

*P a r t i c i p a n t*

*Pitzer College*

*Summer 1986*



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*Cover: Not many parents get the opportunity to spend a night in a college dorm as Joseph Le Vow Steinberg, a lawyer and Pitzer trustee, did, let alone see Pitzer's Resident Advisor Program in action. Steinberg's experience with his son, Jason, a Pitzer student, is related in the article, "A Full Night's Sleep."*

## From The President



The big news for the summer of 1986 is the arrival of our new dean of faculty, Alfred Bloom. After six years of many extraordinary contributions to the life of the College, Ronald Macaulay returns to the faculty ranks. Macaulay will resume teaching linguistics in the fall of 1987 following a one-year sabbatical. After an extensive search conducted by a committee comprised of faculty, staff, and students, Bloom was selected as the new dean.

Since 1974 Bloom has been at Swarthmore College where he was associate provost, a professor of psychology and linguistics, director of the linguistics program, and coordinator of Asian studies. Bloom acted as coordinator of a comprehensive review and restructuring of Swarthmore's educational program and he has been a visiting scholar at Kyoto University in Japan and also at National Taiwan University. A Phi Beta Kappa graduate of Princeton University with a doctorate in psychology and social relations from Harvard University, Bloom spent a year on a Fulbright-Hays grant for study in France.

He has contributed chapters in several books, and has published in the *Stanford Journal of International Studies*, the *Journal of Social Psychology*, *Journal of Peace Science*, *Current Anthropology*, and *Cognition*. Needless to say, this strong scholarly background coupled with his significant experience at Swarthmore make Bloom an exciting addition to Pitzer.

Just before beginning his new duties at Pitzer in July, Bloom and his wife, Peggi, took a brief research trip to Japan where he was comparing the differences in conceptions of morality between peoples of the East and West.

In addition to a new face at Pitzer, the campus has also been the scene of change. All summer, workers have been busy refurbishing and painting the Scott Hall complex, adding a new kitchen to the Grove House, expanding Mead Reading Room, and adding a private dining room to McConnell Center.

Mere physical change, however, does not make a college. In our constant efforts to keep our curriculum vital to the needs of today's students and society, the College Planning Committee and College Council have recently approved a new program in international and inter-cultural studies. Other new programs are also being discussed.

In other news, the admission office reports record numbers of applicants to the College. Many alumni, parents, and friends are to be thanked for their assistance in our efforts to attract and select the most talented students to Pitzer.

A handwritten signature in cursive script, reading "Frank L. Ellsworth".

Frank L. Ellsworth  
President and Professor of Political  
Studies

## **The Inside Story**

### **Pitzer Picks A Winner**

The Pitzer College Tenth Annual Academic Excellence Award was bestowed on Susan Seymour in April. Seymour, an anthropology professor, has been at the College for 12 years, after having earned her B.A. degree from Stanford and having taught at Whittier College and the University of Southern California. She was chosen for this year's award for her active and effective leadership within the Pitzer community; for being instrumental in developing and coordinating the Intercollegiate Women's Studies Program; for intercultural studies and research in India, which have enhanced her work in the classroom; for caring about and serving Pitzer; and for her significant contributions to the College. Two receptions were held to honor Seymour, one on campus and another, sponsored by the Los Angeles Alumni Club, in the Hollywood Hills.

### **Ranslow Steps Out**

At the Western Regional College Board meeting in February Paul Ranslow, director of college relations, was a presenter on a panel entitled "The Changing Face of Leadership" with the dean of admission at Chapman College and the former dean of Mills College to discuss "Mobilizing for Change in Small Four-Year Colleges."

At the same conference he joined the directors of financial aid from the University of the Pacific and Willamette University to discuss no-need scholarships and preferential packaging.

### **Activity In Absence**

While Glenn Goodwin has been on his one-year sabbatical that began last September he has been very busy. He has designed two new half-courses on the sociology of teaching social science and a new seminar on "Humanistic Sociology: The Case of C. Wright Mills."

In addition, he was invited to the University of California, San Francisco, department of social and behavioral sciences, to consult with them regarding how the faculty could expedite and update their theory qualifying exams for the Ph.D.

Professor Goodwin has also attended three major conferences. One in particular, a special conference/think tank at the University of Waterloo in Canada, was by invitation only and was attended by 200 social scientists from all over the world. The theme of the conference was "Basic Social Science Principles of Our Time" and is designed to critique the prevailing superquantitative paradigms of social science and attempt to offer a more humanistic, subject-oriented social science paradigm.

### **Five Summer Fellowships Awarded**

Five professors have been awarded summer fellowships. The Social Sciences Fellowship has been awarded to Polly Pechstedt for a project entitled "Who's Singing My Song: Split-Brain Subjects Show Right Ear Advantage Identifying Melodies." Four Humanities Fellowships have been awarded to: Jill Benton-Nyce for "A Biography: Naomi Haldane Mitchison: Eight Decades of Living Passionately"; Ronald Rubin to research "Formal Logic: A Model of English"; Barry Sanders to look at "Laughing Matter: Chaucer's Use of the Joke and Laughter"; and Al Wachtel's project "The Cracked Looking Glass: Joyce and the Nightmare of History, God's Voice, and Human Vocal Cords."

### **Botwin Goes Global**

Professor Harvey Botwin will be leaving this fall for a one-semester sabbatical. He plans to continue his research on economic and political integration. Most of Botwin's research will have to be done at the headquarters of the European Economic Community (the "Common Market") in Brussels, Belgium.

### **Excitement For Miller**

Sheryl Miller recently attended one of her most exciting conferences ever. The conference, held in Berkeley, California, was a meeting of archaeologists from all over the world, most of whom have spent their research careers working in Africa. The conference was held to honor the "dean" of living African archaeologists, Professor J. Desmond Clark, who retired this June from the University of California at Berkeley. Over 300 professionals — geologists, paleontologists, paleobotanists, and archaeologists attended. Miller gave a paper entitled "Contributions to the Archaeology of Northeast Angola." She was also invited to represent all of Dr. Clark's students, some 55 of whom have earned graduate degrees at Berkeley under his direction, as a speaker in a special tribute season.

### **Ward Gets Fulbright**

This past semester Dan Ward, assistant professor of political studies, has not been in Claremont. Instead, as the recipient of the Fulbright Fellowship, he has been teaching American politics at the University of Ankara in Ankara, Turkey. Included in his teaching lineup is U.S. policy in Central America, urban politics, public opinions, and other branches of the U.S. political system. Ward took his wife, Julia Darat, and their three children, Maya, Jesse, and Dylan. Ward and his family will return from Turkey in mid-July.



*Pitzer's new dean of faculty, Alfred H. Bloom, gave the commencement address at the College's 22nd graduation ceremonies.*

*Anthropology professor Susan Seymour (right) is the recipient of Pitzer's 10th Annual Academic Excellence Award.*



### ***Watch Out, Athena!***

Athena is just one of the women English professor Al Wachtel will be dealing with this summer. Awarded a National Endowment of the Humanities Summer Institute Grant, Wachtel will spend his summer days (and nights, probably) researching Greek tragedy at Dartmouth University.

### ***A New Head In The Psych Department***

Stephan Michael Edelson recently joined the Pitzer faculty as assistant professor of psychology. Edelson

received his B.A. from the University of California, Los Angeles, in psychology and sociology. He graduated Phi Beta Kappa from the University of Illinois, where he received both his M.A. and Ph.D. degrees in experimental psychology. In addition, he was the recipient of the Psychology Department Dallenbach Fellowship from the University of Illinois. Edelson's areas of specialization are cognitive and experimental psychology and autism. He is currently working on a manuscript which examines clinical diagnosis and experience.

### ***Tsujimoto Presents Paper on Child Abuse***

Richard Tsujimoto will present a paper at the 1986 American Psychological Association Convention in Washington, D.C. The paper, "Predicting Child Abuse: Importance of Curring Scores which Maximize Utility," was co-authored by Dale E. Berger, a professor at The Claremont Graduate School, and Tercsa White Cook, a Pitzer alumna.

### ***Alum Returns to Pitzer as Visiting Poet***

When Maurya Simon (then Falk) graduated from Pitzer in 1980, she didn't think she'd be back just six short years later as a visiting poet. Simon received her M.F.A. in poetry from the University of California, Riverside, and for the past two years has been teaching creative writing at the University. A list of her published (or soon-to-be) poetry can be found under the "Ink Spot" section.

