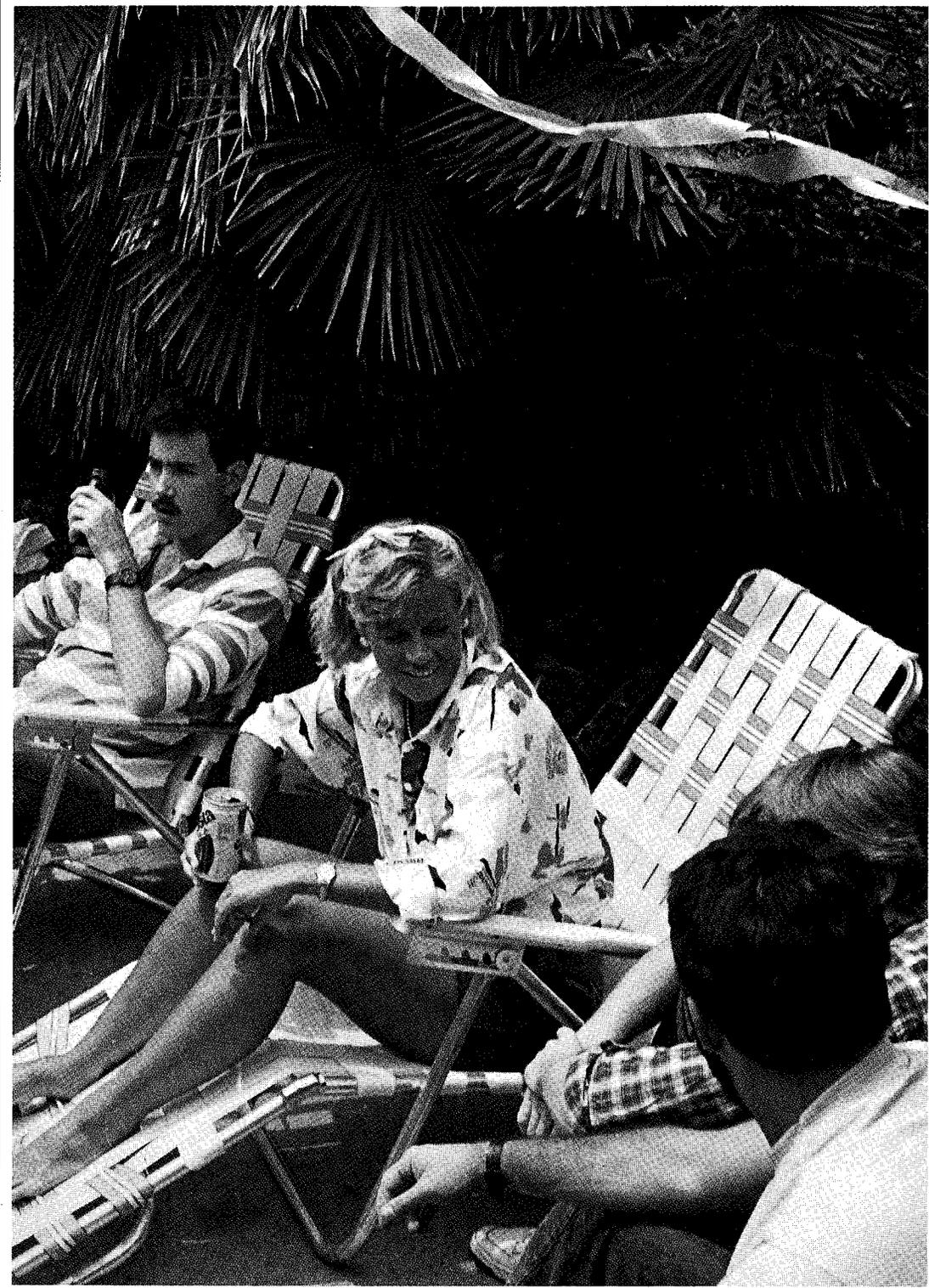


# PARTICIPANT



**For Alumni Only**

Summer 1985

# From the Editor

---

**J**UST ONCE, I am departing from the editor's anonymous and noncommittal "we," in order to say goodbye and thank you.

To Meg Wilson, director of alumni activities and annual giving and co-editor of *Participant For Alumni Only*, a very special thanks for agreeing to take on supervision of the final production details in addition to her own busy schedule. I know I am leaving the project in very able hands.

When I came to Pitzer seven and a half years ago as a feature writer in the News Bureau, I did not know that this was to be the beginning of learning experiences and opportunities for growth very much in the Pitzer tradition. As I leave Pitzer, I want to thank the faculty and staff members, students and alumni, from whom I have received my "Pitzer education."

Sincerely,  
Katharine M. Morsberger  
Director of Publications

## on the cover

*Each year the Alumni Association sponsors an afternoon picnic and pool party to honor the members of the Senior Class as they join the ranks as the newest alumni. The party is held during the weekend preceding Commencement at the home of Pitzer's President, Frank Ellsworth. This year they were congratulated with a champagne toast by outgoing Alumni Association President Kathleen Blunt '72 and a number of alumni were present to join the festivities and aid in the informal career networking that inevitably takes place!*

*Shown on the cover enjoying the afternoon are two of this new class of alumni: Leslie Gorman '85 and Jules Vogelfanger '85.*

*Photo by Enid Perel '87*

---

---

# PARTICIPANT

The Pitzer College Magazine, Summer 1985

Volume 19, Number 4, Summer 1985

**Participant** (USPS 970-280) is published quarterly by Pitzer College, 1050 North Mills Avenue, Claremont, CA 91711. Second Class postage paid at Claremont, CA 91711.

**Postmaster:** Send address changes to *Participant*, 1050 North Mills Avenue, Claremont, CA 91711.

---

## Table of Contents

---

**From the Editor**

**On the Cover**

**2 From the President**

**2 From the President of the Alumni Council**

**3 From the Alumni Council**

**4 New Alumni Council**

**5 Los Angeles Reception**

**5 Irvine Challenge**

**6 Pitzer in the '90s  
A Spectrum of Visions**  
by

**6** Ronald K. S. Macaulay

**7** Ruth Munroe

**9** Leah Light

**9** Paul Ranslow

**9** Edith Piness

**10** Maggie Habecker Vizio '68

**10** Bruce Ross '72

**10** Deborah Bach Kallick '78

**11** David Shapinsky '82

**11 Academic Excellence Award**

**12 At Pitzer**

**13 Whatever Happened to the Pitzer Community?**  
by Josephine DeYoung

**14 Alumni Trustees**

**14 Dates to Remember**

**15 Beyond Pitzer**

**15 '75 Reunion**

**15 '76 Reunion**

**16 Class Notes**

President Frank L. Ellsworth and Deborah Bach Kallick '78, new President of the Pitzer Alumni Association, get together during the Alumni Senior Party.  
Photo by Enid Perel '87



## From the President

**P**ITZER IN THE '90's: I would not attempt to predict what the College might be like with any definiteness, any more than I would attempt to predict the future of one of you, our graduates, with certainty. For Pitzer's traditional approach to education places primary emphasis on process — an awareness of and a response to the challenges, needs, and ideas of our rapidly-changing society.

To paraphrase Alfred North Whitehead, rather, I would observe that our present contains both our past and our future. Let me explain. Ideas do not exist in a vacuum: they have full meaning only in relation to individual and collective action. Ideas can have meaning at a very personal level. But in the process of self-liberation which is the ordering principle of a liberal arts education, students begin to understand the relationship of ideas to the world about them. Students must learn to sharpen their analytical, research, and interpretative skills, to consider "otherness" in a multitude of aspects from alternative ways of being to alternative economic, political, and social systems. Most significantly, students need to be aware that how to learn is as important as what to learn. This process of education is as relevant in 1985 as it was two centuries ago and will be two centuries hence.

To confront the new circumstances of the '90's with rediscovered and new ideas and to translate them into meaningful action, one needs to be constantly aware of the dynamic interaction among awareness, ideas, their assumptions, and action, and to constantly refine one's learning skills in the light of one's new knowledge. For me to predict the particulars that will arise from this process in which all members of the community participate would be, I think, to deny the validity of the process itself.

It is the process of becoming one sees in individuals, as well as in Pitzer as an institution, which is exciting to me, especially as I watch you, our graduates, moving toward career goals often by seemingly roundabout routes. Many of you have begun with unrelated and occasionally unrewarding jobs. Your ability to learn from the present, encouraged by your Pitzer experience, allows you to move in creative directions.

It is clear to me that we will see our graduates play an increasingly important role in the life of the College in the '90's through involvement in governance and with your financial support. I look forward to welcoming you when your own ongoing educational experience brings you again in touch with the Pitzer community.

Frank L. Ellsworth  
President and  
Professor of Political Studies

## From the President of the Alumni Council

**E**LSEWHERE IN THIS ISSUE of *Participant For Alumni Only* there are a number of thoughts, including mine, on Pitzer in the 1990's. For 1985-86, our first step on the way to the '90's, we who are serving on the Alumni Council have one major goal: communication — in the Pitzer manner.

