Middle Ages to the Irish Easter Uprising of 1916; the afternoon session focused on the origins and consequences of the two World Wars. Fun stuff, that.

The weekend's syllabus quite clearly read “Dinner and Evening: On the Town.” So, despite the long day's work, the dedicated historians tackled this assignment with energy. The group split into smaller research teams to explore Ensenada's restaurants, cantinas, and discos. Later, after one local catapulted himself off a dance platform and crash-landed on a nearby table, some of the researchers headed for the relative

safety of the motel and the beach. Yet even the sands were full of adventure. Flashlight beams clicked back and forth behind the beachwalkers as voices yelled “*Hombre — Alta!*” and “*Sir — Stop — Police!*”

Despite Saturday night's merriment, we returned to intense intellectual pursuits on the conference's last day, with students reporting on topics in biography or current history — their work with the Pitzer History project. Although a poolside mariachi band prompted the historians to vacate their conference hall and scramble for a quieter motel room, they managed to conclude the conference and head for home.

What made the weekend memorable was, quite simply, the company. The history field group seems to enjoy a special kind of camaraderie — and Ensenada was a natural extension of that. This *esprit de corps* prompted more than one student to regard the weekend as “the most fun I've had at Pitzer,” and one professor to remark that “It's what Pitzer is all about: students and faculty learning together and relating to each other in a special way.” We'll all have our favorite memories — perhaps Russ incessantly snapping pictures, Stan rushing out of the frigid Pacific waves,

Link wincing as the mariachis interrupted her presentation, Professor Warmbrunn shepherding spirited students along a dark street, calling “Friends! stay together, friends!” or Professor Jimenez returning from an early morning jog, breathlessly recounting her brush with armed and angry federales. I know I'll think of one particular evening in a seafood restaurant. As several of us sampled each other's platters and argued the relative merits of Dos Equis and Carta Blanca, Professor Greenberger looked around the table and beamed. “Look at this,” he exclaimed softly, “good music, good food, and good friends. Isn't life really wonderful sometimes?”

Katie Leovy '83, history, from Portland, Oregon, was co-editor of Pitzer's student newspaper, The Other Side, from 1981-1982, and served as a student representative to Pitzer's College Council in 1982-83. She now plans to work at a ski resort and apply to medical school.

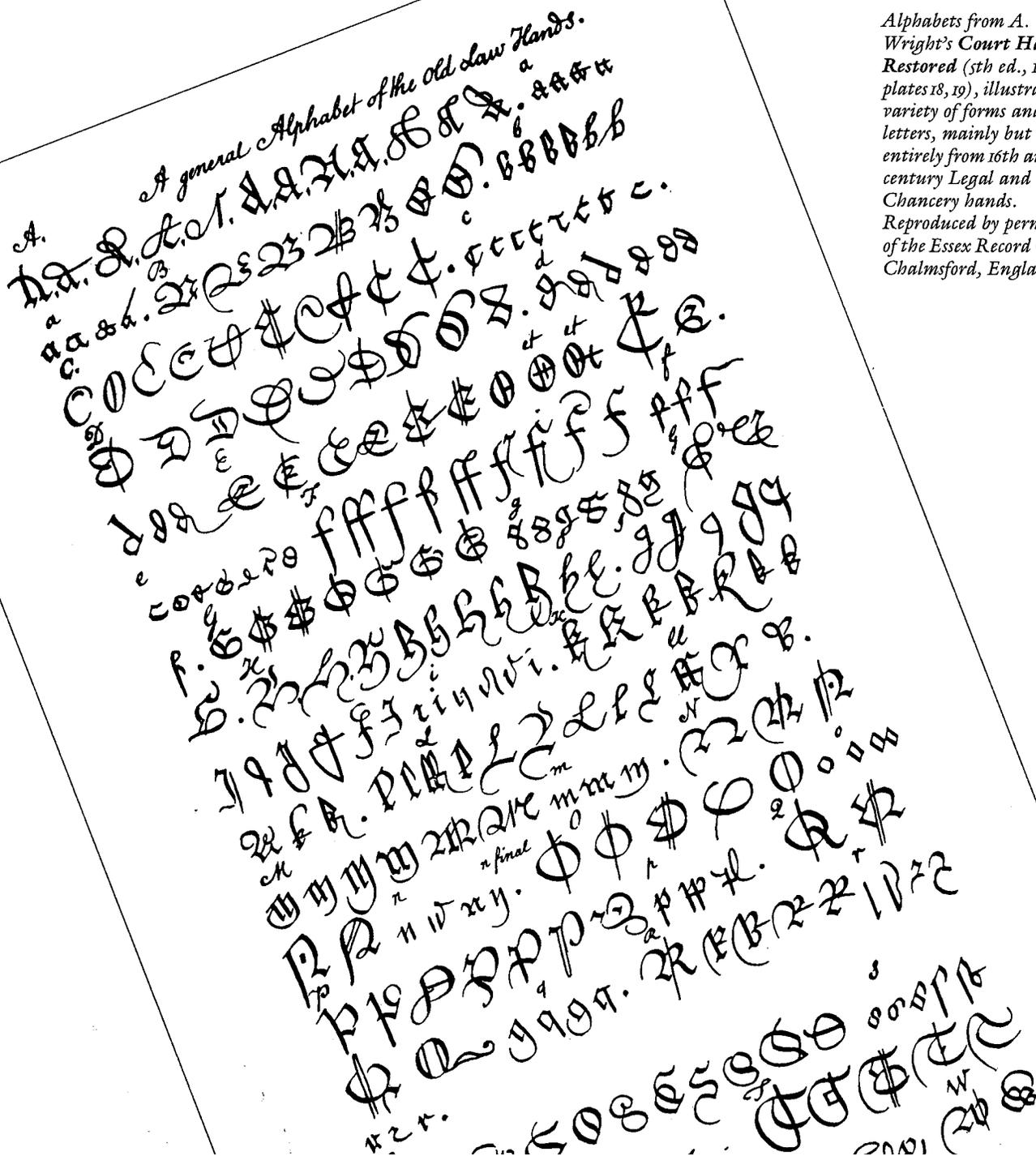
An American Historian In England

by Mary Ann Jimenez

IN THE FALL of 1982, funded by the Graves foundation, which gives grants to faculty who are in the early stages of their career in order to enable them to explore areas crucial to their research and teaching interests, I spent my sabbatical in England doing research on the nature of 17th and 18th century English settlements in East Anglia. Those outside of academia may wonder on what basis such awards are

given and with what results. In my case, one might further wonder why an American historian would be given a grant to do research in English history.

During four years of teaching and research in American colonial history, I had become increasingly convinced that the parochial nature of graduate education in American history had not fully prepared me to understand the nature of colonial settlements in America. American history typically starts in 1608 with the founding of Jamestown, or at the earliest with the exploits of Sir Humphrey Gilbert and other English adventurers and their attempts to establish permanent settlements in North



Alphabets from A. Wright's Court Hand Restored (5th ed., 1818, plates 18, 19), illustrating a variety of forms and letters, mainly but not entirely from 16th and 17th century Legal and Chancery hands. Reproduced by permission of the Essex Record Office, Chalmersford, England.

America in the 16th century. The nature of English settlements and culture is rarely explored as an issue central to the understanding of the historical experience of the American colonies, although the plain fact remains that those peopling the colonies brought with them the values and expectations of Englishmen and women. American historians, ironically, currently hold the notion that the colonies sought not only to imitate the mother country in the first century of their existence, but to surpass it in the very Englishness of their social order. Historians have further argued that 18th century New England settlements were characterized by an increasing "anglicization," by which process these now crowded towns were becoming more conservative, more stratified, in short, more like English towns. The increased similarity between New England and English settlements is said by some to be part of a conscious effort to replicate English forms in the face of increasing tensions within the New England social order. Although I was offering these interpretations of the colonial period in my course, I knew very little about the nature of English settlements in this period.

While the idea for the research came to me very naturally, arranging to do it was a far more difficult matter. As soon as I received the Graves award, I began to plan for my stay in England. Although I had done extensive research in the New England archival records, much preparation and consultation with friends and colleagues who had done research in English history, long hours in the local libraries with catalogues of English archival depositories were necessary before I had a clear idea of where to go and what to look at. A social historian is interested in *any* document from the past — from overseers of the poor record books and receipts to records of ecclesiastical

courts, and records of bishops' visitations to parishes. In the case of English archival deposits, a great deal of material must be sorted through, as records commonly go back as far as the 14th century. The English had a very strong propensity to keep records, or so it seems to the historian: deciding where to spend the limited amount of time I had was the greatest challenge of the research. Since I was particularly interested in the cultural and social forms which shaped the American colonial experience, I concentrated on East Anglia, the area which spawned the largest Puritan migration to New England in the 17th and 18th centuries. I, therefore, examined many kinds of records in Cambridge, Essex, and Norfolk in that region, and I also worked in the London Public Record Office, spending most of my time in these places with ecclesiastical records, quarter sessions court records, overseers of the poor records and miscellaneous records from town archives. One great difficulty was simply reading the records. Some of them are in Latin or in a combination of Latin and English, others feature idiosyncratic abbreviations, and all the records are virtually illegible to the modern reader. I was forced to take a special course at Cambridge University simply to learn how to read these records!