### ***Rudi Goes to Wuxi (And You Can, Too)***

The details are not all finalized, but plans are well underway for the beginning of Pitzer College's travel program. Our first adventure will take us to China under the fine guidance of Sociology Professor Rudi Volti. Rudi has specialized in studying many aspects of Chinese economics and culture, and can be heard in the halls of Fletcher brushing up on his Chinese pronunciations. Tentative plans are for the tour to leave on May 19, 1987, and return on June 4, 1987, and visit such exciting places as Beijing, Xian, Nanjing, Wuxi, Suzhou, and Shanghai. The estimated cost will be approximately \$3,400, which includes airfare, all meals, lodging, guides, domestic Chinese transportation, taxes, visa fees, and orientation packet. Mark your calendars now and be watching for additional details in the mail in the fall. It should be a *very* exciting opportunity to see a wonderful and unique country.

*Lee A. Jackman, former vice president of development and public affairs, has resigned after 15 years of service to the College.*

### **Pitzer Student Named Watson Fellow**

As a recipient of the prestigious 1986 Thomas J. Watson Fellowship, Pitzer senior Amy Turner will travel throughout Europe, retracing geographically the footsteps of Samuel Beckett, one of the most important fiction writers of this century.

The Watson Fellowship program was begun in 1968 in memory of Thomas J. Watson, founder of International Business Machines Corporation (IBM). It carries a stipend of \$10,000 for independent travel and study abroad. Turner is one of 70 1986 Fellows, selected from among 177 nominated finalists. Fellows are selected for their commitment to a particular field of interest and for their leadership potential.

In an attempt to immerse herself in the cultures that were instrumental to Beckett's development as a writer, Turner will travel to Foxrock, Ireland (Beckett's birthplace), as well as to Belfast, Stillorgan, Dublin, and Enniskillen. She will spend time in Heidelberg, Germany; London, England; and in Paris, Avignon, Normandy and Roussilen in France. Turner plans to focus on Beckett's method of objectifying himself from his surroundings and, like Beckett, to write fiction from her experiences in those same surroundings.

### **News of Bogen**

In addition to writing like a maniac (see Ink Spot), Philosophy Professor Jim Bogen chaired the program committee for the Pacific American Philosophy Association convention in Los Angeles this last spring in addition to giving a symposium with John Heirtz of Calgary at the Pacific Division of the American Association of Aesthetics.



In case you think he has given up playing clarinet, you're mistaken. Even all this work hasn't kept Bogen away from the Real Time Jazz Band. The band recently sat in with Desperation Squad, which thereby became the first punk band ever to play with an "aging clarinet, washboard, and banjo."

### **A Fond Farewell**

After 15 years, Lee A. Jackman, former vice president of development and public affairs at Pitzer College, has left Pitzer to take a similar position with the Estelle Doheny Eye Foundation and Hospital in Los Angeles.

Since 1980, Jackman has directed fund raising, public relations, and alumni programs for the college. During her tenure, gifts to the College more than doubled and Pitzer became recognized nationally as one of a handful of successful innovative educational institutions begun in the 1960s.

She joined the College in 1971 as development assistant and became assistant director of development in 1972 and associate director of development in 1974. From 1977 to 1980, she also served as director of communications and marketing.

Pitzer will miss Jackman's dedication, professionalism, and energy.

### **Sheldon Honored**

Helia A. Sheldon, professor of Spanish at Pitzer, returned to her native Mexico this past semester to make a number of media appearances and present talks on the writing of prominent Mexican author, José Revueltas.

Sheldon is the author of a recently published book, "Mito y Desmitificación en Dos Novelas de

José Revueltas," which analyzes the function of myth and symbolism in two of Revueltas' novels. While in Mexico, Sheldon was honored for her work on Revueltas by the National Institute of Fine Arts. In addition, she was interviewed on the television program "Cultural Sundays," airing from Mexico City, and returned to her home town of Campeche to present a lecture on Revueltas at the Casa de la Cultura and to discuss Revueltas' work on the television program "Cultural News of the Peninsula."

### **Professor Rose to Leave Pitzer**

Ernest D. Rose, professor of film studies at Pitzer since 1983, has been appointed dean of the College of Fine Arts at the University of New Mexico in Albuquerque. Prior to coming to Pitzer, Rose served as dean of liberal arts at Cal Poly University, Pomona. In his new role as head of the 50-year-old college he will administer the University Art Museum and galleries and the renowned Tamarind Institute (for lithographic arts) along with advance degree programs in music, art, photography, dance, theater, film, and television.

### **Brady Joins Faculty**

John Mark Brady has joined the Pitzer College faculty as assistant professor of economics. His most recent teaching position was as an assistant lecturer in economics at University College in Cork, Ireland.

Brady received his B.A. degree in philosophy, politics and economics from the University of Oxford, and is a Ph.D. candidate at New York University. Previously he had been head of the department of economics and business studies at Woking College, England. His areas are industrial organization, economic analysis of law, and history of economic thought, and his dissertation is on the economics of copyright.

## Inkspot

INGE BELL, former professor of sociology at Pitzer, has just published the out-of-the-ordinary book, *This Book is Not Required*. The book jacket reads "In my years as a college teacher, I succeeded in what was ever the chief ambition of my career — to keep my students awake . . . on the whole, I succeeded because I discovered that students always came awake when I laid aside academic sociology and talked to them about their lives as students: about the academic institutions in which they labored, and the how and why of how those institutions functioned . . . We talked about how you find out what you want to do in life and about how you can keep your integrity and your sanity in this very difficult society." Keeping your sanity in college is Bell's main topic. She dubs it: "a survival manual for undergraduates: emotional survival and intellectual survival." This little jewel can impart its wisdom to you for only \$9: The Small Press, 18603 Highway 1, Suite 15, Fort Bragg, CA 95437. (Californians, add 6% sales tax.)

ALLEN GREENBERGER, professor of history, and Edith L. Piness, trustee, have recently published an article, "The Legacy of the Raf: J.G. Farrell's *The Siege of Krishnapur*," in *The Indo-British Review*, published in Madras. They also have been asked to edit a future issue of the journal on the subject of nationalism and religion in India.

MAURYA SIMON, visiting poet at Pitzer, will have her first volume of poetry, *The Enchanted Room*, published by Copper Canyon Press for release this fall. Simon's second book of poetry is being considered for publication by Yale University Press. In addition, Simon has poems forthcoming in *The Seattle Review*, *MSS.*, *The Literary Review*, *The Missouri Review*, *Poetry*, and *The Cumberland Poetry Review*.

BEVERLY WILSON PALMER, research associate, has recently finished editing *The Correspondence of Charles Sumner* under a grant from the National Historical Publications and Records Commissions. The microfilm edition of the letters of the U.S. Senator and antislavery leader will be published this summer by Chadwyck-Heale, Ltd.

PAUL RANSLOW, dean of admission, recently had a chapter published in a book about small colleges. The chapter, "Bradford College: Curriculum Reform and Institutional Renewal," written with David Haselkorn, was published in *Opportunity in Adversity, How Colleges Can Succeed in Hard Times* by Jossey-Bass publishers of San Francisco.

ANN H. STROMBERG, professor of sociology; Barbara A. Gutek, associate professor of psychology at The Claremont Graduate School; and Laurie Larwood, formerly of Claremont McKenna College and now professor of management at the University of Illinois, Chicago, have collaborated to edit the first volume of "Women and Work: An Annual Review." Psychologists, economists, sociologists, and historians, among others, present state-of-the-art research, critical analyses, and proposals for changes in this first volume as it explores trends and a variety of current issues in women's employment. It also features a symposium on male-female wage differentials.

JILL SCHIMPF, English as a second language instructor, has begun work on a primary level ESL text "Sesame Street Picture Dictionary." This follows *The Oxford Picture Dictionary Workbook* (for adult learners) published with Oxford University Press in 1981.

GLENN GOODWIN, professor of sociology, has an article on "Teaching Sociology from a Humanist Perspective" forthcoming in the journal *Teaching Sociology*, a major journal published by the American Sociological Association. Goodwin also has a chapter in a book coming out soon on teaching as humanist praxis published jointly by the American Sociological Association and the Association for Humanist Sociology.