That qualification is important. Communication now usually brings to mind computers, satellite systems, television, and an array of telephone systems. For us, communication means, first of all, bringing people together.

To increase communication among alumni, we are planning to expand our regional clubs. Working with the Alumni Office, we will be able, thanks indeed to communications technology, to compile rosters and contact alumni in a given geographical area and organize activities. Through these regional groups we also plan to expand our alumni-admission network, talking with and hosting events for prospective students and their families. We also plan to extend faculty-alumni communication, both with faculty who are traveling and alumni who are returning to campus.

As chairperson of the Alumni Annual Fund for five years, I have a special interest in increasing alumni participation in the Annual Fund. We look to the phonathons not only as a means of seeking financial support but of learning where you are, what you are doing, where your interests lie.

Communication is a two-way street. Do let us hear from you. Your participation in the way that is best for *you* — serving on committees, volunteering for projects, helping with phonathons, hosting events, and offering financial support — is what is important. After all, Pitzer's concern to encourage the individual's abilities and interests does not stop with graduation day.

Deborah Bach Kallick '78  
President of the Alumni Council  
1985-86

# From the Alumni Council

## Alumni-Admission

Rita Lynch '77  
Chuck Diaz '75  
Co-Chairs

With the success of the Los Angeles Alumni-Admission New Student Reception to encourage us, we are planning to establish similar programs in San Diego, San Francisco, and Chicago in 1985-86. At our Los Angeles reception, more than one hundred prospective students and their parents visited with faculty, staff, and our ten alumni volunteers at the Universal-Sheraton Hotel. A dinner thanking all the volunteers for their time and effort followed the reception. We hope to have similarly enjoyable and profitable evenings in our targeted cities. San Diego, San Francisco, and Chicago alumni: all you need to do is volunteer a *little* bit of your time and a *lot* of your good Pitzer feelings!

For alumni all across the country and abroad, please help us out by returning the postcard bound in this issue with the name and address of a qualified and interested prospective student. We would love to hear from you.

## Alumni Annual Fund

Scott Citron '77  
Meg Rose Perry '72  
Co-Chairs

Our three major goals for 1985-86 are: to raise money for the operating support of the College through unrestricted gifts, to increase the number of alumni donors, and to increase the number of alumni volunteers in fundraising activities. We have found that the most effective way to raise funds from our Pitzermates is through personal contact and so we will be increasing the number of phonathons held and the number of alumni contacted during the phonathons.

We also plan to emphasize the matching gift programs established by more than nine hundred companies to match their employees' charitable contribu-

tions on a one-to-one, two-to-one, or even sometimes a three-to-one basis. Watch for more details. In the meantime, check with your (or your spouse's) company's personnel department to see if you — and Pitzer — will be eligible for these matching funds.

## Regional Programs and Activities

Sandy Segal Faigin '78  
Carolyn Wright '73  
Joanne Butera Turner '70  
Co-Chairs

Next year will be a *very* busy one for us! In 1984-85, we founded our first regional club in Los Angeles (see separate article in this issue) and we are looking forward to our second regional club launching in Chicago during 1985-86. We will also be talking with alumni in other cities to determine where our next clubs might be located. Right now it seems that there is much interest from alums in San Francisco — and we would like to hear from others.

We spent much time last year working on an Alumni Handbook that will be sent to all Pitzer alumni sometime in the early spring of 1986. The handbook will outline all of the opportunities that you have to volunteer to help the College continue to grow and flourish — as well as the ways in which the College might be able to help you. It has been a massive project but well worth the efforts of the *many* volunteers involved — just wait and see!

And a special thanks to all who returned the questionnaire in the last issue. You helped us to identify many new Pitzer volunteers around the world, as well as giving us some great updated addresses.

## Alumni Interactions and Activities

Madeline Pinsky '73  
Maggi Klassen '68  
Co-Chairs

We will be working very closely with the Regional Programs Committee in trying to offer support and ideas to the newly formed alumni clubs. The Los Angeles Club has already planned its first event — an evening at the Hollywood Bowl. Local alumni will be hearing more about the reception, picnic, and performance that is scheduled for Saturday, September 14, 1985. . . and there are other activities in the works.

Our committee will continue to sponsor the annual alumni-senior party held each year during the weekend before Commencement, welcoming the senior class to the Alumni Association. 1985's gathering was no exception to those in the past: great food, fun, and enthusiasm, in addition to much career networking.

## Alumni-Faculty Interactions

Linda Powers Leviton '74

The highlight of our year was the presentation to Werner Warmbrunn, professor of history, of the Ninth Annual Academic Excellence Award. A committee of seven alumni, three faculty, one administrator, and one student reviewed and made a difficult choice from more than twenty nominations. We anticipate even more nominations as we prepare for the tenth award in 1985-86.

We have established a Faculty Speaker's Bureau. Sixteen faculty members have offered to share their travel schedules with us with the hope of arranging alumni get-togethers across the country. Watch your mailbox for announcements of alumni-faculty gatherings in your area.

In addition, the committee is discussing with faculty members the possibility of Alumni Seminar programs, also called mini-colleges or summer college programs. We will keep you posted on the details as they emerge. Wouldn't it be fun to come back to campus to study?

## Alumni-Student Interactions

Kevin Spicer '77

Among other goals for 1985-86 we plan to continue our career networking program with seniors. Earlier this year, members of the Class of 1985 were offered an opportunity to review lists of alumni across the country in their particular area of career interest. Many seniors wrote letters or made telephone calls to alumni for possible leads on securing summer or permanent employment. Special thanks to all our alumni who so generously cooperated with this venture.

We are also planning to sponsor an Alumni Association booth at the Kohoutek Festival this spring. If there are any entrepreneurial alumni reading this with a great idea for something to sell at our booth, please let us know! And do let us know if you would like to participate.

# New Alumni Council Elected by Record Vote

*New and old members of the Alumni Association Council meet prior to the Alumni Senior Party.*

*From left to right they are: Pierre Ratte '76; Meg Wilson, Director of Alumni Activities and Annual Giving and expectant mother; Chuck Diaz '75; Carolyn Wright '73; Madeline Pinsky '73; Randy Ross '76, also an expectant mother; Scott Citron '77; Kathleen Blunt '72; Frank L. Ellsworth, President of Pitzer; Linda Powers Leviton '74; Deborah Bach Kallick '78; and Sandy Segal Faigin '78. Photo by Enid Perel '87*



**A** RECORD NUMBER OF ALUMNI from across the country and abroad cast their votes for the new officers and members of the Alumni Council for 1985-86. Alumni also voted to accept the revisions to the by-laws of the Alumni Association.

In the fall, a representative from the faculty and one from the student body will be assigned. Two other representatives will also be elected; one from the new Los Angeles Alumni Club and one from the "in-the-works" Chicago Alumni Club. A schedule of meetings is listed on page 14 in Dates to Remember.

Further information about meetings and calendar events, as well as the full text of the revised by-laws may be requested from Meg Wilson, Director of Alumni Activities and Annual Giving, Pitzer College, Claremont, CA or by calling 714 / 621-8130.

## Officers and Members of the Alumni Council 1985-86

President	Deborah Bach Kallick '78
Vice President/Programs	Sandy Segal Faigin '78
Vice President/Annual Giving	Scott Citron '77
Treasurer	Madeline Pinsky '73
Secretary	Rita Lynch '77
Members-at-large	Kevin Spicer '77
	Carolyn Wright '73
	Chuck Diaz '75
	Maggi Klassen '68
	Joanne Butera Turner '70
	Linda Powers Leviton '74
Past President	Kathleen Blunt '72

## New Los Angeles Club Holds First Reception

THE EVENING WAS WARM and the view from the deck of Rita Lynch '77's family home in the Hollywood Hills, overlooking Los Angeles, was spectacular as about 40 alumni gathered with some of Pitzer's faculty and staff members for the first event of the newly-formed Los Angeles Alumni Club. Guest of honor was Werner Warmbrunn, professor of history since 1964, to whom Kathleen Blunt '72, outgoing president of the Alumni Association, presented the Ninth Annual Alumni Association Academic Excellence Award. Professor Warmbrunn spoke eloquently and animatedly about Pitzer and the pride all the faculty have in Pitzer's alumni, and joked that, since it was his usual history seminar night, he might talk for three hours! Professor Warmbrunn was accompanied by his bride Lori. Kathleen also announced the new slate of Association officers for 1985-86.

Alumni who will be taking leadership roles in the newly-formed Los Angeles Alumni Club were announced by Sandy Segal Faigin '78, co-chair of the regional programs sub-committee of the Alumni Council. They include Jim Harnagel '77, Ellen Alderman '76, Pamela Gillis Mallowney '78, and Ben Goldfarb '82. All area alumni are encouraged to participate in forming the club's programs and all suggestions for alumni-admission, career networking, social activities and fundraising are welcome.