Through my research and my participation in seminars at Cambridge University and at the Cambridge Group for the History of Population and Social Science, I reached some rather startling conclusions. Seventeenth and even 16th century English settlements bore a striking ideological resemblance to late 18th century and early 19th century New England society. In these English towns individualism was highly valued, contractual relations were paramount, and there was a marked absence of all those social conventions which led one historian to characterize New England towns in the 17th and 18th centuries as "closed, corporate peasant communities." In addition, there was a wide market for labor and much geographic and even social mobility among laborers. These factors, combined with a matter-of-fact attitude toward sexual and even religious deviance, suggests to me that the Englishmen of the 17th century were far more libertarian than the colonists were to be even in the 18th century. The unremitting religiosity and mysticism through which the colonists viewed much of their experience was clearly lacking among the English,

as were the well-documented anxieties that threatened the colonists' peace of mind. In these and other respects the small towns of East Anglia were far more capitalistic, more democratic, more tolerant, and more secular than were the towns founded by English men and women in America; in fact, far less conservative than colonial settlements in the 18th century. The colonists then were becoming more *unlike* the real England, rather than more "anglicized." English social historians now are arguing that the emphasis on individualism and contractual relationships has characterized English society since the 13th or 14th centuries.

This view must give pause to the American historian, who argues that not until the end of the 18th and beginning of the 19th century did individualism and respect for contract become important in this country. Assuming that New England towns were indeed closed corporate peasant communities, the question becomes: which England were the colonists recreating in these colonial settlements? It is clear that the desire to be like England was strong up to the American Revolution, but the image held by the colonists was a far more conservative one than actually existed. This is especially problematic for the first generation of settlers, who had direct experience with English life. As dissenters, these men re-fashioned English society by recreating it in their imagination. The fact that the English settlers fashioned an entirely new society, based not on models from their past, but on a more compelling symbolic reality, suggests a break with



*Mary Ann Jimenez in the classroom.
Photo: Lowell Amrine*

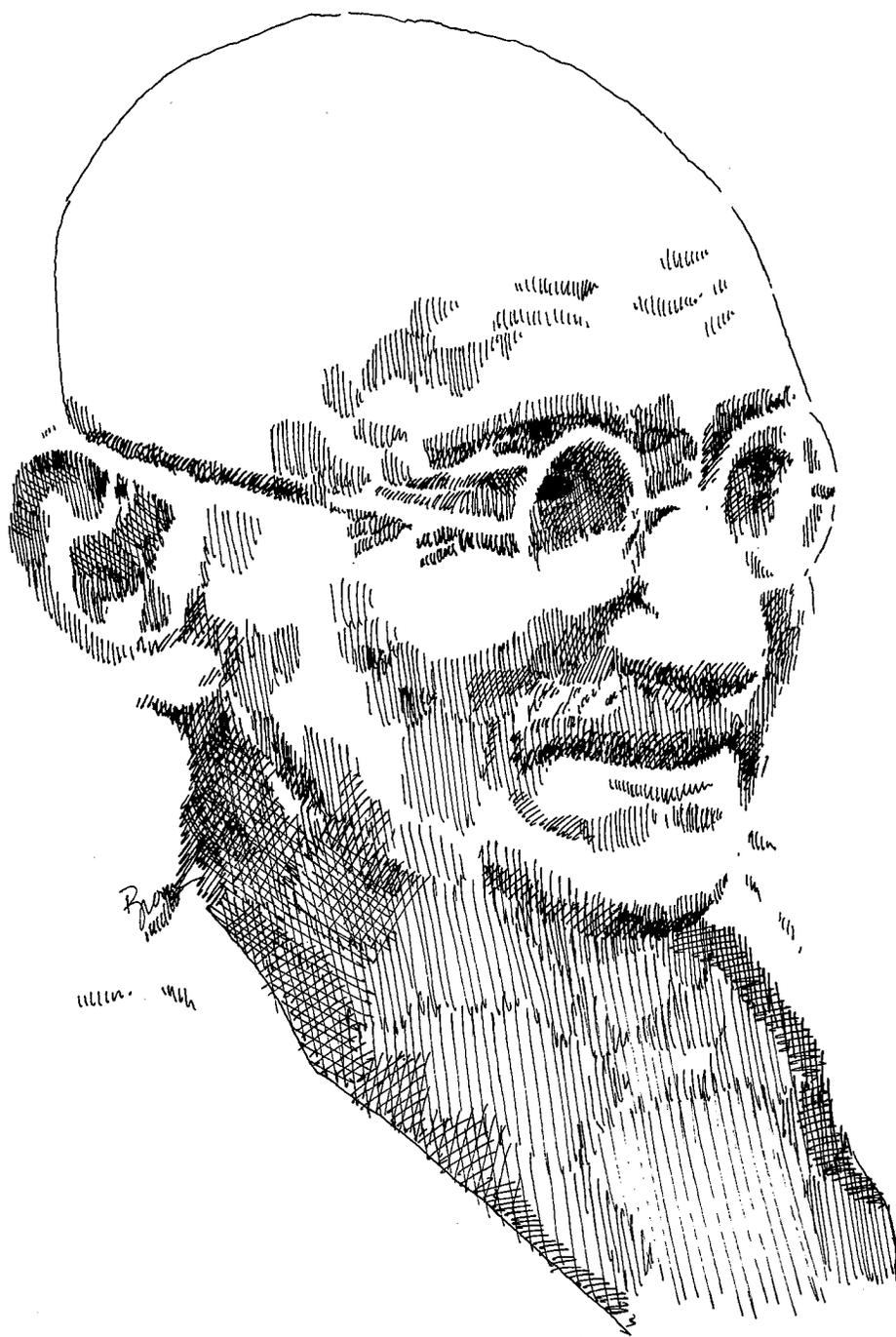
traditional interpretations of 17th and 18th century American history.

Since my own work has been concerned with this question in the colonial period, I was also interested in English perceptions of deviance in this period. In England, the responses to most kinds of deviance seem to have been legitimized and institutionalized earlier. The perception that there was nothing that filled the Englishmen with horror (as opposed to the many things that filled the colonist with horror) was corroborated by other historians working in witchcraft, sexuality and poverty in England's social history.

What are the long-range implications of this research for my professional life? The work I did on deviance in 17th and 18th century England has already had a great impact on my own research on madness in colonial America. The differences in the English and colonial reactions are seemingly structural rather than cultural in nature, and these very differences have helped me illuminate the underlying dimensions of the colonial response.

Most importantly, I now have to rethink my approach to the colonial period in my teaching. I have discarded many of the historiographic truisms about English history learned from my graduate school days and am developing a slightly different version of the colonial experience, based on my work and not on inherited arguments. As I understand more clearly what it meant to be English in the 17th and 18th Centuries, I also have a new comprehension of what it meant to be American. Finally, I have begun to redirect my own research interests as a result of the English experience and now wish to do more work on the relationship between English social history and colonial history. It is because of this that I can say with confidence, I shall return to East Anglia!

Mary Ann Jimenez, assistant professor of history, joined the Pitzer faculty in 1978. She has her B.A. from Immaculate Heart College; M.A., from the University of California, Los Angeles (UCLA); M.S.W., San Diego State University; and the Ph.D. in social policy and Ph.D. in American history from Brandeis University. To undertake her research in England, she was awarded an Arnold L. and Lois P. Graves Award in the Humanities for fall semester, 1982-83.



Gandhi

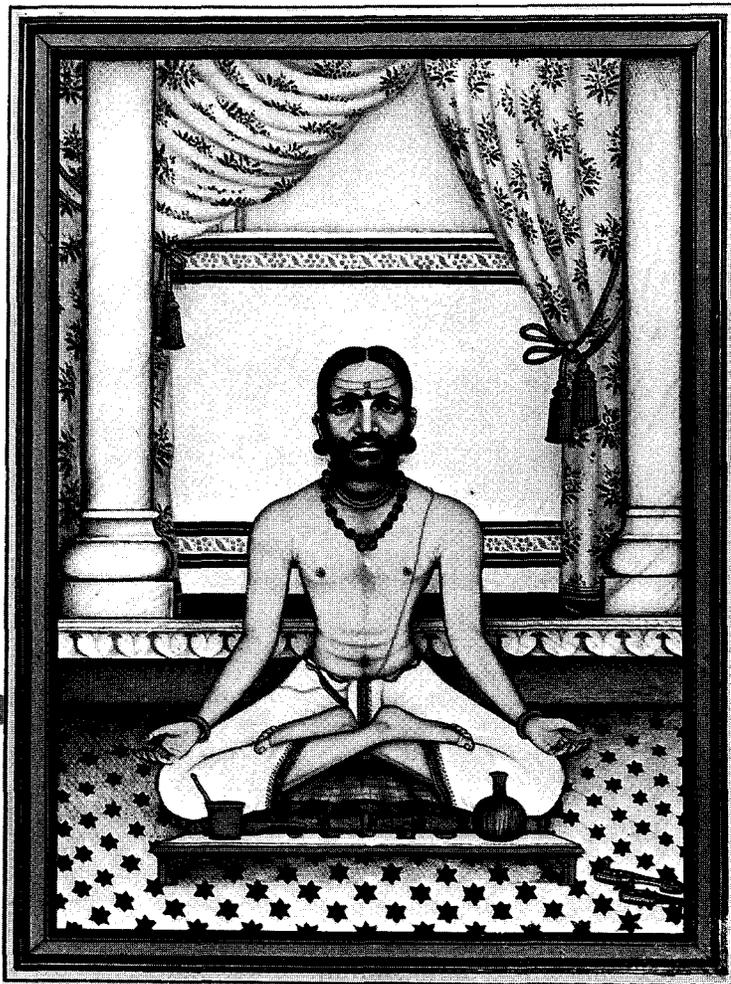
by Allen Greenberger

THE TWENTIETH century has seen the end of the colonial era under which Europe dominated the world. This transformation was shaped by many Third World leaders of whom none was more remarkable than Mohandas Karamchand Gandhi. Born into a very traditional family in a remote part of India relatively untouched by British influences, Gandhi from childhood encapsulated many attitudes and traits which influenced not only his life but the course of Indian nationalism. In his *Autobiography: My Experiments With Truth* he has given a remarkably honest portrait of his youth. Gandhi believed himself to be a weak, inadequate person with no particular talents. In fact, he was sure that he was a coward: "I used to be haunted by the fear of thieves, ghosts, and serpents. I did not dare to stir out of doors at night. Darkness was a terror to me." In his personal sense of inadequacy Gandhi differed from most other revolutionary leaders, who were extremely confident youths, yet this feeling mirrored a similar attitude among the Indian elite in the face of British rule. The fact that Britain had conquered India and ruled her using little physical force seemed clear evidence to both Indians and British that the Indians were weaklings. If this were in fact the case, continued British rule was justified and inevitable. Until the arrival of Gandhi on the scene in the 1920's, all attempts to break out of this trap had been futile. Indian nationalists had tried both parliamentary and terrorist tactics which, while achieving some results, had remained dependent on essentially British-based values. So long as this was the case, Indian self-respect and confidence were impossible to achieve.