LINDA MALM, associate professor of television communications, recently returned from Atlanta, Georgia, where she gave a paper on "News: Form as Meaning" which looks at the dramatic structures in the television coverage of the shuttle Challenger disaster. This analysis will continue with a paper on "Facts and the News: Shuttle Challenger

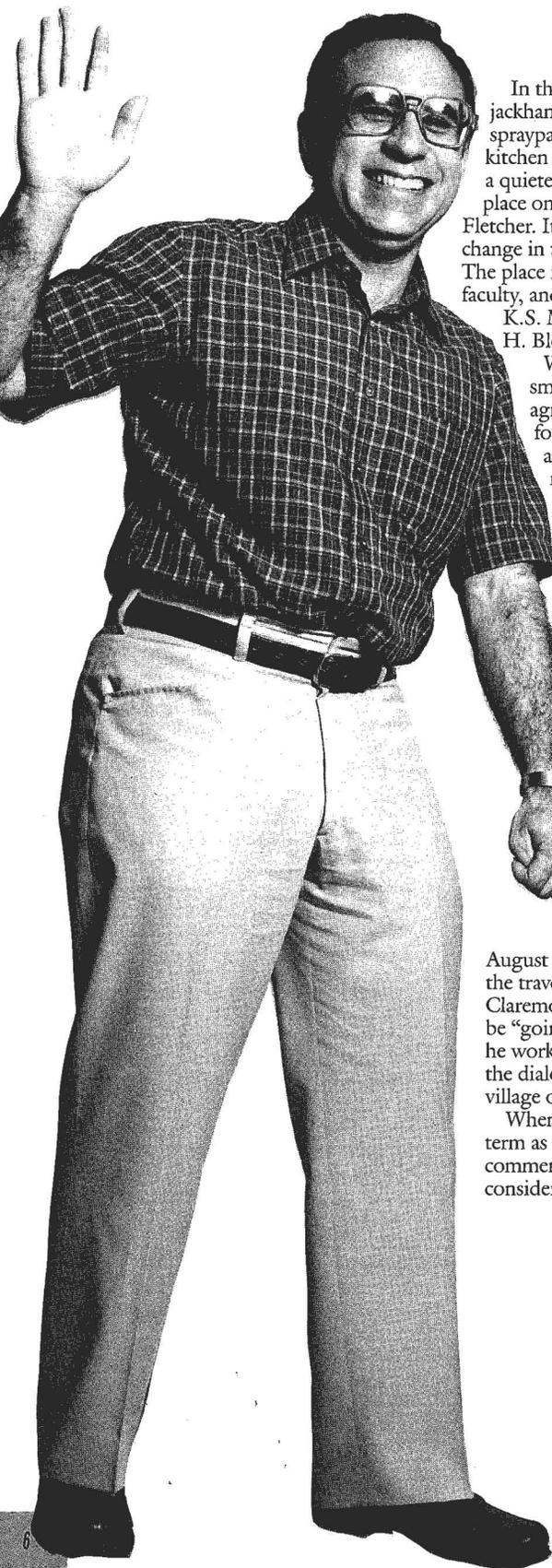
Disaster" which will look at the shuttle coverage in relation to what we now know actually happened and the reasons for these differences. The paper will be given in October at the 6th International Conference on Culture and Communication in Philadelphia, Pennsylvania.

JIM BOGEN, professor of philosophy, recently finished "the 573rd and next to last draft" of "Saving the Phenomena" with Jim Woodward (Caltech), a paper which says that contrary to popular belief, science does not predict or explain what we observe. The two professors will be giving the paper at Cal State, Los Angeles, and doing a workshop on their topic for the Philosophy of Science Association meeting next October. Ted McGuire, history and philosophy department, University of Pittsburg, and Bogen are currently working on a paper, "Aristotle's Great Clock."

HELIA A. SHELDON, professor of Spanish, is the author of a recently published book, *Mito y Desmitificación en Dos Novelas de José Revueltas*. The book, published by Editorial Oasis in Mexico City, analyzes the function of myth and symbolism in two novels of contemporary Mexican writer, José Revueltas. Sheldon's analysis of the works relies heavily on mythical-archetypal criticism, drawing from anthropological and psychological concepts.

BARRY SANDERS and PAUL SHEPARD have co-authored a recently published book: *The Sacred Paw: The Bear in Nature, Myth, and Literature*. The book is a detailed and colorful exploration of the bear in the symbolic world of man — its influence on our daily language, religion, literature, folklore, fairy tales, and names. And while the book examines the pervasiveness of the bear as a symbol, it also observes the frightening disappearance of the bear as a living, breathing animal. Paul Shepard is the Avery Professor of Human Ecology at Pitzer; Barry Sanders is an associate professor of English. *The Sacred Paw* is published by Viking and is available at area bookstores, including Huntley Bookstore in Claremont.

## Exit Stage Right, Enter Stage Left



In the midst of pounding jackhammers, hissing spraypainters, and clanging kitchen construction crews, there is a quieter change occurring in a place on the second floor of Fletcher. It is not the walls that will change in this place — it is the faces. The place is the office of the dean of faculty, and the faces those of Ronald K.S. Macaulay and Alfred H. Bloom.

With a chuckle and a wry smile, Macaulay jokes that he agreed to take the position for three years (back in 1980) and that if he has learned nothing else he has learned that he cannot count. On a more serious note the jovial Scot says that he has more than fulfilled his agreement and that it is time to direct his energies elsewhere. "I've enjoyed doing it, but I leave with a total sense of relief and happiness," says the outgoing dean.

Macaulay will take a sabbatical and then return to a full teaching load at Pitzer for the '87-'88 academic year. His immediate plans will lead him to a conference in Scotland and an August spent in France. After this the traveling linguist will return to Claremont, where he says he will be "going out only in disguise" as he works on a book concerning the dialect of the small Scottish village of Ayr.

When asked to reflect upon his term as dean, Macaulay commented on what he considered to be some of

his highlights and goals. Top on his list of goals for the past six years has been to bring down the faculty/student ratio. "The value of having more faculty around is that you have more people sharing the load. When everybody is as involved as they often are, it is difficult to ask already involved people to take on yet another thing. It's people rather than buildings that are important," said the dean. Although Macaulay wishes that he could have seen more progress in this area, he cites the two endowed chairs that Pitzer has gained in recent years as a step in that direction. The beginning of the Atherton Society Dinners, the Scholar in Residence program, and the new Pitzer Forum are other programs that Macaulay is glad to have seen commence since his term began.

Among the steps that he hopes will be taken in the future is a revision of the present tenure program. "The needs that were addressed with the present tenure program have perhaps been met. I think it is time to return to business as normal with tenure; it is important both for recruitment and for the untenured faculty here," commented Macaulay. Other goals he hopes the community will meet include the continued increase of faculty salaries, and "a little more space for activities."

Perhaps the sabbatical-bound man would be the first to admit that these goals are not everyone's highest priorities. "The hardest part of this job has been to establish priorities. There are competing demands for the resources, and when there is competition it is difficult. You can never satisfy everyone," related Macaulay. However, this difficult aspect of the position appears to be countered by what Macaulay defines as the easy part of the job.

"I really like the people that I work with, and this school does what it does very well. Perhaps some people in the outside world view Pitzer as the ugly duckling of The Claremont Colleges, but I like the school and its people and I have never felt the least bit of difficulty in representing it, nor have I felt the need to be apologetic for the school. I have always been pleased and proud to represent Pitzer. That has really been the easiest part of the job," stated Macaulay.

Patience, the ability to endure a certain amount of frustration, and a sense of humor are the qualities essential for the job, according to Macaulay. When asked if the incoming dean has these qualities Macaulay nodded with a smile, yes.

Bloom, who comes to Pitzer from Swarthmore College, is anticipating a rewarding experience at Pitzer. "During the three days of interviewing I witnessed warmth, excitement, and commitment," commented Bloom. He explained further that the fact that he was required to present a paper as part of the interview sent him an important signal. "After my talk, everyone was involved and asking questions that showed they were interested," recounted Bloom. It showed him that at Pitzer an administrator was also seen as a vital part of the academic community.