The next club target is Chicago. Pitzer's President Frank L. Ellsworth spoke briefly on the importance of a strong regional club structure for the college and his pleasure with the support for this first event of the Los Angeles Club. Always welcoming ideas and input from alumni concerning the College, he encouraged alumni to come out and visit the campus. Meg Wilson, Director of Alumni Activities and Annual Giving, and Molly Bayless '82, Assistant Director of Annual Giving, were also present for the evening.

### Double the alumni! Double the funds!



*Kevin Spicer '77, Susan Forer-Debrey '78, Jeff Book '77, and Laura Sivott '80 (left to right) enjoying the first Los Angeles Alumni Club event. Photo by Deborah Bach Kallick '78*

## Pitzer Goes Over the Top with Irvine Challenge!

YOU DID IT! Congratulations to all Pitzer alumni who helped support the Irvine Foundation matching program over the past three years. Because of your generosity, Pitzer received matching funds totalling \$65,000. Alumni support was outstanding, not only in dollar donations, but also in volunteer assistance at phonathons.

In 1982, the James Irvine Foundation established a three-year, \$40,000 matching grant for Pitzer and other Southern California private colleges in an effort to encourage alumni annual giving. Irvine wanted to help Pitzer financially in the short run, but also wanted to lay the groundwork for continued alumni contributions in the future. The grant stipulated that gifts of over \$10 from new donors and the increased gift amounts from past donors would be matched dollar for dollar. In addition, if the number of new alumni donors rose over 10% in any given year, Irvine would contribute a \$25 bonus for each new donor.

Pitzer alumni faced an up-hill battle. Yet Irvine underestimated the effect the program would have on Pitzer alumni. In the year preceding the program, Pitzer received a total of \$36,185 from 368 donors. By the end of the challenge's first year, 1982-83, alumni gifts had increased by 52% to \$54,846 and the number of alumni donors had risen to 607, which meant Pitzer qualified for \$24,636 of its \$40,000 grant. The Foundation quickly raised the College's grant to \$55,000. By the end of the second year, Pitzer had qualified for over \$45,000 in matching funds, which left less than \$10,000 to be earned in 1984-85. Again Irvine was generous enough to increase Pitzer's three-year goal to \$65,000. And in the third and final year, Pitzer alumni once again added on to their previous successes by easily qualifying for the remaining \$20,000.

Over the past three years alumni donations have jumped from \$36,000 to over \$85,000 and the number of alumni donors has more than doubled, from 400 to over 800. This indeed proves that the Irvine match was a huge success — thanks to all of you.

**Keep up the good work!**

# Pitzer in the '90's

## Pitzer memorandum

---

TO: College Planning Committee  
FROM: Dean Ronald Macaulay  
RE: Pitzer in 1990  
DATE: October 1, 1984

---

As we were planning a feature on Pitzer in the '90's for this issue of *Participant For Alumni Only*, focusing on the College's educational objectives for the coming decade, a number of people observed that it would be impossible to present an orderly blueprint, for the viewpoints would be as varied as the contributors. If that were *not* the case, we answered, we would be assured that something had gone very wrong with Pitzer.

Thus our theme, "Pitzer in the '90's: A Spectrum of Visions." In these pages, members of the community who have been concerned with and involved in planning for the College's academic future share with us both their visions and those of their colleagues and fellow committee members for Pitzer. As Thoreau put it, the place to build castles is in the air — then, you can put the foundations under them. As our capital campaign progresses, the foundations are being constructed which will help us to make our visions into realities.

THE BUILDINGS ARE GREY — not a dull grey, but a crisp light grey with a dark grey trim. This reflects Pitzer's continuing refusal to see issues in terms of a simplistic black and white, and at the same time displays an elegant dignity. There is a new building which houses the art program and several soundproof rooms for music practice. There is also a new academic building adjoining Bernard Hall which houses the Institute for International Studies.

The Institute, in addition to finding ways for students to gain proficiency in foreign languages, also supervises the External Studies Program. Every semester, two faculty members each take a group of students on a study tour: possibly to Australia to study environmental issues, to Roumania to study folklore, to Detroit to study the impact of a declining industry on worker morale, to England to study the importance of landscape for eighteenth and nineteenth century writers.

The curriculum has not changed much since 1985. The College generally chose to add new faculty members in disciplines already established at Pitzer rather than branch into new areas. The exception is the program in Semitic Studies, including faculty in history and political studies with an emphasis on the Middle East, and advanced Arabic and modern Hebrew. The main difference, however, is the change in the role of the concentration, formerly declared at the beginning of the junior year. Now students are asked at the beginning of their senior year if they wish their diploma to indicate an area of specialization. Most do not choose to do so,

aware that the value of a Pitzer B.A. does not reside in a narrow focus but rather in the challenge to see connections and relationships across conventional disciplines. All students demonstrate their fitness for graduation by completing a senior project, the equivalent of four courses credit, working with a team of faculty members who direct and evaluate the project.

One noticeable change from 1985 is that Pitzer stopped asking prospective students to submit SAT scores in 1988, two years before they were abolished nationally. Pitzer can offer admission to only one in three applicants and the Admission Office takes great pains to identify those students who will respond to the challenge of an educational environment that demands initiative, creativity, and an independent mind. Most of our students have a strong extracurricular interest in the arts or sports.

The faculty have become better known nationally. The reduction in the student/faculty ratio, combined with, more emphasis on Independent Study, has made it easier for faculty members to carry out research and write up the results. The provision of endowed funds for the support of faculty research and the frequency with which scholarly conferences are held on campus have also helped. On an average, four books a year and thirty scholarly articles carry the name of Pitzer College to the wider scholarly community.

Some things, however, have not changed. In an inconspicuous room on campus, a group of faculty members and students is discussing where Pitzer ought to be five years from now. In another room, an *ad hoc* committee is drafting a proposal for committee restructuring. There are complaints that the Grove House kitchen is inadequate. There is still no chalk in the classrooms, less crucial since computers have become as commonplace as telephones and typewriters and generate no further discussion, administratively or academically. The controversial issue this year is whether to liberalize the regulations which severely limit the number of students who can bring a car on campus.

## Pitzer — The Future

by Ruth H. Munroe  
Associate Dean of  
Faculty and Professor of  
Psychology

---

**M**Y VISION OF PITZER? A world of ideas and techniques opened to each new student generation. A community that promotes the production of new information and insights. A haven for thought.

Now for the reality. College students' major concerns are not with confronting new ideas and accumulated knowledge but with self-confrontation, with interpersonal interactions and with achieving independence. These concerns are important for individual growth, but we, as a college, must make great efforts to be something more than a holding tank for four years of growth, must show that the life of the mind enriches growth.

How can a college produce in its students this urge to seek, wonder, delve, reason, and think? One lesson I have learned as I grow older (and older and older) is that much of the preoccupation with self, here and now, can disappear simply by replacement with other preoccupations. How can we help our students to focus not on self but on our knowledge of the world past, present, and future, on the excitement of discovery and the life of the mind?

First, we can provide models — faculty members who are captivated by finding things out and who are willing to place their firm convictions in jeopardy. This, of course, is the essence of scholarship and faculty members should *need*

scholarly pursuits in order to live. We must work out institutional ways for this attitude to be conveyed to students. Placing ideas and convictions in jeopardy means different things in different disciplines but it always means a great deal more than trying out one's ideas on undergraduates. The college must devise more rewards for faculty members to pursue scholarly endeavors to their utmost, to expose their conclusions to the scrutiny of professional colleagues. And the college must devise ways for faculty members to convey to students their sense of excitement in scholarly pursuit and to involve students directly in the process of discovery.

I once believed that letting undergraduates attack "new problems" would produce the excitement of discovery. I now think that this doesn't work so well. We seem too often to require of students a depth study of problem X without ever consciously acknowledging that students must first learn the context of a field, its historical development, its normal method or mode of inquiry, its scope and potential, and, of most importance, its assumptions. In my new curriculum, broad courses would be designed for freshmen and sophomores, both within and across disciplines, carefully designed and coordinated so that students might learn something of the differences and similarities among fields of study.

---

*Ronald K. S. Macaulay, professor of linguistics at Pitzer since 1965, became Dean of Faculty in 1980 and Vice President for Academic Affairs in 1984. He has his M.A. from the University of St. Andrews, Scotland, and his Ph.D. from the University of California, Los Angeles (UCLA). His research interests include linguistic theory, sociolinguistics, bilingualism, language and education, and Scottish dialects.*



Remember the photo of one of these girls in the 20th Anniversary Participant? We discovered this photo of two girls for our second twenty years.

Students would then be better prepared to grasp and appreciate the overall import of discoveries.