A second problem which the young Gandhi faced was his sexuality. Married at the age of thirteen, he took enormous pleasure in the discovery of sex with his child bride Kasturbai. A dramatic incident brought the recognition of the need for self-control. At the age of fifteen he was serving as nurse to his seriously ill father. Relieved by an uncle, he went to his wife and demanded that they have sexual relations despite the fact that Kasturbai was seven months pregnant. During the act there was a knock on the door and Gandhi was told that his father had died. Gandhi's guilt was compounded by the fact that the baby died a few days after its birth.

The need to control himself regarding sex eventually worked itself out into a system of total control. In this act of controlling himself, Gandhi found the answer both to what he perceived as his lust and also to his general weakness. Self-control was an aspect of traditional Hindu thought; Gandhi transferred it from the private sphere to the public. Through self-control it was traditionally thought that one attained power not only over one's self but over one's environment and the cosmos. Given the central Hindu tenet of the identity between the world soul and the individual soul, this made sense. With self-control one had power. For Gandhi the process of self-control began with his refusal to eat certain foods and the acceptance of celibacy and developed into fasting. His completed system involved the refusal to follow laws which he deemed unjust, not to force others to do what he wanted (although it often had this effect), but to demonstrate strength by commitment to the truth.

Once this definition was reached, Gandhi showed the path for both himself and for the Indian people to overcome their sense of inadequacy. Up to



Gandhi was very much in the Indian tradition. Compare this traditional painting of Maharaja Ram Singh II of Jaipur. Photo courtesy of the American Federation of Arts.

this point Indians, particularly the English-influenced elite, defined their sense of worth by British standards. According to these, the ideal was to be "manly." This meant self-control, activism, acceptance of public responsibility and courage.

Gandhi's approach resonated with the Indian tradition and political position. It was first crystallized in South Africa. The years in South Africa changed Gandhi from a dapper young English-trained lawyer who dressed in the most careful English fashion and worried about riding in first-class train carriages to an activist wearing Indian clothes and doing his own laundry without shame. They also witnessed his discovery of the concept of *satyagraha*, usually inadequately translated as passive resistance. For Gandhi it certainly was not passive: "Truth (*satya*) implies love, and firmness (*agraha*) engenders and therefore serves as a synonym for force. I thus began to call the Indian movement '*satyagraha*,' that is to say, the force which is born of Truth and Love or non-violence."

To be brave and active and hence "manly," one did not have to act like an Englishman. This was an important step not only in finding a technique which would work and was suited to the Indian tradition, but also one which allowed the Indians to gain self-confidence on their own terms.

In a typical *satyagraha* campaign, the Indians committed themselves to oppose a particular law which Gandhi believed was immoral. Their opposition might take many forms, ranging from boycotts to mass demonstrations, but all were carried out with complete non-violence. The demonstrators had to be willing to be beaten and go to jail. Designed to create a firmness of conviction, active involvement and commitment, *satyagraha* enabled the Indians to regain a sense of competence and control over their environment through self-control.

For Gandhi, *satyagraha* was not a



technique but rather the practice of truth itself. Since means and ends were identical, particular events took on importance. *Satyagraha* was not used against the entire institution of British rule in India, but against specific inequities such as oppressive indigo planters and the salt tax. By focusing on particulars, Gandhi was able to reach the Indian masses who had heretofore remained outside the nationalist movement. He instinctively understood their needs, which were personal and local. To them he increasingly appeared to be a Hindu saint. Yet Gandhi was never a traditional Hindu saint because his concerns were as much public and political as they were private. As he said: "Men say I am a saint losing myself in politics. The fact is I am a politician trying my hardest to be a saint."

Whether he was a saint, a politician or both, Gandhi left his mark. While the British had been granting the Indians more political rights for some time and were weakened by World War II, Gandhi's stubbornness and power over the Indian people speeded up the process to independence. In assisting India to gain independence, Gandhi acted for the entire colonial world. India was the gem of the British Empire, and once the decolonization process began there, it spread rapidly throughout Asia, Africa and Oceania. Colonialism had lost its

moral justification in the eyes of both the colonized and the colonizers. Given the violence which accompanied this process elsewhere, Gandhi's importance is evident.

Gandhi claimed that *satyagraha* had universal validity and it certainly has had its effect, most notably on the civil rights movement of Dr. Martin Luther King. Yet, to be fair, the success of Gandhi's movement depended as much on his opponents as it did on his supporters. Despite its racism and paternalism, British rule in India was based on the idea of trusteeship. The British justified their rule by claiming that they were there to prepare the Indians for self-government. While this assertion was often belied by British actions, it nevertheless was a feeling which could be tapped by the moral position taken by Gandhi. Gandhi's notion that the same technique would work against the Nazis in Europe may be touching in its innocence or morally uplifting, but demonstrates that he was in the Hindu tradition as well as having universal significance.

In several particulars, much of what Gandhi sought did not occur. He desired a unified India built on a common humanity, but was unable to convince the Muslims who demanded partition. The result was the division of the Indian sub-continent into two separate states,

and Gandhi's hopes for non-violence were mocked by the murder of a million people during the partition. Yet even here it is possible to consider Gandhi relatively successful. The violence which accompanied the partition showed that the Indian people were not inherently passive and non-violent, but rather that extreme violence lay just beneath the surface. Gandhi's ability to control this violence most of the time, particularly during the partition when he kept Bengal peaceful, demonstrates his strength. His attempts to improve the position of women and Untouchables have been a modified success. Yet his anti-industrial attitude has been completely rejected by independent India.

In several respects he was very successful. The fact that India has remained a functioning democracy since independence, despite its economic problems, low literacy and great heterogeneity, is due not only to the British legacy but to Gandhian influences. Gandhi taught people that they could regain their sense of worth without resorting to violence. He showed that at least in certain conditions one could convert one's opponents by calling on their best rather than their worst side, and demonstrated that controlled emotions rather than hysteria could achieve goals. This made democracy possible in India.



Allen Greenberger with citation for Pitzer College Alumni Association Academic Excellence Award, 1979.

Photo: Kristin L. Olsen '71

This article is adapted from a forthcoming book, Asia in Revolution, co-authored by Allen Greenberger and Arthur Rosenbaum, associate professor of East Asian history, Claremont McKenna College (CMC), to be published in 1984 by Westview Press. In 1980, Greenberger received a Doman Summer Fellowship in the Social Sciences for work on the book.

Allen Greenberger, professor of history, has his B.A., M.A., and Ph.D. from the University of Michigan. A member of the Pitzer faculty since 1966, he was awarded, in 1979, with Donald Brenneis and Susan Seymour of the Pitzer faculty and Arthur Rosenbaum, CMC, a Mellon Grant to develop a jointly-taught course, Women in Asia. He received the third annual Pitzer College Alumni Association Academic Excellence Award in 1979, being cited for "singular dedication to the profession and art of college teaching" and for his "special ability to help students discover their own directions." He is the author of The British Image of India (Oxford University Press, 1969).

For his assistance in obtaining the illustration of the Maharaja Ram Singh II of Jaipur, very special thanks are due to Konrad G. Kuchel, Coordinator of Loans, the American Federation of Arts.

Ars Gratia Artis

by David Schmutz '75

I doubt that any graduating college student finds the problem of new employment to be one easily solved. There were two graduates from the Classics Department in 1975: myself and a colleague named Michael Christie. After several non-productive leads, I enrolled in the Business Administration Program at the Claremont Graduate School to begin the acquisition of some new job skills.

I was amazed to see an article by my fellow classicist on the editorial page of the *Los Angeles Times* in March of the following year. The article began:

One woman who received her Bachelors Degree along with me last June at Pitzer College in Claremont is currently using her hard-earned skills to serve better sodas in an ice cream parlor. Another spends her days working in an automobile repair shop. I am not significantly better off than either of them —

Mike then recounted his plight as an academican at the mercy of the supply and demand laws of the real world:

I got my bachelor's degree in classics. All along I managed to persist in the study of Greek and Latin because I loved the field (still do) . . . I was certain that anyone confident (or crazy) enough to pursue the ultimate in liberal-arts degrees would be rewarded with interesting employment of some kind and earn at least reasonable financial remuneration.

My experience has proved otherwise. It has also shown me a lot about a plight of anybody — with or without a degree — who is seeking work in today's glutted job market.

Considering the rigorous classical academic background to which Michael had applied himself, one could understand his distress. Classics have a reputation in the liberal arts of being one of the most demanding and exacting of scholastic applications.

He found employment at a bookstore in Montclair, and soon was transferred first to Texas and then to Oklahoma City, Oklahoma. After that time I lost track of Michael. It was too bad, as I was interested how this story, yet incomplete, would resolve itself.

A few months ago, I called Michael to find out exactly how his Sisyphean situation had rectified itself. What a metamorphosis had occurred! He and his new wife Ruth were in business for themselves near Oklahoma City, and were very keenly involved in what might be called "seminar management."

It was interesting to speak to Mike as he had a whole new outlook on life and the direction that he was now facing:

While working for B. Dalton Book-sellers in Oklahoma City, I found myself involved in religious science and donating my time to a church to do a workshop and put on seminars. I had no idea of making a business of it at the beginning.