The newest member of the Pitzer community (who was contacted by the Dean's Search Committee, led by Professor Barry Sanders), made the final decision to accept the job after a very positive meeting with President Ellsworth. "Meeting President Ellsworth gave me the final confirmation that I wanted the job. Having a good working relationship with both the faculty and the president is imperative," says Bloom.

July marks the first month that Bloom is on the job, and already he has seen some areas that he thinks deserve high priority in the coming year. One question that he senses the community will need to address is the issue of general education requirements.

The issue of whether or not the College should revise its stance and institute some form of breadth requirements is one that has received some attention in the past few years. The question of the need for such requirements was raised when an outside accreditation team asked the College to explain its position and when sources from inside the College began asking the same thing.

Macaulay sees no need to revise the present stance on breadth requirements. "I have not attempted to lead the College on this issue. You must remember that I was the person that moved to abolish the requirements in '70-'71. Just because

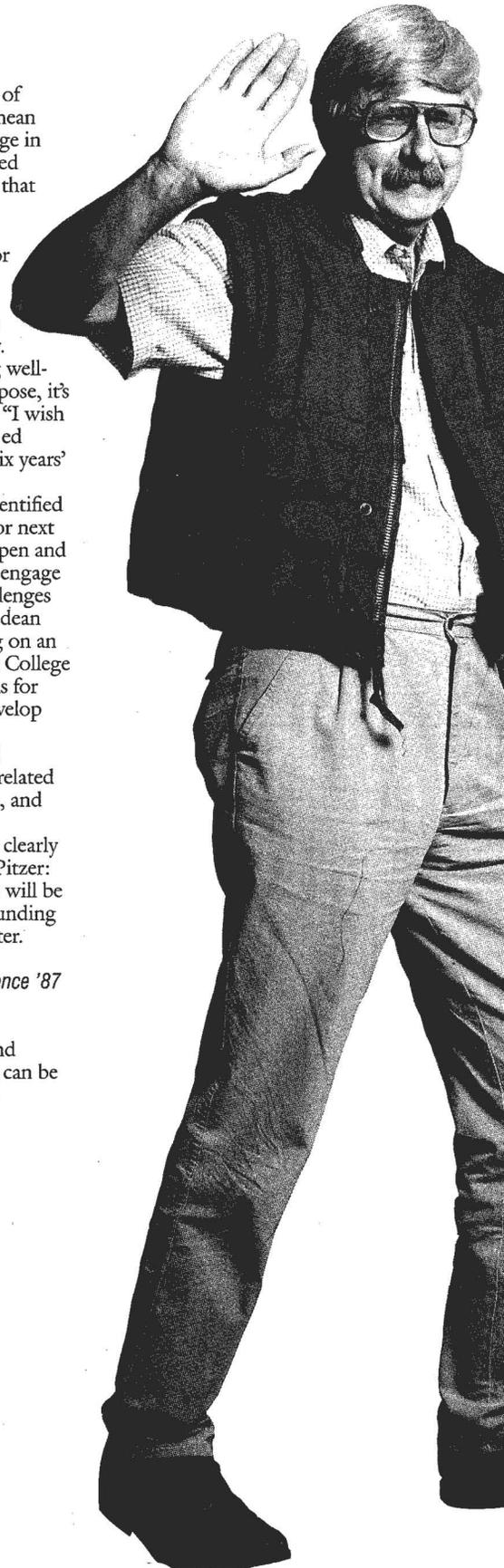
someone has taken X number of courses in some area doesn't mean they necessarily have knowledge in that area. In that way general ed requirements are dishonest in that they give the impression that someone knows something. I think it is much more likely for people to learn under some appearance of freedom of choice. I think it's much more honest to do what we do now. It's not the goal of developing well-rounded individuals that I oppose, it's the means," asserts Macaulay. "I wish Al Bloom luck on the general ed issue," offered the man with six years' experience.

Undoubtedly Bloom has identified one of his largest challenges for next year since his role will be to open and direct the discussion that will engage the entire campus. Other challenges that the darkhaired incoming dean gives priority include working on an early retirement policy for the College providing constructive options for faculty who might wish to develop other interests. And, finally, a computing system that would provide availability to course-related work, student/faculty research, and text processing.

Challenges and changes are clearly in store for the two men and Pitzer: Some will be quiet and others will be similar to the jackhammer pounding away outside McConnell Center.

— Dylan Lawrence '87

(Ed. Note: Further background information on Alfred Bloom can be found in the "Letter from the President" on page one.)



## The Results — Pitzer's First Readership Survey

"What do you want from *Participant*?" was the question the office of publications posed to 286 randomly selected readers of the magazine. The readership survey, embarked upon last fall and completed by the first of this year, revealed highly interesting answers. With these answers in mind, the Winter '86 *Participant* was restructured and tailored to fit your needs and expectations for a Pitzer magazine.

But, before we could do this we needed to know just who the anonymous "reader" is. The reader, it emerged, is an alumna in her 20s and 30s with an annual household income over \$50,000. Previous to last fall she read somewhere between most and some of the magazine. Only 12% read it from cover to cover. *Participant* was not exactly holding the attention of its readers.

What respondents read in past issues and wanted in future issues comes down to three things: feature stories, class notes, and news briefs. The kind of feature stories you want revolve around students, their activities, preferences, and lifestyles; interesting alumni; and stories about the Pitzer community, its faculty, future plans, academic mission, and current policies. Interestingly, readers did not want feature stories on topics like fundraising/development, campus social events, Pitzer governance, or minorities at Pitzer. Nor do most of you want articles that are highly academic.

Not surprisingly, class notes enjoys the highest current readership and almost all surveys returned indicated that you want more news about your fellow alumni.

When asked to comment on the quality of past issues, readers felt that alumni coverage and photography were in greatest need of improvement as well as streamlining the contents.

One of the questions the office was curious about was what readers saw as the role of *Participant*. Respondents gave the highest priority to informing alumni about Pitzer, followed by updating alumni about other alumni. Even past parents and donors saw these as the most important roles of the magazine.

Readers also felt strongly that *Participant* should be published quarterly, as opposed to monthly or semi-annually.

### STATISTICAL RESULTS

#### 1. How much of *Participant* do you usually read?

12% Read it from cover to cover  
46% Read most of it  
39% Read some of it  
2% Read none of it

#### 2. How often do you think *Participant* should be published?

10% Monthly  
63% Quarterly  
22% Semi-Annually

#### 3. Do you tend to read articles which deal with subjects that you already know about or are you more likely to read those outside your areas of expertise?

42% Read subject they know about  
27% Read subject outside expertise  
24% Read both

#### 4. How frequently do you read the following sections of *Participant*?

	Frequently	Sometimes	Never
From the President	39%	47%	7%
From the Editor	24%	51%	15%
Feature Stories	59%	34%	7%
Pitzer Profiles	64%	27%	15%
From the Trustees	19%	59%	15%
A Pitzer Planner	22%	51%	10%
From the Alumni Council	34%	51%	7%
From the President of the Alumni Council	25%	47%	15%
At Pitzer	56%	37%	7%
Beyond Pitzer	61%	29%	3%

#### 5. Please indicate your feelings about *Participant*:

	Excellent	Good	Fair	Poor	No Opinion
Appeal as a Pitzer publication	17%	56%	14%	2%	12%
Informative quality	14%	58%	20%	4%	5%
Quality of writing	20%	60%	10%	2%	5%
Quality of photos	15%	49%	15%	8%	2%
General appearance/format	20%	56%	14%	2%	2%
Balance among story topics	8%	42%	30%	3%	7%
Balance of story lengths	10%	47%	19%	7%	7%
Coverage of alumni	5%	42%	32%	10%	3%
Coverage of Campus	8%	42%	36%	3%	3%

#### 6. Would you like future issues of *Participant* to be devoted to a single theme/subject or a variety of subjects?

7% Prefer all theme issues  
42% Prefer some theme and some variety issues  
41% Prefer a variety of subject in each issue

#### 7. Rate these titles in terms of how likely you would be to read them:

	Extremely Likely	Quite Likely	Possibly	Not Very Likely	Not at all Likely
Academic Freedom: What's it all about?	25%	39%	22%	7%	7%
The Ten-Year Plan for Pitzer's Campus	37%	25%	27%	2%	2%
What's Today's Student Doing? Alumni Association Awards	47%	24%	19%	3%	7%
for Service	14%	20%	39%	17%	2%
Drugs on Campus	24%	29%	25%	14%	2%
Women's, Men's, Gay's Liberation	24%	19%	30%	14%	5%
Too Many "A" Grades Given Now-A-Days	20%	29%	36%	7%	8%
Class Notes (your era)	52%	14%	12%	2%	5%
John/Jane Doe: An Alumnus Makes Good	44%	25%	17%	5%	8%
Class Notes (not your era)	14%	30%	22%	14%	7%

In the past, many issues of *Participant* have been centered around one theme. This is something readers would like to change. About half the people surveyed wanted the magazine to have *both* theme and variety issues, while the other half wanted the magazine to have all variety issues. With answers so equally divided to this question, the office will seek a compromise: One issue per year will be a theme issue.