Real organizational change can help to promote these goals. Faculty members can contribute equally to broad courses, to courses within concentrations, and to more specialized efforts at knowledge-production. For the latter, I would like us to seek areas of study that can be addressed across disciplines, in different ways, and to have an organizational structure that allows for these areas to be central in the intellectual lives of faculty members and students. I call these "centers," for want of a better name. I envision the ideal center as one in which, every several years, a portion of a faculty member's time might be spent in research and focused teaching. Well-prepared upper division students, freed from a traditional course load, for a

semester, would become immersed in the research activities of the center. Each center would operate under a broad title, with faculty members and students from many disciplines involved in and actively discussing the varied projects being undertaken. The defining areas for the centers can be drawn from the current strengths and activities of faculty members. These centers could serve as foci for campus activities — lectures, films, and demonstrations — organized by the faculty and student participants and could produce material benefiting both professional and public audiences. Can we have four or five of these? I hope so, and I hope that their location on campus will be spacious and inviting, with room enough to provide both formal and informal spaces, and kitchens to feed the hungry discoverers and their campus guests.

My vision of Pitzer? A world of ideas and techniques open to each new student generation. A community that promotes the production of new information and insights. A haven for thought. And a reality, I hope, in the nineties.

---

*Ruth H. Munroe, Associate Dean of Faculty (1984- ) and member of the Psychology Field Group (1964- ) notes that, because of space, she had to eliminate her visions for a less cumbersome form of democracy at Pitzer, for ways to encourage students to broaden their academic programs and to address their academic deficiencies, for ways to capitalize on the residential nature of the college and to strengthen community commitment, and for ways to address the moral dilemmas that will face our students through their futures. She says, "With reluctance, I have only exceeded my word allotment by a factor of four."*

## Faculty Executive Committee

by Leah Light

Professor of Psychology  
Convenor, Faculty  
Executive Committee

**T**HE TASK of describing the College a decade hence from the point of view of the Faculty Executive Committee is a formidable one, not only because I do not have a crystal ball but also because it seems unlikely that all members of the committee would share the same vision of the College. Thus the usual disclaimer: my views are my own.

I expect that the overall "shape" of the College will remain about the same for the foreseeable future. However, shifts in the interests of faculty members should help us to maintain a lively and progressive array of courses and to keep up with changing patterns of student interests and market demands. In addition, if current trends continue, a number of faculty members will reach retirement age during the next ten to fifteen years, creating new openings for junior faculty members and helping us to achieve a wider distribution of ages among the faculty.

We will probably see some changes in the appearance of the College, though these will not be dramatic. We have in the last few years acquired new laboratory facilities in anthropology and in psychology. Joint Sciences has also outgrown its current building and will move to new quarters in about 1990 which will provide more space for teaching and research in biology, chemistry, and physics.

I also hope that as our programs in the social and behavioral sciences become more widely known, we will move out of a period in which we are confused with those mythical institutions Pfizer College, Fitzer College and Spitzer College and have a solid identity and reputation as Pitzer College.

---

*Leah L. Light, professor of psychology, has taught at Pitzer since 1970. She has her B.A. from Wellesley College and her Ph.D. from Stanford University. Before coming to Pitzer, she was a Lecturer at the University of California, Riverside, and a Member of the Professional Staff, Southwest Regional Laboratory for Educational Research and Development, Inglewood. Her research interests are in human memory and cognition and memory and aging.*

## Pitzer in the '90's

by Paul B. Ranslow

Director of Admission

---

**I**N THE OFFICE OF ADMISSION, we are already well aware of a basic fact about the nineties: there will be a decline in the number of eighteen-to twenty-two-year-olds in the coming decade. We have already begun rethinking and refining our Admission outreach.

Our Admission publications need to be more clearly focused on those aspects of Pitzer that are unusual or unique, in particular the individual approach to planning concentrations and the unusually close relationship between students and faculty. At the same time, we need to emphasize that Pitzer is not attempting to be all things to all students. Through quotes from faculty, students, alums, and administrators we plan to highlight the actual experiences of members of the Pitzer community in order to reflect more accurately the substance and flavor of the College.

Because much of what Pitzer has to offer is better seen firsthand than explained, we want to do more to encourage potential students and their parents to visit campus. In order to save both time and money we have also refined our travel schedule to include those areas most likely to have students who are interested in Pitzer.

In the coming years, we hope to develop a first rate alumni-admission network. Since we do not have resources of time and money currently allotted, we are beginning in a small way and will develop our program gradually. Our reception in the Los Angeles area this April was a beginning. In 1985-86 we plan to expand to San Diego and San Francisco in addition to Los Angeles and to begin an expanded program of alumni phoning of prospective students.

The nature of admissions work is planning strategies for months and years in the future, and at the same time working to attract and select the optimum new student group for the fall. What we do now will make a great difference to Pitzer in the '90's. My vision for the '90's is a dedicated team of alums, faculty, and staff continuing and expanding their outreach in seeking quality students for Pitzer.

---

*Paul B. Ranslow, Director of Admission, came to Pitzer in 1984. He received his B.A. from Pacific University, his Ed.M. from Springfield College, and Ed.D. from the Harvard Graduate School of Education. Before pursuing studies at Harvard, Ranslow was Director of Admission at Pacific University in Oregon.*

## From the Trustees

by Edith L. Piness

Chair, Educational  
Policy Committee  
Pitzer College  
Board of Trustees

---

**T**HE EVOLUTION OF A LAY board with responsibility for the assets of a college or university is unique to the American system of higher education. Trustee boards have become the financial stewards of their respective institutions as well as their public advocates.

The present Board of Trustees at Pitzer seeks to build a firm foundation for the alumni and other supporters who will become the trustees of the nineties.

We want to leave an improved physical plant where the Pitzer community can study, work and play.

We want to provide a healthy endowment so that in the future the College may be less dependent on tuition income and have ample resources for scholarships and growth. Only in this way can we continue to attract a diverse and talented student body as well as the very best faculty. We desire a faculty that, too, is diverse both in its age and background, one which is well compensated for its contribution to the life of the College.

My vision for the nineties is to see the Pitzer Board of Trustees move from its present justifiable concern with balanced budgets to having the luxury to plan creatively not just for the needs but for the dreams of the College. Pitzer was one of the great "sixties colleges." I hope that the nineties will reflect the spirit, vision, and purpose felt by its founders several decades earlier.



**Bruce Ross '72**

## Alumni Views of Pitzer in the '90's

### Maggie Habecker Vizio '68

"IF YOU COULD RETURN TO Pitzer and be a freshman in the 1990's . . ." Never, never, never would I wish to be a seventeen-year-old freshman again. However exhilarating and profound my experience at Pitzer may have been, I have no desire to attempt a repeat performance.

" . . . what would you like to see changed?" Should I request the return of Town Meetings, the "Sound Off," gas chamber green buildings sitting in a dust bowl, Fifth Course, dorm mothers, or the public execution of male students?

From my perspective as an "involved outsider" my only objection today is the absence of general graduation requirements. "Aha!" you say. "Another old bat who had to suffer through those awful required courses and wants everyone else to do the same." I am in no way suggesting a return to "good old days" with a fixed list of specific courses freshmen and sophomores must slog through. I am recommending something similar to the Liberal Studies Program already in place. Breadth of knowledge as well as depth of knowledge in one field of study is Pitzer's goal, but there is no guarantee this will occur. There is little or no encouragement to achieve a balance of course work outside some concentrations.

" . . . what would you like to remain the same?" With independent and external studies, internships and special projects, a student at Pitzer has the opportunity to personalize his or her program of study. It is wonderful to know that no two graduates in one field have followed the same path to a diploma. Keep it up.

I WOULD HOPE A FRESHMAN IN the 1990's would find many things unchanged. Foremost would be Pitzer's response to the individual educational needs of each student, and flexibility provided by access to courses at the other Claremont Colleges. These factors allowed me to concentrate in psychology and accounting, resulting directly in my present career as a litigation consultant. I use my accounting, business and financial skills to assist attorneys in adversarial situations. Psychological skills are needed to effectually and persuasively present the information developed.

In conversations with friends who went to other schools, I discovered another of Pitzer's advantages. I was never taught by a teaching assistant or a graduate student. For better or worse, and it was mostly better, Pitzer students were taught directly by the professor responsible for the course. This, combined with small classes, contributed greatly to Pitzer's positive and productive educational environment, which I hope remains well into the 1990's and beyond.

I hope that the faculty and administrative staff, including the President, will continue to invite students to their homes for events which were not only enjoyable but helped me to broaden my social and intellectual skills.

I would like to see some changes: access to first class computer systems, our own swimming pool and tennis courts. I understand one desperate need of students while I was there has already been met. That is the success of the Grove House as a student center.

Comparison of my Pitzer experience with that of friends at other schools reminds me of another very important attribute of life at Pitzer. You could sleep late on registration day and still get the classes you wanted. Of course, there is always room for changes — with technology, students of the 1990's should not even have to leave their rooms to register. That's progress.

### Deborah Bach Kallick '78

SEVEN YEARS AGO I received my undergraduate degree in history and the study of education. But it was much more than that. Reflecting on those years at Pitzer, the quality and the associations that the liberal arts afforded me, I am inclined to conclude that it was good: don't change it.

The Pitzer I attended had a very special faculty. There was, happily, none of the authoritarian distancing between professor and student. That inherent concern, and the relaxed informality, translated into meaningful discussions and hands-on lessons. Without prodding, most of us were being "tested," and encouraged to think anew. No matter the courses — anthropology, history, or sociology — we were indeed "learning to learn."