Specifically, this involved organizing and booking the seminars which are a mainstay in many lecture circuits throughout the United States. These seminars had to do with self-analysis, personal growth and interpersonal relationships.

In a sense, I act as sort of a contractor or agent, taking a certain percentage part of the take at each seminar session. Many of these people are good speakers but cannot handle details. They need a manager to handle the mailings, the bookings, and the financial end of the business.

It was impossible not to ask about his Classics major in retrospect. How did he regard all his work and scholarship many years after the fact? Would he have done things differently?

I found classics an excellent background in really a round-about way. It was a good discipline, and forced me to use logic and organization in making sense of a galaxy of facts and philosophies around me. It helped develop skills to interpret, analyze and understand. It's especially helpful in applying these skills to people. No, I would

not change my major. I am tremendously unsure that I would have gotten the same things from another discipline.



Michael Christie '75 and his wife, Ruth Cohen, at home in Moore, Oklahoma, a suburb of Oklahoma City.

Ars Gratia Artis

The author, David Schmutz '75, threw away a perfectly good opportunity pursuing Classical Studies to prostitute his talents in the area of Business Administration. He is currently working in real estate for the Bixby Ranch Company in Long Beach, California.

When not clawing his way to the top and squeezing contractors, Dave finds time to work researching pre-World War II 78 rpm and working with horses.

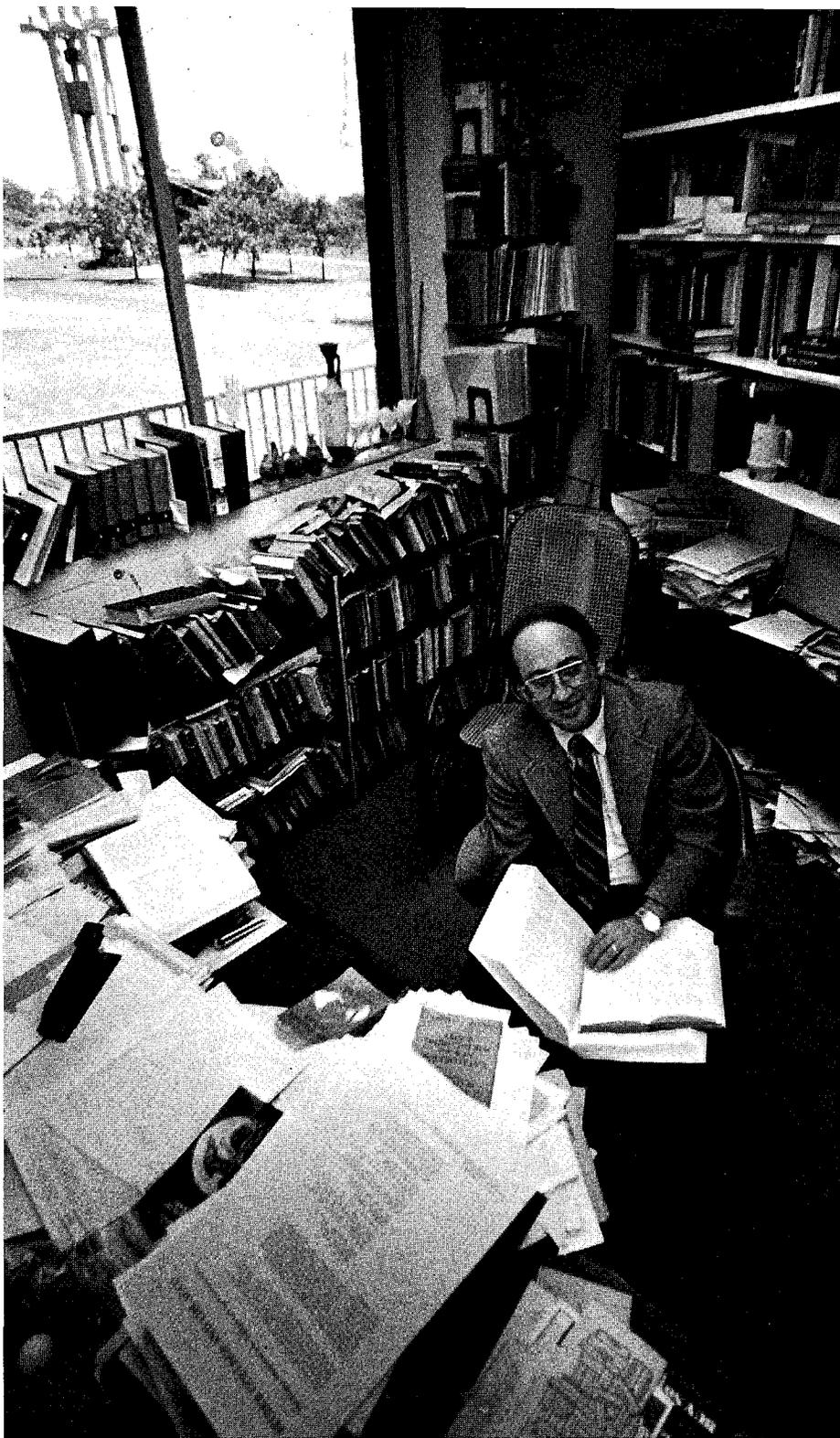
Perhaps one day he will realize the error of his ways.

He has the following brief items to report on other classicists who could not be reached for interviews. Mary Lou Zimmerman Munn '74 has her Ph.D. in classical archaeology from Bryn Mawr; her husband Mark is teaching ancient history at Stanford. Jim Astorga '78 earned his M.A. in classics at the University of California, Santa Barbara. Charles Hedrick '78 is finishing his doctoral dissertation in classics for the University of Pennsylvania.

Pitzer Profiles

Stephen L. Glass

by Kristin L. Olsen '71



*Stephen L. Glass
John A. McCarthy Professor of Classics in his office.
Photo: David H. Wells '79*

THE FIRST TIME Stephen L. Glass taught Latin, a girl fainted when he called on her because she was so nervous about learning Latin that she forgot her own name. That was Steve's initiation into the "awesomeness" of the study of Latin and Greek.

"The nature of the discipline creates its own distance," says Glass, John A. McCarthy Professor of Classics, "providing teachers of that discipline that same aura of remoteness." He pauses a moment to reflect. "... a distance not necessarily pedagogically helpful."

While most classicists prefer the intellectual climate of the East, Glass opted for the sunshine of his native California after receiving his Ph.D. in classical archaeology from the University of Pennsylvania. Pitzer, the newest sister college to his alma mater Pomona College ('57 — "the Bronze Age") wanted to include that most traditional of the liberal arts.

With the addition of Pitzer to the former Pomona-Scripps program, the first of several joint programs that exemplify the advantages of the cluster system bloomed into "a tremendous classics program with offerings rich in number and breadth of subjects for undergraduate colleges — 25-30 courses annually," says Glass.

In addition to elementary, intermediate, and advanced Latin and Greek, courses range from "Women in Antiquity" and "Intellectual History of Greece" to "Classical Mythology" and "Greek Art and Archaeology." The department also sponsors an external studies program in Rome. Several other programs have been built on the classics model, including linguistics, art history, and Asian studies.

The creation of the McCarthy chair, through the generosity of the John A. McCarthy and Irvine Foundations, assures Pitzer's place in the joint program.

The \$500,000 matching grant endowment not only funds the professorship but also provides Pitzer membership in the American School of Classical Studies in Athens, speakers for an occasional lecture series, a strong library collection, and the guarantee that classics at Pitzer will weather the changing vision of undergraduates for what is “relevant” in today’s education.

“The number of students coming here knowing a computer language will far exceed those knowing Latin,” he says, realistically, but “Classics is on the way back, for reasons I cannot identify — perhaps a shortage of high school Latin teachers.” He sees classics as a staunch defender of the old values in liberal arts education.

“I believe it to be the best education one can acquire for general use because of its breadth. You are not topically constrained — only chronologically. Your purview is the totality of two highly complex cultures, the Greek and Roman, from 3000 B.C. to the 6th Century.”

While Steve may have chosen a field of study distant in time and seemingly remote from today’s high-tech society, he has chosen a research area central to classics — the topography of Athens.

“By studying the natural architecture of the city, street by street, building by building, you piece together a mosaic, albeit an incomplete one, of the history of the city,” he explains. If his research changes a date, for example, it can change history.

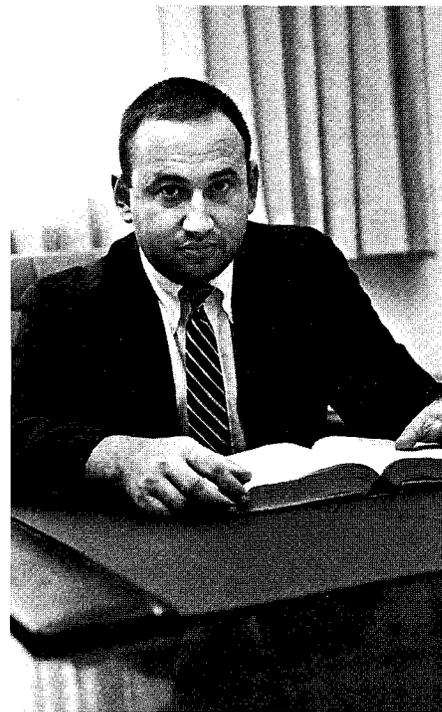
“To walk up the Acropolis and stare at the magnificence of the Parthenon is a thrill. I have done it many times and it is still a thrill.” His voice softens with fond memories, then breaks into his familiar laugh.

“It has nothing to do with scholarship. It is strictly an exercise in hedonism. I get childlike pleasure and enthusiasm from it,” a joy he transmits to students whether it is leading them to the Acropolis for the first time or guiding them through Greek art and archaeology at Pitzer.