Finally, when asked to compare *Participant* to other college/university publications, readers were almost equally divided in response again. Twenty-four percent indicated the *Participant* is better, 26% said that it is the same in quality, and 22% rated other publications as better. This would seem to indicate that the previous magazine is viewed as an average, typical college publication — something the office is currently working on to correct through the new style, content, and format.

#### THE READERS' COMMENTS

The actual survey included a "Comment Section," giving readers an opportunity to write about how they feel:

We receive publications from four institutions in all. The others are all larger and older than Pitzer and two are extremely large schools. It is unfair to compare the publications. Also, parents are not very competent judges of campus and alumni topics. If I had spent four years at Pitzer, I think I would want to read most about developments on campus and news of my classmates.

*Parents of a Student*

Isn't Pitzer part of The Claremont Colleges? Perhaps a small section devoted to a very *general* overview/highlights of the other Colleges (e.g., CGS, Pomona, CMC, Scripps, Harvey Mudd and the School of Theology).

*Alumnus*

Magazine seems awfully expensive, fancy paper, etc. (Just like this survey.) Try some follow-ups on faculty who have left Pitzer.

*Alumnus*

Would like to have some more info about the "old time" professors and what they are up to — what they feel about the changes in Pitzer and the student body.

*Alumnus*

#### 8. To help us in planning future issues, please indicate your degree of interest in the topics listed below:

	Very Interested	Somewhat	Not Interested
Academic mission of Pitzer	61%	30%	2%
Admission policies	37%	47%	8%
Cultural events	34%	42%	17%
Feature stories on departments	51%	39%	3%
Feature stories on interesting alumni	61%	30%	2%
Short stories on faculty accomplishments	56%	34%	3%
President's report	32%	44%	15%
Financial status of Pitzer	30%	54%	10%
Fund-raising/development	20%	44%	29%
Humor	39%	41%	14%
Minorities at Pitzer	29%	47%	17%
Nostalgia	47%	29%	14%
Politics	29%	46%	15%
Pitzer governance	22%	51%	19%
Social events on campus	19%	47%	25%

#### 9. Rate the importance of the possible purposes of *Participant*:

	Very Important	Somewhat	Not Important
To tell alumni about other alumni	56%	30%	5%
To tell the alumni about Pitzer	76%	14%	2%
To tell Pitzer about the alumni	44%	34%	14%
To be a public relations arm	39%	44%	8%
To be an independent reporter	27%	47%	17%

#### 10. Do you receive publications from any other colleges/universities?

75% Yes  
24% No

#### 11. If you answered "Yes," how do you think *Participant* compares with the other publications you receive?

24% *Participant* is better  
25% They are about the same in quality  
22% The other publication(s) is better

#### 12. Comment Section

73% did not comment  
27% did comment

#### 13. Sex:

80% Female  
17% Male

#### 14. Affiliation with Pitzer:

61% Alumni (any former student)  
8% Faculty/Staff  
24% Parent of a Student  
7% Other Friend of Pitzer

#### 15. If an alumni, when did you graduate?

Years ranged from 1968 to 1985

The highest percentage (8.7%) graduated in 1980

The next highest (5.1%) graduated in 1969, 1970, 1977, 1981, 1982. (These all tied)

#### 16. Age:

Mode: 27 Median: 39 Range: 45

The following is a breakdown by decade:

20's: 11%  
30's: 21%  
40's: 7%  
50's: 8%  
60's: 6%  
70's: 1%

#### 17. Estimate your total family income (all sources) for 1985:

7% Up to \$10,000  
19% \$11,000 to \$25,000  
29% \$26,000 to \$49,000  
44% Over \$50,000

Sometimes I can't find a professor's name and wonder where he/she is. If some are on sabbatical it would be good to mention that fact and what they are doing and where, etc.

*Alumnus*

Don't hear much about "Liberal Arts" at Pitzer and am interested in seeing if today's students are interested in "rounding themselves" in this regard.

*Alumnus*

The *Participant* gives off an "academia" air; very intellectual with due respect — sometimes it is too much. I like my mind stimulated by the articles but enjoy knowing the trivia of college life and alumni views.

*Alumnus*

One suggestion I have is that you always send out a pledge card and envelope with every issue — i.e., virtually every piece of mail that Pitzer sends out should have the potential of generating contributions. You might even set up a "*Participant* Fund" for people to contribute to. As for the *Participant*, I'd like to see more articles on alumni who have "made it" in business, law, medicine, etc. I think that would provide good PR benefits.

*Alumnus*

I don't find the publication to be stimulating or exciting. It strikes me as being grey. I usually skim it and will religiously read the alumni letters. Other than that, I'm either too busy or disinterested. I do like getting it, however. I like the contact. I like to see what professors, who I recognize, are doing. I also like to see what current students are doing — their concerns, lifestyle, etc. But I don't like reading about rah rah activities or bravo accomplishments. While accomplishments and activities are nice, they give me very little insight into what's going on.

*Alumnus*

This survey is done very expensively — not necessary — when you want "flash" — be wise in your expenditures . . . and I'm sure twenty-two cents will not cover this heavy paper??

Alums do not want a glossy piece — they want to know about problems, for example, most alums would be appalled at the condition of McConnell living room and why isn't there more money for maintenance? Communicate as well as inform.

*Alumnus*

I enjoyed the years I spent at Pitzer immensely, but five years later feel out of touch with the students that are on campus now. I would like the *Participant* to be more of a conduit of student attitudes and issues so I can retain some kind of umbilical cord with the school.

Also after working as a consultant for Merrill Lynch for several years and handling several nonprofit endowments, I'm becoming more aware of the financial management required to make an endowment grow. Although I don't often have money to contribute, I might be able to provide assistance in management.

*Alumnus*

I do find it interesting!! I wish you had more news about what *alumni* are now doing, though!!

Questions #9 highlights the issue for me. I am tremendously bored by the PR-ness of the *Participant* and long to know what's really going on, both on and off campus with the Pitzer family. I love Pitzer and will always be grateful to all of you/us who were part of my experience there then and now; but I cannot relate the *Participant* easily to that experience. It's probably the lack of controversy that bothers me the most.

The other thing I'd like is more hard-core academic articles. I was fascinated by how people thought at Pitzer and would love to hear more of it. I guess I'd like the *Participant* to reflect the *process* of Pitzer more, rather than to be such a polished product, "pretty" though it is. That's my criticism — I'll read it nevertheless, look for photos of friends and teachers, read alumni notes and academic articles, and be happy to hear from Pitzer at all. Thank you for this opportunity.

*Alumnus*

Not so much on sociology/archeology. I believe "Beyond Pitzer" stories would be useful to students, faculty, board and other alums — i.e., what alums have done with their Pitzer education and what they can contribute to Pitzer now with this perspective. I would be happy to contribute articles from time to time.

*Alumnus*

I love hearing what other people (alumni) are up to. I also want to be able to tell my friends what I'm up to. Occasionally I write to the people in the development office (I used to work there), but the info as to what I'm doing never ends up in the short little class notes. What is the correct channel to get this info to you? I take it it's not the Alumni Office . . . If I send info to the *Participant* directly, when is the best time to do so? One time some info on me did get in the *Participant*, but it was about 9 months out of date by the time it hit the print.

I also like hearing about all the parties and festivals I remember so fondly: Kohoutek, Monte Carlo Night, CMC Jazz Fest, etc. Since the other schools had such an impact on my education and social life, could perhaps a page in each issue be devoted to what's happening at the other 4 colleges? Not the heavy, political/financial stuff, but light, fun stuff: social activities, building additions, faculty recognized for awards, etc.