*Deborah Bach Kallick '78*

*Photo by Grant Lippert*



There is already an awesome reminder that the twenty-first century is just fifteen years away. Some of these realities are inescapably near. The idea, for example, that an individual can work "alone" has been replaced with the team concept. It is something I have myself experienced in the corporate banking arena where I was employed after earning my M.B.A. If the predictions of the 1990's are an accurate forecast, there will be fewer people in the job market because of the tremendous impact of the information and electronics economy. Pitzer will grow and adapt as of necessity. Education may become less "relevant" and more cosmopolitan, a balance between the dimensions of our high technology and our own humanity.

## David Shapinsky '82

WHY DID I COME TO PITZER? What other college sends you a catalogue full of concerned caring faces and describes itself as a "community of learning"? What other institution speaks of learning as something that goes beyond the classroom, extending into every aspect of life? I wasn't sure the catalogue told the truth. But the kind faces are real. The professors actually listen; the students actively respond. The community *is* a reality; the educational experience continuous.

Occasionally, however, a few faculty members, administrators, and students take this idea too far. Pitzer's philosophy of caring, taken to extremes, obscures Pitzer's mission. Being an oasis in a desert or a cloister in a difficult world is not sufficient reason for a college to exist. Such ideas place distinctiveness ahead of purpose, equating the former with the latter while ultimately negating both. The practical result is loss of aim, perhaps a legacy of eighties uncertainty and alienation.

The dominant attitude of Pitzer today is far more constructive. Students and faculty direct most of their energies outward towards an increasingly interdependent world. The recently founded International Societies Program exemplifies this spirit. Made up of scholars in history, anthropology, sociology, and political studies, the program offers students the opportunity to learn diverse languages, including Arabic, Hebrew, Japanese, Hindi, and Nepali; explore such modern problems as the third-world debt, ethnic and cultural conflicts, and the process of technological progress that allowed the present integrated world-system to emerge.

As I look around me at the green trees and groups of faculty and students chatting, I cannot help reflecting that Pitzer has achieved the correct balance: an appreciation of difference along with a sense of shared purpose, a belief in independent study informed by a sense of community, and an emphasis on a conscious and distinctive academic preparation directed outward at the world, attempting to explain the earth's complexities while emphasizing our individual potential. Pitzer has shown me that the voyage into the twenty-first century can be understood and embraced and, more importantly, it has prepared me to contribute. Although our contributions may in the end be small, because of Pitzer they will be meaningful and unique.



*Werner Warmbrunn, professor of history, (center) receiving Academic Excellence Award from Kathleen Blunt '72 (left) with Michael Colby '80 looking on.*

*Photo by Deborah Bach Kallick '78*

## Werner Warmbrunn Receives Ninth Annual Academic Excellence Award

AT THE APRIL 11 MEETING of the College Council, Werner Warmbrunn, professor of history, was presented with the Pitzer College Alumni Association Academic Excellence Award by Linda Powers Leviton '74, chair of the awards committee. The award recognized Professor Warmbrunn "for helping countless students strive for, value, and achieve excellence; for taking education seriously and maintaining an undiminished optimism respecting student abilities and their desire to learn; for his unparalleled willingness to interact with and accommodate to students; and for his sincere passion for Pitzer College since its inception." A second presentation of the award was made at the Los Angeles Alumni Club Reception by Kathleen Blunt '72, outgoing president of the Alumni Association.

In addition to his outstanding teaching and service, Professor Warmbrunn is also the author of *The Dutch Under German Occupation 1940-1945* (Stanford University Press), and is now at work on a study of the German occupation of Belgium during the second World War.

Past recipients of the award have included Ronald K. S. Macaulay, vice president for academic affairs, dean of faculty, and professor of linguistics, 1977; Michael Goldstein, former assistant professor of political studies, 1975-79, 1978; Allen J. Greenberger, professor of history, 1979; Carl H. Hertel, professor of art and environmental design, 1980; Harvey J. Botwin, professor of economics, 1981; Lucien C. Marquis, professor of political studies, 1982; Ruth H. Munroe, associate dean of faculty and professor of psychology, 1983; and James A. Lehman, assistant professor of economics, 1984.



*David Shapinsky '82 in London before a semester in Rome, 1980.*

# At Pitzer

**Robert S. Albert**, professor of psychology, was invited in April to participate at the Conference on Scientific Excellence: Origins and Assessment, sponsored by the University of Western Ontario and the Social Sciences and Humanities Research Council of Canada in London, Canada. In November, 1984 he was appointed to the Task Force of Mental Health Care Professionals of the American Association for Gifted Children, as one of twelve specialists nationwide invited to develop a policy and program to enhance the mental health of gifted children.

Former President of Pitzer College and President of the American Council on Education, **Robert H. Atwell**, spoke at Pitzer in February on proposed federal financial aid cuts and their projected impact on independent colleges and universities.

**Inge Bell**, former professor of sociology, has just published *This Book Is Not Required* (The Small Press, Fort Bragg, CA), a book that draws upon her many years teaching at Pitzer and is designed to help students "survive" their undergraduate educations.

**Freeman C. Bovard**, professor of chemistry, has returned from England, where he continued his research on science in the early American colonies. As state president of the California Association of Chemistry (CACT), he organized a conference for CACT on Industrial Chemistry and Computers: Uses and Prospects, last August.

**Patricia V. Burke**, assistant professor of physics, recently published "Positively charged local anesthetics stimulate a membrane-bound phosphatase in *Acholeplasma laidlawii*," along with Ric Kanki, Howard H. Wang, in *Biochemical Pharmacology*.

**Newton H. Copp**, assistant professor of biology, published with Kelli Beingesser, Claremont McKenna College '84, a paper entitled "Differential Diurnal Distribution of *Procambarus Clarkii* (Girard) Juveniles and Adults and Possible Adaptive Value of Color Differences Between Them," forthcoming in *Crustaceana*. He was also awarded \$2350 from the Keck Foundation Grant Award Fund for research on "The Behavior and Physiology of Turning Orientation in Crayfish."

President and Professor of Political Studies **Frank L. Ellsworth** has been appointed by the California State Bar to serve on the editorial board of its official publication, *California Lawyer*, which is circulated to members of the California bar, lawyers in other states, and libraries.

**Clyde H. Eriksen**, professor of biology, was awarded \$1,000 from the Keck Foundation Grant Award Fund for his project, "A Key to the Anostraca of North America." He also has a paper, "Some Aspects of the Physiological Ecology of Larval *Lestes Disjunction Selys*," appearing in *Freshwater Invertebrate Biology*, 3:105-117.

**C. Robert Feldmeth**, professor of biology, is director of the Natural Resources Group, part of the Claremont McKenna College Institute's program. He has a paper, "Physiological tolerances of the Mojave Chub to temperature, oxygen and salinity," appearing in *Copeia*.

**Anthony F. Fucaloro**, associate professor of chemistry and department chairman, will be working this summer under an NSF grant for research on Site Selection Spectroscopy. He was also awarded \$5,000 from the Keck Foundation Grant Award Fund for his project "Environmental and Structural Factors Influencing T - Emission in Cr(III) Complexes." He is also the author of four recent papers, "Conformational Fluctuations in a-Chymotrypsinogen A Powders," *Photochemistry and Photobiology*, 41, 99 (1985), "The Luminescence of Quadratic Cr(III) Amine Complexes: I. Emitting State Assignment," *Journal of Physical Chemistry*, 88, 5012 (1984), "The Luminescence of Quadratic Cr(III) Complexes: II. Non-Radiative Excited State Relaxation Rates," *Journal of Physical Chemistry*, 88, 5017 (1984), and "Fluorescence Quenching of Indole by Inefficient Quenchers," *Photochemistry and Photobiology*, 39, 503 (1984).

**Homer D. C. Garcia**, assistant professor of sociology, has received a Summer Social Science Fellowship to do research on "Predictors of College Retention: Hispanics and Whites."

**Daniel A. Guthrie**, professor of biology, has given several seminars: for the Channel Islands National Park Personnel, "Fossils of the Northern Channel Islands"; for the Pomona Valley Society, "Wildlife of Yucatan," both in February; and for the Society of Vertebrate Paleontology, "Quaternary Vertebrates from North Channel Islands," in October. He was also awarded \$6,000 from the Keck Foundation Grant Award Fund for his research on "Quaternary Fauna of the Northern Channel Islands."

**Glenn A. Goodwin**, professor of sociology, and **Melissa H. White '85**, sociology, participated in the annual Western Anthropology/Sociology Undergraduate Research Conference at the University of Santa Clara, which brought together anthropology and sociology undergraduates from throughout the West. Goodwin chaired a session on law and religion and served as a discussant; White presented a paper, "Date Rape: The Crime of Opportunity."