The breadth and depth of his love affair with classics is reflected in four prestigious Fellowships (Fulbright, Woodrow Wilson, Harrison, and National Endowment for the Humanities), papers on “The Greek Bronze Age: Some Enigmas” and “Problems in the Topography of Athens,” articles on “The Woodwork of Greek Roofs” and “Greek Burial Customs,” and popular lectures on ancient athletics.

Variety is important, he says. His devotion to coaching soccer, including the Claremont Older Women’s Soccer team (COWS), is a counterpoint to the bookish endeavors of ancient history and classical religion. “It keeps you sane — an entirely different world.” And, he adds, “a world in which dissatisfied students can yell and scream at you.”

So Steve Glass will continue to invoke the awesome aura of classics, while teaching future generations of academics, professionals and technocrats the romance of digging into the past, of walking where Socrates walked, and of reading Virgil and Cicero in the original. And he will balance this world with his interests in sports, gourmet cooking and “junk novels.” But most important, he takes special pleasure in the knowledge that because of the endowed chair, “even after I’m gone, there will always be a classicist at Pitzer.”



Early photo of Stephen L. Glass.

Kristin L. Olsen ’71 (anthropology and communications) is Director of Communications at John F. Kennedy University in Orinda, California (“a graduate school Pitzer”). She is studying clinical holistic health education with “an eye towards adding therapist-bodyworker to my professional repertoire and writing a book on ‘Healing the Workplace: Transforming an Organization of People.’ I am deeply and affectionately grateful to Professor Glass for introducing me to the Acropolis and trying to teach me the peculiar mental discipline of classical subjects!”

Stephen L. Glass, John A. McCarthy Professor of Classics, has his B.A. from Pomona College and his M.A. and Ph.D. from the University of Pennsylvania. While pursuing his graduate studies, he was the recipient of a George Leib Harrison Fellowship and a Woodrow Wilson Fellowship, and worked as curator for the Wilcox Museum of Classical Antiquity at the University of Kansas. In addition, he has been a recipient of a Fulbright Fellowship, a National Endowment for the Humanities Fellowship and the American Council of Learned Societies Award. He has lectured at the American School of Classical Studies in Athens, Greece, and is the author of articles and papers about various aspects of classical culture.

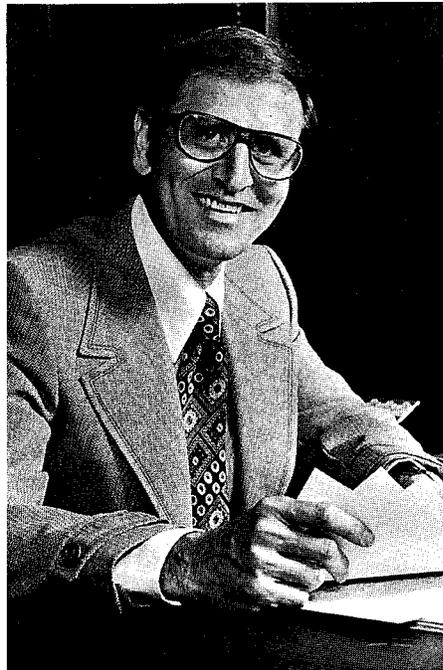
From the Trustees



Maria D. Hummer



Glenn A. Hastings



Richard L. Weiss

Giles W. Mead, chairman of the Board of Trustees of Pitzer College, and Frank L. Ellsworth, president and professor of political studies, have announced the election of six new members to the Pitzer College Board of Trustees. In making the announcement, President Ellsworth said, "It is a privilege to have the support and interest of such a distinguished group of new trustees. Each new member adds a special dimension to the Board."

The new board members are Glenn A. Hastings, Palos Verdes Estates; Maria D. Hummer, Los Angeles; Robin Hagler Kramer '75, Los Angeles; Laurie A. Melcher '76, Carmel; Murray Pepper, Los Angeles; and Richard L. Weiss, Los Angeles.

Glenn A. Hastings, president of Mattel Toys U.S.A., Inc., began his career in sales with Warner-Lambert Corporation. After holding positions in sales promotion and brand management, he assumed the presidencies of Warner-Chilcott and Warner-Lambert Professional Products Group. In 1973, he became senior vice president and a member of the Board of Directors of Warner-Lambert Corporation. From 1974-1980, preceding his arrival at Mattel Toys, Mr. Hastings was president and chief executive officer of American Optical Corporation. Presently he is a member of the Board of State Mutual Life Assurance Company of America. He holds a B.A. degree from the University of North Carolina. His daughter, Terry Ann, is a junior at Pitzer.

Maria D. Hummer is an attorney and co-managing partner in the law firm of Manatt, Phelps, Rothenberg & Tunney. A graduate of Scripps College and the University of California, Los Angeles (UCLA) school of law, she currently serves on the California Regional Water Quality Control Board, the Board of Trustees of the Urban Innovations Group of the UCLA Graduate School of Architecture and Urban Planning and the Advisory Board of the Overseas Education Fund. She is a member of the American, District of Columbia, and California Bar Associations.

Robin Hagler Kramer '75 is executive director of the Coro Foundation of Southern California. While studying at Pitzer, she served as editor of The Claremont Colleges student newspaper, *The Collegian*, and worked for the National Women's Political Caucus in Washington, D. C. She graduated with a double concentration in journalism and political studies, and was selected as a Coro Fellow during her senior year. After graduation, she participated in the Coro

public affairs internship program and completed a master's degree in urban studies at Occidental College. She served as executive director of the Southern California Democratic Party and later as deputy to Los Angeles City Councilman Bob Ronka, before returning to the Coro Foundation as director in 1981. She has been a regular participant in Pitzer's alumni admissions and career planning programs.

Laurie Melcher '76 is a medical researcher and writer. After graduating from Pitzer, she served as a research assistant to the Population Council in New York City and earned a Master's of Public Health degree from Columbia University School of Public Health. In 1978, she joined the Cornell Medical College Department of Public Health as a research associate. During the summer of 1979, she served as a field worker for the International Laboratory for Research on Animal Disease in Nairobi, Kenya. In addition to her research, she has been a contributing writer to *The Medical Tribune* and *Medical World News*, and the author of articles published in major medical journals.

Murray Pepper, president of Home Silk Shop, Inc., has been active in the Los Angeles community as a member of the Board of Directors of the Los Angeles Municipal Art Gallery since 1981. He holds a B.A. from UCLA, an L.L.B. from the University of Southern California (USC) and is a member of the California Bar.

Richard L. Weiss is the principal of DIXCO, a new real estate investment and development company, and also a partner of The Richlar Partnership, a developer and builder of single-family housing and industrial and commercial properties in the Los Angeles Metropolitan Area. He has served, respectively, as senior vice president of Levitt & Sons, Inc. and as president and chief operating officer of the Larwin Group, Inc. He is a member of the Board of Directors of the Los Angeles Area Chamber of Commerce, where he also chairs the Housing Committee; the National Board of Governors and Board of Trustees of the American Jewish Committee and chairman of its National Domestic Affairs Commission; and the Board of Directors of the Jewish Federation-Council of Greater Los Angeles. He has also served as a member of the Board of Directors of the Building Industry Association of Southern California, and presently chairs the Blue Ribbon Steering Committee for the BIA/SC "Stop Arthritis Telethon." An honor graduate of the University of Michigan Law School, he is a member of the California Bar.



James B. Jamieson
Photo: Sue Keith

Ave Atque Vale

WITH REGRET but with expressions of congratulations, President Ellsworth announced to the Pitzer community the resignation of James B. Jamieson, executive vice president and professor of political studies. Jim, or the "silver fox," as he has been affectionately known at Pitzer since he joined the faculty in 1965, has accepted a new vice presidency at Claremont McKenna College (CMC) as of November 1.

In his new capacity as Vice President for Research, Jim will work with the various institutes at CMC whose directors have reported in the past to President Jack Stark, CMC. Jim has served Pitzer over the years in almost every conceivable administrative capacity, except for overseeing institutes of which we have none.

"This is a wonderful and exciting development for Jim, but a loss to the Pitzer community," concluded President Ellsworth. "We are grateful for his many contributions to Pitzer over the years, and wish him well in his new post."

From the Alumni

Opportunity for an Odyssey

The Claremont Colleges and the Southern California School of Theology announce a travel cruise to Athens, the Greek Isles, Yugoslavia and Venice with an additional stop in London. The dates for this odyssey are May 16 - June 5, 1985.

There will be several faculty leaders including Steve Glass, professor of classics at Pitzer College since its founding in 1964; and George Gorse, assistant professor of art at Scripps College since 1980.

The trip was planned by Steve Glass and the late Harry Carroll, professor of classics at Pomona College. The Claremont Colleges have chartered the Sun Lines Stella Maris II, a luxury ship of Greek registry, for this cruise and its itinerary was specially developed by Professors Carroll, Glass and Gorse.

Alumni, parents and friends of any of The Claremont Colleges or the School of Theology are eligible. Reservations are being taken on a first-come basis, so make plans now for the trip.

For further information contact the Alumni Office at 714/621-8130.

At Pitzer

Pitzer welcomes a number of additions to the faculty this fall: **Daniel Douke**, visiting assistant professor of art; **Maurya Falk**, instructor in English; **Robin Jarrett**, instructor in sociology; **Orna Johnson**, assistant professor of anthropology; **Bronislaw Misztal**, lecturer in sociology; **Stephen Peterson**, assistant professor of political studies; **William Pietz**, assistant professor of literature and history; **Ernest Rose**, professor of film; and **Thomas Zachariah**, instructor in mathematics. **Clyde Eriksen**, professor of biology and **Stephen Naftilan**, assistant professor of physics, Joint Science Department, will be assigned to Pitzer this year.