*Alumnus*

I especially enjoyed the issue that alums wrote in the *Participant*.

*Parent of a Student*

Stanford University does a good job of theirs.

*Parent of a Student*

My exposure to *Participant* has been limited to a few issues. I actually read more of *Participant* than of the other's whose format is for highly intellectual alumni. *Participant* should reflect the atmosphere and philosophy of the school.

*Parent of a Student*

## The Great Patchwork Coat

The first year of college, for most students, is a time of adjustment, new experiences, and academic demands which differ greatly from those in high school. For some students the primary adjustment is being away from home and family for the first time. For others, who may have attended boarding school or traveled alone prior to college, matriculation still marks a new kind of separation from parents, home, and background — one which points toward the student's increasing individuation. A visit home at Thanksgiving sometimes feels, to the freshmen, as though it is the first time they have a chance to see how parents and siblings respond to "the new me."

The freshman often seems eager to accumulate new experiences, even though some of those experiences may be unsettling or confusing. In the dorms, in classes, and around the campus students meet other people whose backgrounds are different from their own. They experience, firsthand, significant cultural differences and widely divergent lifestyles. And in "trying on" parts of the lives of their new friends, they test old limits — their own and those of their families.

Freshman year presents academic demands which may also be different from those the student experienced in high school. Suddenly, it seems, the freshman student is expected to work more independently. The student finds that despite the professors' genuine interest in and concern about their academic interests and abilities, they have to learn to be more assertive about asking for clarification about a concept or help with a paper.

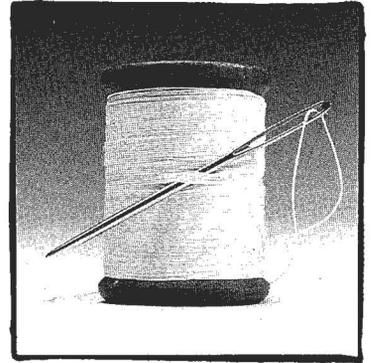
Sophomore year is usually a less difficult time in the lives of most students. They've settled in and are used to some of the things which required major adjustment during the first year. Some sophomores talk about transferring to another school; that's a natural reaction to the fact that the student has begun to face the realities of *this* college, *this* particular program of study, and *this* cultural environment. Most others begin to try to help shape the Pitzer community according to their image of it — by serving on committees, getting involved with the newspaper or yearbook, or participating in other kinds of campus activities. Soon after

the beginning of this second year the majority of students have made friends, established relationships with faculty members, and come to understand the nature of the collegiate academic endeavor. This year seems to be one of consolidation of the gains made in the freshman year — and the consolidation serves well as the student moves toward the rigorous junior year.

By junior year, most students are solidifying their academic pursuits and beginning to think about post-college goals. Junior year may feel more like an academic pressure-cooker than freshman and sophomore years did. That's particularly true for the student who is considering graduate, law, or medical school and has to take GMATs, LSATs, MCATs, fill out applications, and collect faculty references while they are holding down a rigorous academic program of courses in their concentration, as well.

Some students choose quite different experiences in the junior year — doing a semester at a school clear across the country, taking a semester off to work full-time or traveling abroad. Nepal is quite a change over Pitzer! And even students who stay on campus during junior year may be less interested in living in the dorms, preferring instead to try life on their own in a Claremont house or apartment. Some students become very involved in campus governance during junior year, realizing that "If I'm going to make an impact, I don't have much time left at Pitzer in which to do it."

For most students, the over-arching theme of senior year is that of impending separation from college, which by now has come to feel as comfortable as home and family did at the beginning of the freshman year. Seniors are moving away from close friends, from undergraduate academic mentors, from known life structures, activities, and places. Doing a senior thesis or taking the comprehensive exam in economics may be the most rigorous academic project a student has undertaken, and even without a thesis some seniors begin to feel "burned out" after the winter holidays of their last year as an undergraduate. Most are somewhat anxious about what their lives will be



like after college; at the same time, it's exciting to be the center of attention during Senior Week and at Commencement.

All these descriptions are generalizations; each student grows and develops during college in ways that are particular to their background and previous experiences, personality characteristics, and psychological needs. Not every student's development is as linear as I have described; for some students college may take longer than five years and for others there may be periods of what seems like stagnation or even regression. But there are common threads in the development of most students and a small college like Pitzer provides exciting opportunities to observe and affect that developmental progress.

An image I often find appropriate to describe the changes which take place in a student's life during college is that of a patchwork coat. The student comes to college "wearing" a bright jacket — a quilt of the values, experiences, and beliefs they have picked up over the years of childhood and early adolescence from family, friends, teachers, community, and cultural background. During college that jacket gets a lot of examination: certain patches are looked at carefully, newly appreciated, and retained; others are removed and put aside for another look at a later time, and some are even discarded. The student leaves college still wearing a bright coat, but the patches are arranged differently — and, if all has gone well, the coat fits a little more comfortably.

—Jane Holcombe  
Dean of Students

For further reading:  
Arthur Chickering, *Education and Identity*  
Erik Erikson, *Identity and the Life Cycle* Kenneth  
Feldman and Theodore M. Newcomb, *The Impact of  
College on Students*

## 1986 Graduates: Yuppiedom Bound?

On graduation day 1986, Pitzer College unleashed upon society one of the concluding segments of the baby boom generation. One hundred and fifty-eight individuals left the College with goals, values, and dreams. What will *this* generation be like?

Will they join some of their forebearers and turn towards the fast-track, conspicuous spending, wine bars, and spew statements like, "Our professions have become very important to us, and we're willing to perhaps sacrifice other things for them — marriage, families, free time, relaxation," as one young man stated in *Time* magazine?

Or, will they enter into the "New-Collar Class," the newest label for the "backbone of U.S. society" that *U.S. News and World Report* has identified. This latest sub-group of the baby-boomers have incomes between \$15,000 and \$30,000; are conservative in both politics and life-style; have little or no college education; are patriotic and respect authority but are more liberal than their parents on issues such as abortion, premarital sex, and marijuana use. "Success without sacrificing family and commitment" is seen as their motto.

Unfortunately for the people that are interested in such things (advertisers and researchers) this recent graduating class of Pitzer College doesn't fit neatly into either the Yuppie or New-Collar categories. Nor do they fit into previously identified categories such as the beatniks, hippies, yuppies, or preppies.

In an informal survey involving about 60 graduates, the overwhelming majority used the terms open-minded, caring, creative, conscientious, confident, intellectual, and inquisitive to describe themselves.

About a quarter of the class see themselves as conservative, a quarter don't really think about politics, and half identify themselves as liberals.



About half would eventually like to be their own boss. Some want the fast-paced glamorous city life and just as many would like to settle down in one community with their spouse and children. Almost all want marriage, babies, *and* careers.

Tammy Lavanty just graduated. Right now she is in the midst of job hunting. "I want a career, family, and kids," explains the art and psychology major. "I don't think I'd be happy if I didn't have all three. Quite frankly I don't think I'd be a very good parent without having interests of my own." Tammy is not the only woman in her class that feels this way. Every one of the women surveyed indicated that she planned a life beyond the kitchen and nursery.

"Two people have babies in the 80s — not just one," explains Tacy Hess, a brown-haired, blue-eyed woman who is planning a career in public



students know exactly what they want to do after college, but this is a very small percentage." Rather, according to Bixby, most students have identified related career areas of interest to pursue.

Bixby estimates that this year's graduates will leave the ivory tower headed in about three equal directions. About one-third will be entering graduate or professional schools in the fall, majoring in either psychology, sociology, or public health.

Another third are hoping for careers in business — specifically careers in retail, non-profit organizations, and corporations. "We have a lot of students planning to work in corporations for about five years with hopes of then being able to begin their own businesses," states Bixby. "It is a very strong entrepreneurial-oriented class."

Terry Hastings, a graduate who just moved to San Francisco, is planning for an immediate career in advertising, but "my long-term goal is to own my own business. That way," she continues, "I will be able to sell products I believe in — items that are hand-picked by me."

The other one-third of the '86 class will be "getting a job," knowing that this first job isn't necessarily the first rung of the career ladder. Within this large group are those students who are planning to "take a year off and work" before graduate or professional school; those who plan to travel for one year; and those who would like to "try out" a field before they set their long-term goals.