**Agnes Moreland Jackson**, professor of English, and her husband, **Chaplain Harold A. Jackson, Jr.**, participated in a symposium discussion, "Civil Disobedience and Direct Action: Are These Necessary Elements in a Struggle for Equality," at Mt. San Antonio College in honor and remembrance of Martin Luther King, Jr.

**Mary Ann Jimenez**, assistant professor of history, has received a Summer Humanities Fellowship to do research on "Models of Schizophrenia from the Progressive Era to the Present."

**A. John Mallinckrodt**, assistant professor of physics, delivered a seminar, "A Numerical Simulation of Ionospheric Electrodynamics within an Auroral Arc," to Aerospace Corporation December 17, 1984. His recent publications include "On the Anticorrelation of the Electric Field and Peak Electron Energy Within an Auroral Arc," and "A Numerical Simulation of Auroral Ionospheric Electrodynamics," both in the *Journal of Geophysical Research*.

**Margaret Mathies**, professor of biology, was awarded \$6,300 from the Keck Foundation Grant Award Fund for her project "In Vitro Effects of Selected Antigens, Mitogens, and Influenza Viruses on Monocyte Procoagulant Activity." She spoke to the Intercollegiate Women's Studies Course on "Biological Aspects of Gender Differences" in September.

**Lee Munroe**, professor of anthropology, and **Ruth H. Munroe**, professor of psychology, are senior authors of two articles for the *Journal of Social Psychology*. "Precursors of Spatial Ability: A Longitudinal Study in East Africa," with Ann Brasher '84 appeared in April. The Munroes, with Brasher and Roland Moore, Pomona '84, and Pomona College students Todd Severin and Diana Schweickart, collaborated on an analysis of dreams collected in Kenya by the Munroes for the forthcoming "Sex Differences in East African Dreams."

**Lee Munroe**, professor of anthropology, has been awarded a Haynes Summer Fellowship for his project, "The Use of Time and Its Implications: Culture, Age, and Sex as Meaningful Factors."

**Stephen A. Naftilan**, assistant professor of physics, recently published "Light Curve Interpretation for CG Cygni" and "International Campaign for BW Vul: First Results" published in *Astronomical Journal*. With Gayle Trager, Harvey Mudd College '83, he delivered a talk, "Recent Photometric Observations of CG Cygni," to the American Astronomical Society meeting held in Tucson, Arizona. He was awarded a grant of \$650 from the Keck Foundation Grant Award Fund for his research on "Determination of Rotational Velocities in Cool Stars."

**Polly Henninger Pechstedt**, assistant professor of psychology, has a Summer Social Science Fellowship to do research on "Getting It Together: Right Hemisphere Function and Integration Between the Cerebral Hemispheres."

**Stephen B. Peterson**, assistant professor of organizational studies and economics, has a Summer Social Science Research Fellowship to do research on "National Budgeting in Kenya."

**William Pietz**, assistant professor of humanities, has been awarded a Summer Research Fellowship to do research in "Studies in the History of Fetishism."

**Robert P. Pinnell**, professor of chemistry, recently published "The Quest for Quarks," by B. McCusker, in *Review of Science Books and Films*, 20, 140 (1985), and "Concerning the Chloromethylation of Alkylbenzenes and Polystyrenes by Chloromethyl Methyl Ether," with G. D. Khunc, N.A. Khatri, and S. L. Manatt, in *Tetrahedron Letters*. He was awarded \$5,700 from the Keck Foundation for his research on "Solid Phase Silylation Reagents."

**Ernest D. Rose**, professor of film studies, has been elected vice president for financial affairs and treasurer of the Fulbright Association.

**David E. Savada**, professor of biology, and co-chairman of the pre-professional committee, published "Tricyclic anti-depressants affect histamine receptors in human leukocytes," with K. Wilmington, in *Life Sciences*, 1984. He also was awarded a grant of \$1000 from the Keck Foundation Grant Award Fund for research on "Enzymes of Carbohydrate Metabolism in Human Fetal Liver."

Harry A. Senn, professor of French, has received a Summer Research Grant to do research on "Serpent-Woman Goddesses in Folklore and Mythology."

Paul H. Shepard, Avery Professor of Natural Philosophy and Human Ecology, has been selected as a Sigma Xi national lecturer for July through December, 1985. For forty-seven consecutive years, the lectureship program has selected leaders in scientific research from across the country to communicate their knowledge and insight to a broad range of scholars and the community as a whole.

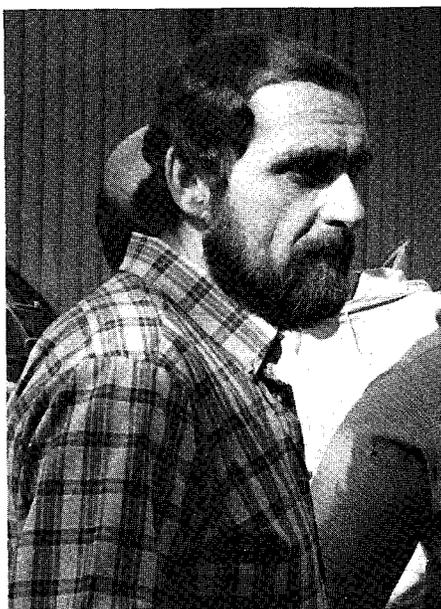
Ari Sherman '85 has been awarded a Thomas J. Watson Fellowship for 1985-86. He will travel to Israel and Germany where he will study the Holocaust through its influence on the lives and works of postwar poets in those countries most greatly affected by it. The Watson Fellowship program was begun in 1968 in memory of Thomas J. Watson, founder of International Business Machines Corporation (IBM) and carries a stipend of \$10,000 for independent travel and study abroad.

Rudi Volti, professor of sociology, will be Pitzer's Scholar-in-Residence for 1985-86. He presented a paper, "Organizational Sets and Technological Innovation in the U.S. Automobile Industry," at the annual meeting of the Society for the History of Technology in Cambridge, Massachusetts.

Andrew W. Zanella, associate professor of chemistry, recently published "Ground and Excited-State Electron-Transfer Reactions: Photoinduced Redox Reactions of Poly(pyridine) Ruthenium(II) Complexes and Cobalt(III) Cage Compounds," with C.Y. Mok, C. Creutz, and N. Sutin, in *Inorganic Chemistry*.

Glenn Goodwin relaxing during Mead Hall Social in September 1984.

Photo by Jimmy Kang '87



# Whatever Happened to the "Pitzer Community?"

by Josephine B. DeYoung

**T**HE PITZER COMMUNITY. The phrase abounds in college publications, casual hallway conversation, and in committee and classroom discussion. Almost any attempt to articulate the elusive "what is Pitzer College?" seems to fall back on that catchall "the Pitzer community." But is the phrase actually descriptive of Pitzer, or is it merely hackneyed rhetoric, coughed up year after year in an attempt to define the indefinable?

In a recently released report, "Is Pitzer College a Community?," Glenn Goodwin (professor of sociology at Pitzer since 1969) and a group of students examined the issue in a full scale systematic research project. Their findings add interesting new dimensions to the question "what is Pitzer?," and point to the possibility that, if Pitzer is indeed a community, it is one that, as professor Goodwin puts it, "violates any social science definition of the word."

During the fall of 1983, professor Goodwin and students of his Sociology and the Concept of Community class designed a questionnaire that was distributed to Pitzer faculty, administration and students in an attempt to ascertain whether it makes any empirical sense to refer to Pitzer as a community. Four variables were examined: perception of community solidarity, community participation, alienation, and anomia (the latter defined sociologically as an intense disaffection with community). When the results were in, it became increasingly clear that the Pitzer sense of "community" is (like Pitzer itself perhaps) best defined as "unique."

In examining perceptions of community solidarity, the research revealed that college administrators perceived the greatest sense of solidarity, followed by faculty, and then students. But perhaps the most telling results were these: although all groups surveyed reported a high level of participation in community activity, administrators, students, and faculty alike, also reported unusually high levels of alienation and anomia.

Ninety percent of the faculty, 64% of the administration and 78% of the students surveyed reported medium to high levels of participation in community services activity. Yet, 68% of the faculty, 72% of the administration, and 64% of the students reported medium to high levels of alienation. And, in looking at the anomia indicator, 71% of the administration, 78% of the students, and 51% of the faculty reported medium to high levels of anomia.

As professor Goodwin points out in a review of the study, the research seems to suggest that a large number of alienated and anomic people at Pitzer are highly active and participating in the affairs of their surroundings! He questions whether alienated and anomic people participated to alleviate those feelings, or whether the participation and activity itself generates alienation and anomia.

Does all this mean that the phrase "the Pitzer community" is really a misnomer? Was there at some point a real sense of community that has, over the years, dissolved while the rhetoric has remained? Professor Goodwin holds that there is, indeed, a sense of community at Pitzer, and is convinced that had he done the study when he began his tenure at Pitzer 15 years ago, the results would have been the same.