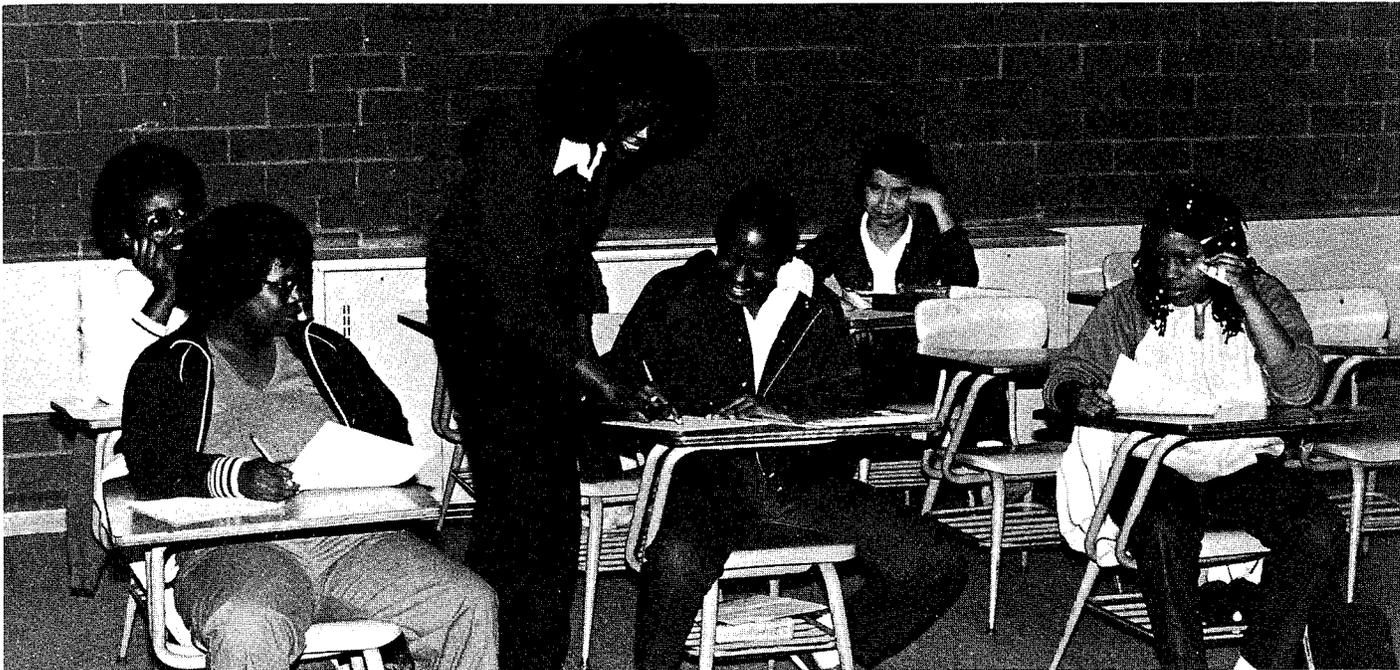
Roger D. Abrahams, Kenan Professor of Humanities and Anthropology at Scripps and Pitzer Colleges, delivered a series of lectures at the Wolf Trap Farms near Washington, D.C. in a weekend devoted to oral and theatrical performance sponsored by the Theater Wagon of Stanton, Virginia, while in the East to teach summer school first term at the University of Pennsylvania in the Folklore Department. His book *African Folktales* (Pantheon Books) was published in September.

Donald Brenneis, professor of anthropology, presented a paper, "Codes, Contexts, and Legal Discourse," at the annual meeting of the Law and Society Association in Denver this summer. His article, "The Emerging Soloist: Kavvali in Bhatgon" was published in *Asian Folklore Studies* and is to be reprinted in a collection, *New Perspectives in Ethnomusicological Theory*. **James B. Bogen**, professor of philosophy, participated in a symposium on visual ambiguity in art, with Alan and Judith Tormey, at the American Philosophical Association Pacific meetings in Berkeley last spring. He is teaching a graduate seminar at the University of Pittsburgh in fall, 1983, and will present a lecture there in September. His review of Kripke's *Wittgenstein on rules & private language* is being published in *Canadian Reviews*, and a recording, the 12th Street Mini-Band Christmas EP, produced by Chris Darrow, will be released in December. **Kathleen Dahlgren**, assistant professor of linguistics, presented a paper, "Social Terms and Social Reality," at a workshop on sociohistorical linguistics in Posnan, Poland, in August. **Karen E. Gaston**, assistant professor of psychology, presented four papers, "Interhemispheric transfer of pattern discrimination learning in chicks: How specific is it?" with L. Turner and D. Whitney; "Left hemisphere dominance for visual discrimination learning in the chick"; "Effects of diazepam on operant discrimination performance and resistance to extinction," with M. G. Gaston, and G. Torres; and "Effects of self-administered diazepam on delayed alternation performance in the rat," with S. Paolini, M. G. Gaston, and J. Cirillo, at the Western Psychological Association in April, 1983. She also presented a paper, "Does the relationship between response and reinforcer influence interocular transfer in chicks?" with T.

Altaffer and J. Todd at the Society for Neuroscience in November, 1982, and will present a paper, "Evidence for left hemisphere dominance of visual discrimination learning in the chick," at the Society's meeting in Boston in November, 1983. **Glenn A. Goodwin**, professor of sociology, presented a paper and served as a panelist/discussant on the topic, "Un- and Under-employment in Sociology" at the national meetings of the American Sociological Association in August. His article, "Toward a Paradigm for Humanistic Sociology," appeared in the August issue of *Humanity and Society*. He served as a discussant in a session, "Sociological Theory," at the national meetings of the Association for Humanist Sociology in Hartford, Connecticut in October. **Christine Hepburn**, assistant professor of social psychology, received the Stewart Cook Award for Excellence in Social-Personality Research in April. She was invited to give a talk to the psychology faculty and graduate students at the University of California, Santa Barbara, in May, 1983, on "Socio Stereotyping and Judgments of Individuals." She is the author of "'Morning' and 'evening' people: Examination of an identifying scale and of social and self-perceptions of personality differences," with C. Hepburn, V. Ortiz, and A. Locksley, which appeared in the *Journal of Research in Personality*; and "Subjective awareness of stereotyping: Do we know when our judgments are prejudiced?" with C. Hepburn and A. Locksley, which appeared in the *Social Psychology Quarterly*. **Lucian C. Marquis**, professor of political studies, gave a lecture on "Politics and Culture: U.S. and Italy," at the University of Rome in April; and a seminar on "Politics, Culture, and the Literary Approach" at the Centro Europeo dell' Educazione, Villa Falconiere, Frascati, in June. In July he was nominated for a three-year term to the Southern California Board of Directors of the Coro Foundation. **Peter M. Nardi**, associate professor of sociology, presented a paper, "Towards a Social Psychology of Entertainment Magic" at the annual American Sociological Association meetings in Detroit, which will appear in the spring issue of *Symbolic Interaction*. **Beverly W. Palmer**, assistant professor of writing, was awarded a grant from the National Historical Publications and Records Commission for the first year of a project to prepare a microfilm edition of the correspondence of U.S. Senator and anti-slavery leader Charles Sumner. **William Pietz**, assistant professor of history/literature, has an essay, "Bosman's Guinea: The Intercultural Roots of an Enlightenment Discourse," appearing in *Comparative Civilizations Review*. In July, he presented a paper, "The Phonograph in Africa: International Phonocentrism from Stanley to Sarnoff," at a conference, "Poststructuralism and the Question of History," in Southampton, England. The *Oxford Literary Review* and the English department of the University of Southampton, conference sponsors, are publishing the conference papers in a book. In December, Pietz will be speaking with Edward Said and Homi Bhabha on a panel, "Colonial and Post-Colonial Discourse," at the Modern Language Association meeting; and in June he will participate on a panel, "Social Physics," at the International Society for the Comparative Study of Civilizations. **Ernest Rose**, professor of film, is the author of the lead chapter in *Telecommunications: Issues and Choices for Society* (Annenberg/Longman). He will chair the review committee for Fulbright grant applications in the fields of journalism and

communications. **Harry A. Senn**, professor of French, has a photographic essay, "At Home with Vampires and Werewolves in Romania," forthcoming in *GEO*. **M. Nazif Sharani**, assistant professor of anthropology, completed three months of field research, funded by an award from the Social Science Research Council, on "Traditional Local Leadership and Modern Political Conflicts: A Study of a Kirghiz Khan." He is co-editor of and contributor to the forthcoming book, *Revolutions and Rebellions in Afghanistan* (Institute for International Studies, University of California, Berkeley); and presented a paper, "Who are the Mountain Tajiks?" at the International Congress of the Anthropological and Ethnological Sciences in Vancouver, B.C. in August. **Paul Shepard**, Avery Professor of Natural Philosophy and Human Ecology, has accepted an appointment as National Lecturer for Sigma Xi, the Scientific Research Society, for 1984-86. **Ann Stromberg**, associate professor of sociology, with Barbara Gutek, professor of psychology and executive management, the Claremont Graduate School, and Laurie Larwood, professor and chair of the department of management, College of Business Administration, University of Illinois at Chicago, will edit for Sage Publications an annual review on women and work, an interdisciplinary forum for scholars to present contributions on all aspects of women's work. **John D. Sullivan**, professor of political studies, presented a paper, with Merrill R. Goodall, professor emeritus, the Claremont Graduate School, on "Water Systems Entities in California Social and Environmental Effects," at a workshop on water district operations at the University of Colorado School of Law in September. **Richard N. Tsujimoto**, associate professor of psychology, coauthored "UTIL: A Basic Program for Determining Optimal Cutting Scores Adjusted for Base Rates and Classification Utility," a paper which appeared in the spring, 1983 issue of *Educational and Psychological Measurement*. He also coauthored "Systematic Desensitization and Relaxation as Adjuncts in the Treatment of Anorexia Nervosa," a paper presented at meetings of the American Psychological Association in Anaheim in August. **Albert Wachtel**, professor of English, had an article, "Education's Boost up the Ladder of Human Aspirations," appearing in the editorial section of the *Los Angeles Times* in August. **Dana Ward**, assistant professor of political studies, has a chapter, "Kissinger: A Psychohistory," appearing in *Kissinger: His Personality and Politics* (Duke University Press, 1983), edited by Dan Caldwell.