Do these students want success? "Sure we do!" exclaims Tacy. "But each of us has a different definition for success and different means of achieving it. There is one thing I think I could safely say about our class: We don't plan on achieving our goals, whatever they may be, by sacrificing our values in the process." Phew. At least they aren't Yuppies . . .

relations. "I refuse to be the only one giving at home."

Nor do these women see themselves as "superwomen," able to juggle a full-time career with full-time wife and motherhood. "If both parents are working," asserts Tacy, "then both should be working at home."

Chris Powers, a February graduate of Pitzer, also sees marriage as a partnership. "Ten years from now when my future wife and I come home from work, I see both of us picking up the slack where the other has left off," he explains. "I would hardly expect her to do all the work at home — that's ridiculous."

But what about these careers? What do our students want to do for eight hours a day? "There is no such thing as a typical Pitzer graduate," explains Brandy Bixby, Pitzer's director of career resources. "Some

—Chandre Kipps '86

## A Full Night's Sleep

In August, 1982, as my son, Jason, and I entered Sanborn dormitory at Pitzer College for the first time, as proud father and anxious freshman, we soon met a senior who was responsible for Sanborn A-Wing, a beneficent authority figure who bore the designation "R.A." My son, of course, knew from his freshman introductory packet precisely what R.A. stood for (resident advisor) and knew too that the R.A. in turn could rely on the experience of the non-student Hall Director who had responsibility for the entire dormitory. A full understanding of what role the R.A. played probably came to Jason only after several weeks as a Sanborn resident. At that time I did not much think about what a R.A. did, knowing only that this functionary in some vague way helped to insure my son's health, safety, and general welfare.

In the spring of 1985, my wife and I learned during several telephone conversations with Jason that he had decided to compete with approximately forty other Pitzer students for one of the available R.A. positions. He then informed us about the full range of duties which were discharged by those specially chosen students. A vigorous competition, which included simulated emergency scenarios, interviews, and submission of written peer recommendations, would lead to the selection of only twelve men and women.

After the competition was concluded, the successful applicants, including Jason, were told to report back to Pitzer by August 22, a week before the freshmen were to arrive. During that week, we were told, Jason learned the rudiments of first aid, CPR, crisis intervention, suicide prevention, and a variety of other skills designed to equip him to serve as part of Pitzer's early warning system for students. Ironically, he had been assigned to Sanborn A-Wing, his freshman dorm. As he was to discover quickly, it was the R.A. to whom most students, not just freshmen, would turn when confronted by academic problems,

personal crises, romantic entanglements or disentanglements, or other impediments to the pursuit of happiness and achievement in this particular academia.

As I flew into LAX to begin a brief stay in Claremont at the end of this past September, I reflected on the fact that this R.A. job had seemed to enrich my son's existence at Pitzer immeasurably. Although discreet to a fault (never any names), he told us during our unabated efforts to enrich "Sprint" about incidents which had required him to perform some of his many roles — adviser, enforcer of rules, confidant, summoner of security personnel when unauthorized party attendees refused to leave the dorms, and interpreter of the rules which govern the Pitzer dorms.

As my plane landed I was unaware of the adventure which awaited me. In a moment of weakness or irrationality, I had agreed to spend my first night of this trip to Claremont in my son's room — a room which, he informed me, was the envy of those who had seen it. I had heard about the forty-year-old Philco freezer, the thirty-year-old Carllson television set, and the eight-foot-high loft supported by 4x4 and 2x4 timbers on which he slept. I had *not* been informed that I was expected to join him in this lofty device, a sort-of father-son tree-house, from which only an acrobat of more than average skill could descend without fear of broken limb.

After a late-night sortie to a local pizzeria, we climbed into the loft where I lay, afraid to move lest I plummet to the floor (and perhaps through it to Jason's sophomore room one story below). Finally, fear was overcome by fatigue (it was now 3 a.m. on my unreset Eastern time watch). As I drifted into sleep, I wondered whether Jason, in his recounting of his experiences as an R.A., might have been engaging in a bit of hyperbole. After all, in the three hours I had been on campus, he had only been approached twice: once by a young woman seeking a permission slip for her non-Pitzer escort to a big party at Harvey Mudd and once by another young woman seeking advice

on the organization of the following week's Sanborn "A-1" Thursday night "blast."

My peaceful sleep lasted for about five minutes. A loud knock on the door announced the arrival of a student who had forgotten the key to his/her (at 3 a.m. it was too difficult to determine the sex of the intruder) room. Off went Jason to unlock the door. Off went I to sleep — for about three hours! The next interruption was a whopper — a fire (no drill this) complete with soul piercing, alarm bell jangling, accompanied by muttered curses and a frantic attempt by this sleep-sedated payer of the tuition bills to escape the imagined flames by fleeing from my precarious perch. My only thought was the refrain "when the bough breaks . . ." as my son vainly tried to make me look graceful during my descent on a ladder which would have stumped a large percentage of the San Diego Zoo's monkey population.

Outside I huddled in a light drizzle with my/his fellow dormmates while my son, like an air raid warden in the '40s, went door-to-door throughout Sanborn A-Wing (and Sanborn D-Wing, whose R.A. was off-campus that evening) routing heavy sleepers and, I suspect, some otherwise engaged, by pounding upon, and then unlocking and opening, every door. The calmness and speed with which he operated impressed me. His training, I thought, must have been excellent.

Twenty minutes of drizzle and muffled, sleepy, and cautious ("that's Jason's father over there!") conversation later, I was back asleep awaiting the next call on our hero's fortitude. It came with a knock at about 4 a.m. Problem: two male non-students claiming to be friends of a female student are entrenched in her room but she is not there; her roommate wants them out; they will not leave; someone "better get the R.A." Jason calls security; he and two security officers negotiate the peaceful withdrawal of the visitors. No one is hurt; no one is arrested; no one in Jason's room has gotten any sleep!

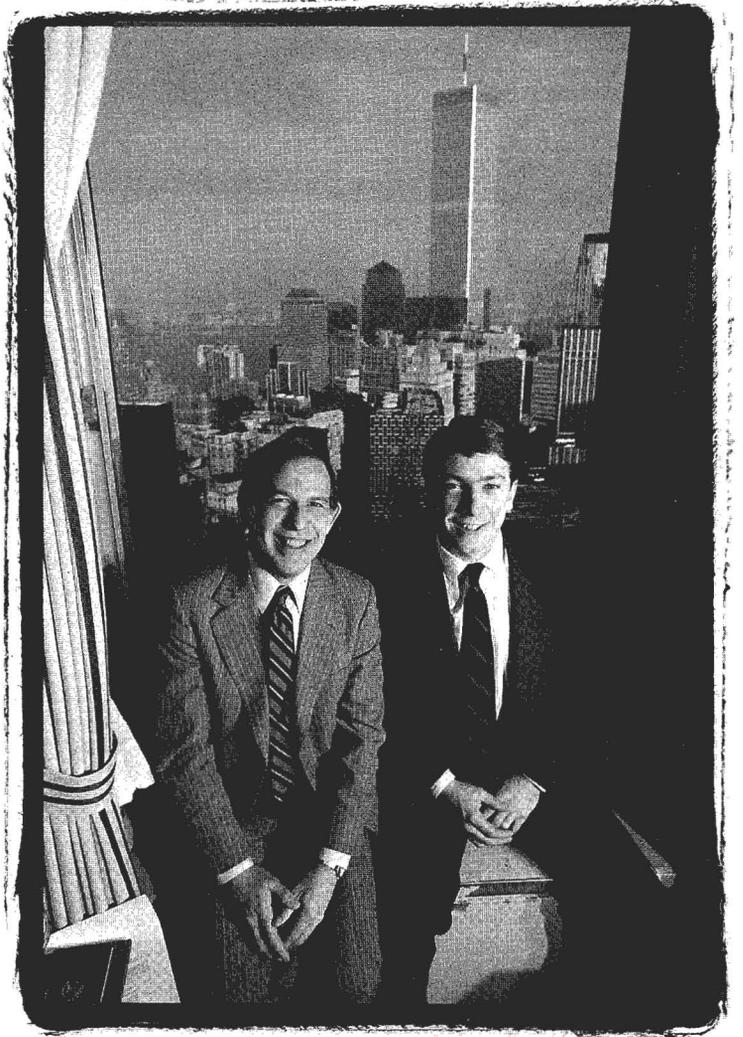
By four thirty the mini-crisis is over. We fall asleep and are interrupted no more. When morning

comes, a thought flashes across my mind. Could Jason have arranged all of this tumult? Could he be out to demonstrate that his privileged single room, his stipend (increased from \$1,300 to roughly \$2,200 this year after a spirited but brief negotiation with the administration), his Pitzer-supplied emergency phone and even his hurricane searchlight, all were hard earned? I try to dismiss the thought without success — after all, although I trust him unquestioningly in matters of substance, I also know well his talent for orchestration.