Interestingly enough, another recent sociological study, examining similar issues within an altogether different "community" revealed very similar results. That group? Independent truckers. According to professor Goodwin, they, too, feel alienated from their fellow truckers, yet feel a strong loyalty and bond with them. He offers another analogy, "In some ways we're like rebellious adolescents confronting our parents. Despite the problems, there are strong ties and a real deep love and commitment." He elaborates, "It's all very existential. Pitzer is a process and, even when that process means pain and anguish, it's what creates the sense of community."

---

Josephine DeYoung is Pitzer's Director of Public Information, having served as Feature Writer in the Public Information Office for the past two years. A graduate of Kalamazoo College, Michigan, she has done graduate work at the University of Illinois at Chicago, where she also taught English Composition. Before coming to Pitzer, she was a feature writer for the Claremont Courier.

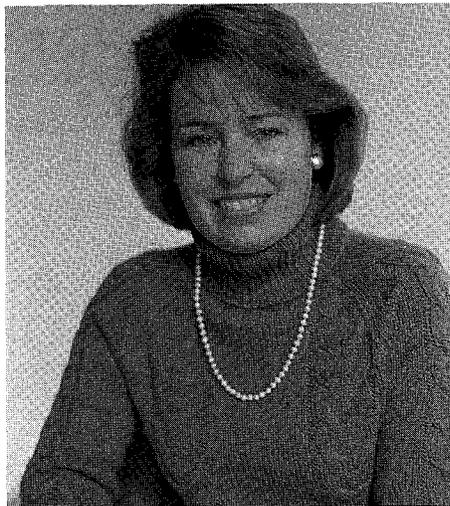
# Alumni Trustees

**Deborah Deutsch Smith '68**, chair of the special education department of the University of New Mexico at Albuquerque, has been elected to the Pitzer College Board of Trustees. Upon graduating with a B.A. in psychology, Smith attended the University of Missouri and the University of Washington where she earned an M.Ed. and Ed.D., respectively. Before joining the University of New Mexico, she taught and conducted research at the University of Washington and George Peabody College for Teachers at Vanderbilt University. Well-known by educators throughout the United States, Smith is one of the authors of the Peabody Language Development Kits widely used by teachers of special education. She has worked on numerous materials and books, including a recent series of computer "games" which are designed to increase children's thinking skills. An associate editor of two special education publications, *Remedial and Special Education Journal* and *Learning Disability Quarterly*, she also serves with the U.S. Office of Education as a project director of leadership training programs in special education and as a reader of grant proposals. Active in civic affairs, she is a member of an Albuquerque public schools advisory committee on special education and the New Mexico Comprehensive Manpower Development Committee. She resides in Albuquerque with her husband and son.

*Deborah Deutsch Smith '68*  
*Photo by Kim Jew Photographers,*  
*Albuquerque, New Mexico*



*Jill Minderhout Baskin '77*  
*Photo by Brad Baskin,*  
*Chicago, Illinois*



**Jill Baskin '77**, account executive for the Chicago office of advertising firm Leo Burnett U.S.A., has been elected to the Pitzer College Board of Trustees. Since receiving her B.A. in philosophy from Pitzer, she was first south suburban sales manager and then director of human resources for Community Telephone Directories. Then she became Midwest sales representative for North American Publishing, where the magazines under her charge had the largest increase in advertising space of any other magazines in the North American Publishing group. Baskin then took a position with Leo Burnett as client service trainee on The Keebler Company account. Following her success on the Keebler account, she was appointed to her current position as account executive on the United Airlines account. Baskin and her husband are Chicago residents.

## Dates to Remember

### September

- 1-4** New student orientation on campus
- 5** First day of classes, first semester
- 8** Sunday Night Cinema begins on campus and is held each Sunday evening at 7:00 p.m. and 9:00 p.m. in Avery Auditorium (Admission: \$1.50)
- 14** Alumni evening at the Hollywood Bowl, 6:30 p.m.
- 19** Alumni Council meeting, Los Angeles, 7:00 p.m.

### October

- 1** Board of Trustees meeting, Pitzer campus, 10:00 a.m.

### November

- 9** Monte Carlo Night, Pitzer campus, 8:00 p.m.
- 16** Alumni Council meeting, Pitzer campus, 9:30 a.m.

### December

- 3** Board of Trustees meeting, Los Angeles, 10:00 a.m.
- 10** Alumni Directory ready to be mailed

### January

- 18** Alumni Council Meeting, Los Angeles 9:30 a.m.
- 20** First day of classes, second semester

For additional or updated information, call the Alumni Office at (714) 621-8130.

# Beyond Pitzer



Lora Swayne, Ellen Alperstein, Laurie Greenwood Maynard, Chuck Diaz, Wendy Glenn, and Jeff Gottlieb as they leave the Class of 1975 Reunion picnic in April, which was attended by many alumni from the Class of 1975.  
Photo by Meg Wilson

## Class of 1976 Begins Reunion Planning

## Class of '75 Reunited at Kohoutek

Not even the clouds and drizzle detracted from the fun that alumni, ten years removed from their campus and classmates, had in reliving the "good old days" at their class reunion at the Kohoutek Festival April 20. This year's festival was enlivened by elephant rides (no political affiliation we are told), bands by the hour, and booths sponsored by both campus organizations and community merchants.

The major attraction, though, was much reminiscing and nostalgia over a picnic lunch catered by Claremont's newest gourmet spot Epicurious. Many alumni brought their spouses and/or families with them, including Robin Richman Groch with her three adorable red-haired children. The alumni took home with them rosters of their classmates, so '75 alumni may be hearing from some of their fellow Pitzer-mates.

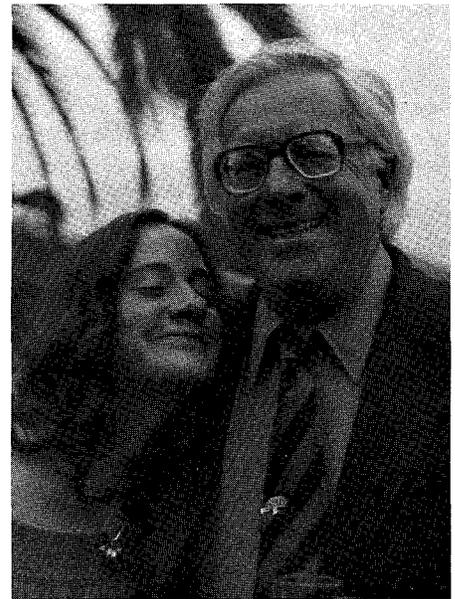
It's almost time for the Class of 1976 to think about returning to campus to celebrate the 10th anniversary of their commencement. A group of 76er's is being formed to orchestrate both a special fund raising campaign and reunion activities. As of press time, those alumni of 1976 who have indicated an interest in being in on the ground floor of the planning are: Laurie Melcher Benjamin, Carmel California; Angela Quinn Chen, Oxnard, California; Philip Cravens, San Francisco, California; Peter Elson, Jr., Los Angeles, California; Susan Flynn, Woodside, California; Michael Rosenzweig, Chicago, Illinois; and Mary Sophos, Washington, DC. If you are sitting there reading this and decide that you would like to take an active role in the formation of the programs and plans for *your* reunion, please contact any of the alumni listed above, or call Meg Wilson in the Alumni Office at (714) 621-8130.

There is even some preliminary discussion about getting the Class of 1966 together for a 20th reunion — any thoughts on that from the women of the Class of '66? Chris, Jill, Heidi, Deborah, Pat, Frances, Patty, Sara, Kassand, or Fusako, what do you say?

## Class Notes

'68 Priscilla Fawcett, San Diego, CA. The direction of my life took form when I joined the American Red Cross and was assigned to an army hospital in Denver. Awe, grief, and numbness bolted together my professionalism; it's taken years to unravel my experiences. Even now, I can't forget the MIAs and POWs. . . . In 1969, I transferred to South Korea. . . . For seven months, the 2nd Infantry Division was my home. . . . By the end of 1970, I returned to California by way of Hong Kong. . . . I traveled to Japan, Thailand, Burma, India, Iran, Russia, Denmark, and Norway. . . . After a year, I returned stateside and culture shock set in. First, I wanted to be a cop in San Diego. . . . then to acquire the credentials for a license in radio work. . . . then to be the nurse of the year. . . . I traveled again — this time on behalf of the World Anti-Communist League. . . . a delegate representing the World Christian Anti-Communist Association. . . . At present, I'm living with just me (and 35 stuffed animals) and enjoying it. . . . And I'm finding landladyship a memorable profession. . . . and recently became engaged. . . . So there you have it. Almost cop, ex-nurse, radio DJ extraordinaire, world traveler with a penchant for action and 21 wigs. . . .

Editor's note: From an article by Priscilla in Pine Manor College magazine.



Priscilla Fawcett '68 teams up with science fiction writer Ray Bradbury at a writer's conference in Santa Barbara.