Betsy K. Emerick has joined the Pitzer staff as administrative assistant for College activities. She has a B.A. from Hope College, an M.S. in education from the University of Pennsylvania, and an M.A. from the University of California, Los Angeles, where she is a Ph.D. candidate in comparative literature. **Susan M. Keith**, director of public information, has been elected to the board of directors of the Public Relations Association of Southern California Colleges. **Daria A. Shockley**, assistant dean of students/director of housing, recently joined the Pitzer staff. She has her B.A. and M.Ed. from Kean College, New Jersey.



*Lucretia Peebles '71 in the classroom.
Photo: Robert Sprung*

Beyond Pitzer

'68 **Louisa Francis Martin**, Palm Springs, California. Louisa Francis Martin writes that she is now a full time mother (one daughter, Erin Clare, age 2 1/2) after teaching six years at the elementary level in Palm Desert, California. She now teaches enrichment classes for children in the arts — spinning, natural dyeing and weaving on a part time basis. Her husband, John Lewis Martin, is a builder of custom houses.

Deb Deutsch Smith, Albuquerque, New Mexico. *I have a new book at the publishers and it will be out in August. It's in school discipline — certainly timely, considering the national study on the problems in American education! I will be Chairperson of the Special Education Department here at the University of New Mexico.*

'69 **Ann Bilodeau**, Stanford, California. Ann Bilodeau has been named director of the Stanford Annual Fund. She has served as a member of the Pitzer College Board of Trustees since 1976, and has been a member of the Stanford staff since 1970.

Joan Kimball, Denver, Colorado. Joan Wattis Kimball has the greatest pleasure and honour in sharing her commitment to marriage to John Samuel Leiby; a wedding is planned within the year.



*Joan Wattis Kimball '69 and John Samuel Leiby, Ms.D., making wedding plans.
Photo: W. Russell Ohlsen, Denver, Colorado*

'70 **Darlene Barrientos Crane**, Hayward, California. *Now that I'm in middle management, I find I use my social science education much more than my technical business training. My job is to get tasks accomplished through other people, so understanding human behavior is the critical skill. It is very interesting to be in a company, Bank of America, with such a strong corporate culture.*

Jean Waldron Trull, San Pedro, California. *I have just been promoted to General Manager for the May Company, at La Jolla. I have embarked on a self-taught course in American history primarily through several recent biographies and re-interpretations of 19th-century American history.*

'71 **Heidi Hadsell do Nascimento**, Montpellier, France. Heidi received her Ph.D. from USC in 1979 and taught in the Graduate School of Public Administration at the University of Santa Catarina in Florianopolis, Santa Catarina, Brasil from 1979 to 1981. She taught at USC from 1981 to 1982. She married Jose Afonso do Nascimento, a professor of law and political science, in 1982. He has a Brazilian fellowship for postdoctoral studies. Heidi will teach at the University of Geneva in 1983-84.

Lucretia Drane Peebles, Upland, California. *Since graduating from Pitzer I have earned a secondary teaching credential and an M.A. from the Claremont Graduate School. In 1977, I reentered CGS in order to pursue a doctorate in education administration and policy, and am now in the final stages of my dissertation on the problem of truancy at the high school level. For the last ten years, I have taught social science; presently I am teaching courses in personal adjustment and social psychology at the secondary level in the public schools. For eight years I have taught an Ethnic History Program, initiated with the objective of helping students of different ethnic backgrounds and experiences to become more tolerant of the differences of others. This teaching experience relates directly to the experiences that I had at Pitzer.*

Emily A. Stevens, Los Angeles, California. *After graduating from Pitzer, I attended UCLA, where I received an MBA from the School of Law and an MBA in Business Administration from the Graduate School of Management. I am currently a deputy city attorney in the Los Angeles City Attorney's office, assigned to the airports division along with eight other attorneys. We represent and advise the Department of Airports and Board of Airport Commissioners relative to the operation and control of Los Angeles International Airport, Ontario International Airport, Van Nuys Airport, and the proposed Palmdale International Airport. I am married to an attorney, and we have two sons, 4 years and 10 months.*

72 Elisabeth Ely, New York, New York. *I am an Administrative Assistant at St. Bernard's School. I am planning to spend one month in the Orient this summer.*

Katherine Kirby Harris, Philadelphia, Pennsylvania. *Katharine has received her M.D. degree from the University of Pennsylvania.*

73 Karen Payne, London, England. *Between Ourselves, Letters of Mothers and Daughters, 1970-1982 edited by Karen Payne will be published in September, 1983.*

74 Debra van Opstal Ginsberg, Great Falls, Virginia. *I'm married to Jaap van Opstal, who is a Dutch attorney at the World Bank, and have a lovely daughter, Alexandra, of 7 months. After my graduation, I received a master's degree from the Fletcher School of Law and Diplomacy in Boston. We spent a few years in London (Jaap was on a Fulbright Fellowship and was committed to leaving the country), where I worked briefly at the Royal Institute of International Affairs — for the duration of a special study group on the Middle East — and as the Assistant to the Director of the International Press Institute — an international organization of editors and publishers dealing with UNESCO initiatives on communications and protection of journalists. On our return to Washington, I consulted for Helmut Sonnenfeldt and the Brookings Institution. While I still occasionally do some work there, I am primarily employed, also on a consulting basis, by Georgetown University's Center for Strategic and International Studies.*

Lynne Marsenich, Claremont, California. *Lynne and her husband, Rick Tsujimoto, associate professor of psychology at Pitzer, welcome a son, Andrew.*

Sue Fredrichson Payne, Santa Monica, California. *I am a text processing consultant at the Rand Corporation. My training in history taught me to*

see the interrelatedness of most things, especially important in the computer field where every action (command) affects something else. My writing skills were on the shelf for quite some time, but I am happy to rediscover them (albeit rusty) as I am documenting both my job and the system.

75 Rebeca Baron, San Francisco, California. *There's been a big change in my life. I am now executive director of the Frente Foundation, a small foundation that owns and operates cooperative student housing in Berkeley.*

Cynthia Flentje Cross, Phoenix, Arizona. *I recently left the corporate environment after seven years of working in the finance/accounting area to start my own management consulting firm. . . . will specialize in strategic planning, financial planning and organizational behavior. Also I have recently received my M.B.A.*

Char Miller, San Antonio, Texas. *I am teaching history at Trinity University, Texas. While at Pitzer I learned that one could love history, could love teaching it, and get paid for it all.*

Kevin Mulligan, Honolulu, Hawaii. *While studying history at Pitzer, I became interested in public education and public administration. After graduation, I worked for two years in several Los Angeles inner-city schools and also served as a staff assistant to a board of education member. In 1979, I received a degree from the University of Hawaii at Manoa. I then went to work for the Office of the Ombudsman, a State of Hawaii legislative agency charged with investigating citizen complaints about state and county government. I have worked with one of the largest public employee unions in Hawaii in which I administered and enforced collective bargaining agreements covering University of Hawaii personnel and public school principals. Recently, I returned to graduate school at the University of Hawaii to pursue a degree in higher education administration.*

76 Julie Gould, Washington, D.C. *I spent three years on Capitol Hill in Washington, D.C. immediately following graduation. The vagaries of politics drove me to graduate school at UC Berkeley in urban planning, majoring in housing finance. I've been back in Washington for two years now as a career bureaucrat at the Office of Management and Budget in the Housing Branch. Perhaps the most interesting job I've had since Pitzer days was as a photographer with the Smithsonian Institution. This experience melded my double major in history and communications very well. Every six months for three years, I photographed Mayan ruins in Guatemala and Honduras in order to document the effectiveness of a scientist's efforts with a spray to prevent the further erosion of the stone monuments. The enclosed photograph was taken of a Honduran family in the village of Copan standing in an excavated plaza. Julie was named assistant to the chairman of the Federal Home Loan Bank Board (FHLBB) in June, 1983. The FHLBB is the chief regulator of the savings and loan industry. In her current position, Julie is responsible for policy analysis and coordination of economic and financial issues before the Board.*

Frank Mosca, Montclair, California. *Frank has a young adult novel, All American Boys, being published this fall by Alyson Publishers, Boston. They've also asked for a sequel.*



*Honduran family at archaeological site
Photo: Julie Gould '76*

77 Amy Isaksen, New York, New York. *I moved to New York City after graduation, ending up as a financial reporter and editor. Years of waiting until the last possible minute to start a paper left me superbly equipped for coping with the pressures of researching, interviewing, writing and editing for two biweekly financial journals. I left those positions after two years to write a novel, which unlike most of the articles I wrote does not begin, "In these inflationary times. . . ." Steps away from personal bankruptcy inspired me to go into the real estate business. Selling condos in Manhattan is a lot more lucrative than writing. It's nearly impossible to describe the ways in which history has helped me in my eclectic pursuit of eternal verities and livelihood.*

Marion H. Lowry, Los Angeles, California. Marion H. Lowry is now a member of TV Guide magazine's national advertising sales staff, joining it from Petersen Publishing Co., where she was media project manager and media analyst.

Rita Lynch, Pasadena, California. *Following graduation, I began working towards my masters at U.C. Santa Barbara in the Public Historical Studies Program. I moved to Kansas City for my internship. The Public History program required that in addition to the required courses and comprehensive exams, the students all find/develop a paid internship position which forms the basis for their master's thesis. I was employed as historian for the Kansas City Department of Public Works, then as assistant compiler for the American Public Works Association/Public Works Historical Society in Chicago. I returned to California and completed my comprehensives, which had been left up in the air during my Midwest adventures. I am now with Wells Fargo Bank as a member of their history department in the new Wells Fargo History Museum.*



Jose Millan '77

Jose Millan, Houston, Texas. *Life after Pitzer has not been dull. I went on to receive my Master of International Administration in 1981. The graduate program had an internship component, and I was fortunate to be selected as the Franzheim Fellow in International Affairs at the Institute for International Education's Houston office. I was subsequently hired by the University of Houston in 1981 as Staff Associate for International Affairs. Presently, I am working full-time on obtaining my J.D. at the University of Houston's Law Center, and also working part-time as a Research Assistant at the Institute for International Business Analysis. I intend to immerse myself in the complexities of Mexican law and international financial transactions. I am planning a future career in the area of arbitration or settlement of international disputes.*



Amy Isaksen '77 at work: "I always write in my autographed Dodger hat."

Photo: Amber Gordon



Marion (Tiggie) Lowry '77

Photo: Deane's Studio, Jacksonville Beach, Florida

Lisa Steinbach, Lake Oswego, Oregon. *Last July I took on the position of children's librarian. My history background and ever-present Anglophilia have never deserted me, and I'll be returning to England for a couple of weeks this summer. I'm in the process of writing a children's book that is set in London and will thereby be able to combine work with pleasure.*

Shirley Travis, Syracuse, New York. *In September, I begin my second year in the M.A. Creative Writing program here at Syracuse University. I came here, braving the weather, which is worse than its reputation. However, I will stay, continue working on my thesis (a collection of short stories), and teaching. I intend to get out of New York and back to California as soon as I pass my comps.*

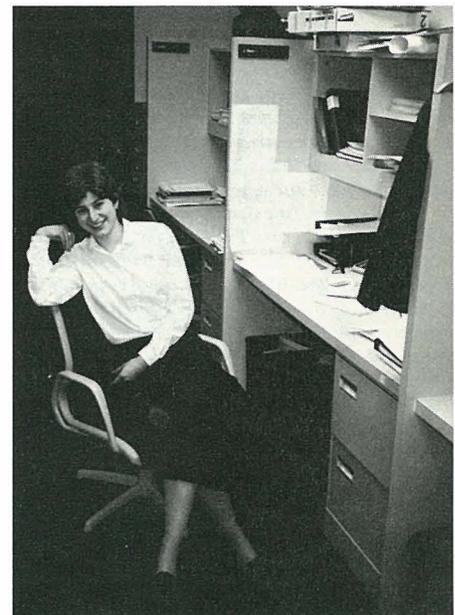
John Zimmerman, Rectortown, Virginia. *Since graduating from Pitzer I have completed my MBA from Columbia University and am currently employed by IBM in Virginia. I am involved with forecasting and recruiting in the plans and controls area. In October of 1979 I married another Pitzer alum, Alida Milliken, and we have a son, John III.*

78 **John Douglass**, Claremont, California. *I received my M.A. in Public History from UCSB in 1981. During that stint, I received a Rockefeller Fellowship for the first academic year. I then worked for the Green Mountain National Forest in Vermont on a history of the forest. The end product became my thesis. Presently I am working for the University of California, Santa Barbara as an Administrative Analyst and have recently enrolled as a Ph.D. student.*

Kathryn Lamb, Los Angeles, California. *While San Francisco has kept me busy with commercials, the Mill Valley Film Festival and TV Movies-of-the-Week (I just finished working with Valerie Bertinelli on "Another High Roller," which will air on CBS this winter), I couldn't resist joining The Peter Stark Major Motion Pictures Producing Program at USC this fall. I'm excited about making the jump from walkie-talkies (standard Production Assistant/Assistant Director attire) to WATTS lines!*

Anne Lessick, Philadelphia, Pennsylvania. *I'm currently finishing two M.A. degrees — one in linguistics and one in African studies. My thesis is "Discourse Analysis of Kikuyu Women in the Literary Works of Ngugi wa Thiong'o." In September, I'll be starting another journey — as a Fulbright Teaching Assistant in Paris. While teaching English part-time, I still expect to study West African literature at a French university, probably the University of Paris.*

Sandra Segal, Glendale, California. *I married Alan Faigin on August 20. Two members of the wedding party: Georgia Freedman-Harvey '78 and R. Scott Sietsma '78, who introduced Alan and me . . . I am remaining a "Segal."*



Julie Stern '78 on the job at Laventhol & Horwath

Photo: Mark Eble

Julie Stern, Chicago, Illinois. *During my senior year at Pitzer I had two crazy ideas that urban planning was an interesting career, and that Seattle was the greatest. It took a year for both Seattle and the planning job to lose their appeal. On to Boston and Harvard. Budget cutbacks grievously injured the job market for planners. I returned to Chicago. An interesting job materialized with Laventhol & Horwath, a public accounting firm.*



Mark Wu-Ohlsen '78 (fourth from left) with a group of Taiwan Normal University English students.

Mark Wu-Ohlsen, Taipei, Taiwan. *The big event in my life after graduating from Pitzer was my move to Taiwan in 1978. I'd studied the Chinese language for three years while at Pitzer and decided to culminate my studies with a year surrounded by native speakers. One year turned into two. I spent my second year in Taipei, taking an intensive course at the Inter-University Program for Chinese Language Studies. During that year I met my bride-to-be, Andrea Wu. In 1980, I returned to the United States to study law at George Washington University Law School. I returned to Taiwan, where I translated the Patent and Trademark Laws of Taiwan into English for a Taipei law firm. I married Andrea the following year in Hawaii. In June I will return to Hawaii and join the law firm of Case, Kay & Lynch.*

'79 Roger Kempler, Corona Del Mar, California. *Since graduating from Pitzer in 1979, I have traveled throughout Europe and the Middle East, earned my master's degree in history from the Public Historical Studies Program, University of California at Santa Barbara, and worked as an historian for the Navy. During this time, I researched and wrote major portions of two publications, A History of Environmental Review in Santa Barbara County, California, Santa Barbara, Public History Monograph No. 4, 1980, and "Discovering Community History," fall, 1981; and was the sole author of a forthcoming Navy publication, "The Organizational Evolution of the Eight Research and Development Centers of the Naval Material Command."*

Deborah S. Pinkney, Hartford, Connecticut. *Deborah will join the staff of The Hartford Courant Foundation, working under a new program for minority interns sponsored and funded by the Foundation, learning all aspects of newspaper work, including news and advertising. Deborah, a member of the American Political Science Association, teaches civics at the American School in Chicago. Her Pitzer B.A. is in political studies, and she is working on a graduate degree in political science at the University of Chicago.*

'80 Arleen Sapienza, Madison, Wisconsin. *I'm studying for my MBA and will have it this May . . . also am working for a company doing marketing research. What I love about it is that there is a lot of applied psychology and measurement technique involved. Unfortunately, the business world is extremely conservative, so you can't use your total creativity. I'd like to eventually get into consulting on my own.*

'81 Rosemarie Stollenmaier Gattiker NR Upland, California. *"Life after Pitzer" has been full and interesting. My graduation present to myself was a 2-month back-packing trip to Australia, New Zealand and Hawaii with Urs Gattiker, CGS student from Switzerland, followed by our wedding in October, 1981, in Claremont. She was a bilingual office manager for a German import company in Los Angeles for a year. . . . since our daughter Melanie Maya arrived in November, I haven't exactly been unemployed. I will continue helping Urs with the technical details of his research, while he teaches part-time at CMC this coming year and also writes his dissertation. We are off to Europe for the summer, to introduce Melanie to our families and friends in Switzerland and Germany. Urs and I recommend parenthood, despite all uncertainties, as an affirmation of life and the best reason to keep working for a better environment!*

Jonathan Scott Ladd, Concord, New Hampshire. *I took a year off after my graduation . . . and by last spring I was ready for the challenge of law school. . . . I am planning to specialize in estate planning and management. I am recently engaged to be married, and my fiancée and I are looking forward to starting our careers and lives together in the Portland, Maine area.*

'82 Darcel Detering, Los Angeles, California. *Darcel has recently been graduated from an intensive sales training course as the final phase of a 30-week program for the position of Sales Representative for Burroughs Wellcome Company, which researches, develops and manufactures pharmaceutical products for human and animal use.*

Jessica Marshall, Washington, D.C. *When I was a freshman at Pitzer in 1978, I wanted very much to be an engineer, but I was struggling with the math and an intuitive sense that I was much more inclined to be a social scientist. A year later I took a course of Rudy Volti's, Technology, Organization and People, which opened my eyes and my mind in a very big way. That summer I obtained an internship at the Congressional Office of Technology Assessment here in Washington, D.C. I fell in love with the city and transferred to George Washington University. Lo and behold, I ended up majoring in sociology. I have just been accepted as a master's candidate in political science at M.I.T. for work in their Program in Science, Technology and Society. I will also be studying Japanese.*

Gretchen Cosgriff Mueller, Chicago, Illinois. *I am now a Chicagooan, having staked myself down in the windy city. I really like it here, yet I do miss the sun as well as the lifestyle offered in southern California. I am working for a company that reps television stations selling spot commercial TV time.*

David Shapinsky, Chicago, Illinois. *One is humbled by the University of Chicago. Now, in the last quarter, my thoughts are consumed by "Women's History in America" — the topic of our comprehensive examination. Another step, another obstacle, another learning experience. Whether I will be back next year or not, I have explored. Most importantly, I have discovered that my education, Pitzer and its processes, have served me well — maybe too well. As I move forward, I find learning the paramount thing; however, that is not always the real world of graduate school, rather, a fading memory of a place, Pitzer College.*

'83 Tom Brock, New York City. *I will be moving to New York City to begin a graduate program at Columbia University.*

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