Photo by Betty Jurus

Margreta Klassen, Claremont, CA, has been elected to a second term on the Board of Directors of the Biofeedback Society of California, an interdisciplinary professional society whose purpose is to develop ethical and practice standards for the utilization of biofeedback and adjunct techniques in medicine, dentistry, psychology, and education. Klassen, who has her Ph.D. from the Claremont Graduate School, and her associates, Barbara Ellenhorn, LCSW, Paul Thurman, Th.D., and Carol Woll, MFCC, have a group practice in Claremont, utilizing principles of optimum psychological functioning and stress management for family and individuals.



Joan Wattis Kimball Leiby '69 and Dr. John Samuel Leiby, Ms.D.  
Photo by W. Russell Ohlson, Denver, Colorado

**'69** Joan Wattis Kimball Leiby, Denver, CO. *I am now married to Dr. John Samuel Leiby, Ms.D. — with three grown stepchildren and five stepgrandchildren. John and I live and work in Denver.*

**'71** Bill Keppel, Topeka, KS., is a staff psychiatrist for the Menninger Foundation in Topeka. He has a daughter, 5, and is interested in meditation research, psycho-neuro-immunology and psychotherapy.

**'73** Dicy Makins, San Diego, CA. *After ten years in Philadelphia, I was hired to be a research assistant/technical writer for an aerospace engineering company in San Diego. Since being here I have had a nice first-time visit with Frank Ellsworth and have renewed some friendships I had while at Pitzer. I am still single and child-free and concentrating on my writing for my work and for free-lancing, and as vice-president in charge of the newsletter for the San Diego Chapter of the Society for Technical Communications. I recently published abstracts in our national journal and will continue to do so on a regular basis. It is great to be 3,000 miles closer to Pitzer.*

Karen Payne, London, England. *My book, Between Ourselves: Letters Between Mothers and Daughters 1750-1982 (Houghton Mifflin), has now come out in paperback in the U.S. and England. It has been on bestseller lists in London and in various U.S. cities and is now featured by the Quality Paperback Bookclub. It is also being translated into Japanese and Braille. Since I finished writing it (it took me five years) I have worked as a production manager on a couple of films in England. For some time I have been involved in the Nicaragua Solidarity Campaign and in the women's anti-nuclear movement both at Greenham Common and in local actions. I also teach re-evaluation counseling and lead various support groups for artists and writers. And I am learning to teach women's self-defense. I have very recently decided to take a break from writing and look for a job that offers somewhat more structure and security.*

Virginia Smith, Portland, OR, is an obstetrician/gynecologist in practice in Portland.

**'74** Gary Kates, San Antonio, TX, has a book, *The Cercle Social, the Girondins, and the French Revolution*, published by Princeton University Press in May, 1985, providing a fresh viewpoint on Paris during the early years of the Revolution. The book is dedicated to Lucian C. Marquis, professor of political studies, and Werner Warmbrunn, professor of history, "teachers, mentors, friends."

**'75** Anne Turley, Oakland, CA. *Nineteen eighty-four was an eventful year for this woman. I bought a house in Oakland, which was pretty exciting. I never thought I'd be able to afford one. Robyn Hamilton, my old sophomore roommate, helped me completely redo the kitchen. It is a 1903 pre-earthquake vintage, thank goodness. Robyn and I live there with Chroma the Wonder Dog, my Husky-Shepherd. I work for the Kaiser Permanente Health Care Program Audio Visual Department now, and get to write, produce, direct, shoot and edit videotapes about different medical issues. My tape on AIDS last year won three awards! The American Film Festival. . . . the National Educational Film Festival. . . . Best of the West. Not too bad. California is a great place to be for windsurfing and skiing, which I do in my spare time.*

**'76** Vicki Milestone, Denver, CO., after some adventures in Grenada, is now a medical student at the University of Colorado Medical School in Denver.

**'77** Leora Britvan, Davis, CA, is now a medical student at the University of California, Davis.

Naveed Quraishi, Alexandria, VA, worked at Allis-Chalmers developing hydroelectric turbines and is now a doctoral student at the University of Maryland.

**'79** Holly L. Echols, Oklahoma City, OK, general assignment field reporter for KOCO-TV in Oklahoma City, Oklahoma, served as moderator for a debate between Frank L. Fahrenkopf, Jr., chairman of the Republican National Committee, and Charles T. Manatt, former chairman of the Democratic National Committee, at Pitzer's 11th Annual National Issues Forum dinner in Beverly Hills in April. Holly has received the 1983 Outstanding Young Woman of American Award and the National Education Award from Phi Delta Kappa National Sorority.

**'80** Arthur Stillman Brown, Rancho Santa Fe, CA will receive his *juris doctor* degree from Western State University College of Law, (WSUCL), San Diego, CA this summer. His article, "Is There Any Room in This Place for a Sniffing Dog?" appeared in the Fall, 1983 issue of the WSUCL *Criminal Justice Journal*, of which he is editor-in-chief.

Doug Garant, Washington, D.C., is finishing his Ph.D. in neurobiology at Georgetown University in Washington.

Rita Jepsen, Storrs, CT, has started medical school at the University of Connecticut.

**'82** Karen Crocker, Iowa City, IA, is in medical school at the University of Iowa.

Sadhna Khalsa, Los Angeles, CA, is a second-year medical student at the University of Southern California (USC).

Kaleo Wooddell, Del Mar, CA, is a research technician at Scripps Clinic in an immunology lab and is applying to medical schools in California and Hawaii.

**'83** Morris Hasson, Champaign-Urbana, IL, is a second-year medical student at the University of Illinois.

Katie Leovy, Los Angeles, CA, after a year working at an Oregon resort, is now in medical school at the University of California, Los Angeles (UCLA).

Mitchell Rubin, North Hollywood, CA, is a sales engineer with Teledyne Analytical Instruments in Los Angeles.

**'84** Anna Lane, Pasadena, CA, does research in molecular biology at the City of Hope Medical Center.

Darren Primack, New York City, NY, is at the Albert Einstein School of Medicine at Yeshiva University, New York, but remains a Californian at heart.

Kevin Small, Kelly Air Force Base, TX. Second Lieutenant Kevin E. Small has participated in Team Spirit '85, a combined field training exercise involving members of all services of both the Republic of Korea and the U.S., under the auspices of the ROK/US Combined Forces Command.

James Ware, Newark, NJ, has begun medical studies at the Medical College of New Jersey.

Rita Lynch '77 and Ramona Gonzales '82 are Coro Fellows in Los Angeles this year, participating in the Coro Foundation's internship program. Coro is a public affairs leadership training organization, established in 1942. Its mission is to enhance the quality of government and governing by seeking out and training individuals with leadership potential and a commitment to public affairs. By interning in various types of government agencies, labor unions, community organizations, and businesses, Coro program participants develop a broad understanding of the individuals and institutions that combine to create public policy.

# Letters to the Editor

Volume 19, Number 4, Summer 1985

*Editors:* Katharine M. Morsberger  
Margaret R. (Meg) Wilson  
*Staff Photographer:* Susan M. Keith  
*Design:* Stoddard Graphics  
*Typography:* ITC Galliard  
College Press, Inc.  
*Printer:* Kerner Printing Services

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

*The Admission staff would be very interested in hearing about qualified prospective students. Give this card to an interested friend, or fill it out and return it yourself. We'll make sure that he/she receives special Pitzer attention and information.*

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City/State/Zip \_\_\_\_\_  
Telephone Number (\_\_\_\_\_) \_\_\_\_\_  
Secondary School \_\_\_\_\_  
Year of graduation \_\_\_\_\_  
Academic Interest \_\_\_\_\_  
Ethnic Origin (optional) \_\_\_\_\_  
Referred by \_\_\_\_\_ Class \_\_\_\_\_  
Address \_\_\_\_\_  
City/State/Zip \_\_\_\_\_

Pitzer College adheres to both the letter and the spirit of Equal Employment Opportunity and Affirmative Action. It does not discriminate on the basis of race, color, creed, sex, age, handicap or national or ethnic origin in administration of its admission policies, educational policies, scholarship and loan programs, athletic and other College-administered programs, and employment policies, as defined under Executive Order 11246, Government Code Sections 11135 and 12930, and Title IX of the Education Amendments of 1972.

---

Thank you very much . . . for the copy of the *Participant* with its article about the first three graduates. Katie designed the cut of the hood, which looked quite impressive hanging over the backs of the chairs. They tried out several shapes and lengths before choosing that style.

Cordially yours,  
**Margaret Gibbs**

I recently received a copy of the Pitzer Participant for "Alumni Only." . . . I have rarely been so disappointed . . . At best this bulletin looks like a high school student newspaper. . . . I had been so excited about Pitzer from the last Alumni publication that I received . . . The publications that come from the college do make a difference.

**Link Nicoll '83**

*Participant for Alumni Only* was a big compliment to me since I feel Pitzer still cares enough about its former students to have this special issue . . .

**Dicy Makins '73**

Please send *Participant* to my new address. . . I do enjoy reading about new Pitzer and old acquaintances.

**Karen Payne '73**

**Editor's note:** Brickbats or bouquets, we are delighted to hear from our readers. Do keep us up to date on your addresses and we will do our best to keep the magazines coming to you. If you know anyone we've missed, please let us know.