I was lost in silent surmise when through his open door came another fetching young student clutching her right index finger with her left hand. A beer bottle in the process of being opened had broken; her finger was bleeding enough to justify my decision to become a lawyer instead of a doctor. As I watched Jason expertly apply the bandaids tightly enough to stem the flow (I heard again my army sergeant's voice — "Stop the bleeding; treat for shock"), I realized that if this incident was the last act of a carefully staged production, he had, finally, gone too far.

I joked lightly about my stay at Sanborn throughout my three days in Claremont. In reality, however, what I had seen and experienced had its serious and comforting side. I deal with crises, both minor and major. I had come to the realization that Pitzer had put in place a system designed to identify and deal with students' problems; to locate and defuse potential crises; and to protect the well-being of its students all without heavy-handed intervention by administrators. I also came to the belief that the R.A.s themselves are major beneficiaries of this system. They become confident and capable adults, experienced in the handling of real-life problems, as they assume and discharge their responsibilities to their peers and to Pitzer.

—Joseph LeVow Steinberg  
*Pitzer Parent*



## The Harvard Hoax

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Harvard. There are few devotees of academic pursuit who would not thrill at the thought of studying at America's oldest and most prestigious institution of higher education.

I ached for it.

Pitzer. Does that name mean anything to you? Pitzer College? Thought not. Pitzer is part of The Claremont Colleges, five undergraduate schools about an hour east of Los Angeles, at the foot of Mt. Baldy. Pitzer is my "home college" and I enjoyed studying there for my first two undergraduate years. But when I was offered the opportunity to spend my third year away, first semester at Oxford, second at Harvard, my dreams had come true. It was as though I were ten years old and Lynn Swann had called me personally to quarterback for him in the Super Bowl. I packed my books into a giant knapsack and left home.

And Oxford was glorious. Once a week I met with my tutors. They would assign unbearably long reading lists and impossible writing assignments. At our meetings I would read my papers aloud and they would comment, criticize and, sometimes, express gentle contempt for the cocky American kid who hoped to measure up at Oxford. They were goads who loved education. After reading one of my first essays a tutor asked me, in typical sneering Oxford fashion, "Did you have trouble understanding the material, or couldn't you find it in the library?" "I read the book," I said, mortified at his accusation. "You have not understood it," he assured me, "let's take a look at it together, shall we?" And so we did, moving forward along the educational path we were forging as we studied with one another.

I left Oxford riding high. I had been pushed to the limits of my intellect; I had expanded my horizons.

When I arrived at Harvard at the beginning of the next semester I was ready to break new ground. The course catalogue promised a diversity of wonderful territories to explore. The professors whose classes I chose were stars, famed in their fields. To theater, sociology, or philosophy enthusiasts, the names Brustein, Bell, and Putnam are just as exciting as Bird, Montana, and Henderson are to basketball, football, and baseball fans. "What an opportunity it will be to study with philosopher Hilary Putnam," I thought to myself. After all, professor Putnam is writing articles for respected journals, doing important research, traveling to Vienna to give his latest papers. "To sit at his feet and puzzle out major issues," I mused, "what a fabulous experience that will be."

But, alas, that is not the way it works at Harvard. Mr. Putnam has no time for his students. He and other professors are too busy writing articles for respected journals and doing important research to make time for the observations, half-formed theories, and questions of struggling undergraduates who wish to sit at their feet.

By contrast, at Pitzer College I had studied with James Bogen, one of our resident philosophers. His students call him "JimBo" behind his back. The difference between professors Putnam and Bogen is that JimBo has not written the major work in his field, but he will take you for coffee at Nick's Cafe every morning of the semester until you assimilate his lesson. He is committed to the sharp and tedious questioning of the Socratic method. Sharing with and inspiring his students is his primary concern and responsibility.

This is not to slight Professor Putnam, who seems to be a nice enough man and is, after all, quite accomplished. It does, however, point up some of the significant differences on the educational scene today. There are essentially two types of college

*In an age when David Horowitz weekly alerts his television audience to consumer fraud, demanding that we "Fight Back" to get our full fifty-cents' worth of a felt-tipped pen, shouldn't students be demanding an educational equivalent for their fifty-thousand dollar investment?*

experience currently available to undergraduates. There are those schools which offer their students an active participatory role in the educational process, and those which put them in the position of sitting back and passively watching as superstar professors perform, and their teaching assistants desperately try to fill in gaping holes when they meet with their sections each week. My experience at Harvard leads me to believe that it is not an institution primarily focused on teaching undergraduates. A true incident illustrates what I mean.

A professor comes to teach as a visitor in the Harvard system. Like many, he hopes to be considered for a permanent position. His colleagues look him over and, initially, like what they see. Overtures are made. At the end of the year the professor is evaluated by his students. He receives the highest student rating in the history of that department at Harvard. You know what Harvard said? "No, thanks."

The chair of the department apologized profusely for misleading the professor about what Harvard valued. They had wanted this teacher to do research, to publish in well-read journals, to spend more time in the

public eye. "Teaching is like a little hurdle here," he was told. "The hurdle is only two feet high. We don't care if you stumble over it or clear it gracefully, just so long as you don't knock it down."

That is the crux of the educational hoax at Harvard and at many other universities. Our major educational institutions have forgotten what should be their number one priority: their students. Perhaps it is time for these students to reassess their expectations and to demand some quality control over what they are purchasing. In an age when David Horowitz weekly alerts his television audience to consumer fraud, demanding that we "Fight Back" to get our full fifty-cents' worth of a felt-tipped pen, shouldn't students be demanding an educational equivalent for their fifty-thousand dollar investment?

It may be that both students and their professors have misplaced their standards for measuring the quality of a university. Schools with renowned research professors, ones who publish important books and articles, and whose names would certainly impress the ladies at your grandmother's bridge club do not necessarily guarantee a good education. Such

people should be supported, as they are at Oxford, but they should not be burdened with teaching, nor should students be burdened with them.

It seems that Oxford administrators learned long ago what we have yet to accept. In classes of one hundred or one thousand students, the Socratic method just does not work. A great college is not a theater, it is a meeting ground where teachers share their knowledge and enthusiasm with students who are willing to be challenged, criticized, and coached.

That, for me, was the great disappointment at Harvard. I did not feel coached. In fact, I felt cheated.

Maybe that was partially my fault. After all, I was the consumer and I should have demanded more of the product I was purchasing.

So that is what I am telling my friends. If you are going to spend all of that money on a university education, then you had better look into more than the fame of the school and its professors. You ought to know who will be delivering the educational goods, and how they will be delivered.

A college education is something into which both students and parents sink huge amounts of time and money. We ought to be asking serious questions about what we are purchasing. Harvard? Exciting and expansive extra-curricular activities? Yes. World-renowned scholars? Indeed. A degree marketable to some of the best law, business, and medical schools? Of course. But an exciting academic exploration? Personally, I prefer Aristotle over coffee with JimBo at Nick's Cafe in Claremont.

—Joel Fields '85

## The Scoop

Prepared June, 1986

### CLASS OF '68

MAGGI KLAASEN (Claremont, California) has been working as an examiner for the Biofeedback Certification Institute of America, administering the practicum to certification applicants. She has recently taught "Biofeedback: Theory and Practice" at California State Polytechnic University, Pomona. Maggi continues her private practice in Claremont, specializing in career counseling, relationship counseling, and stress management.

LINDA DE BAUN (Yucaipa, California) is teaching drama and English at Yucaipa High School.

MELINDA HENNING (Concord, California) says: "I just took a new position as Account Executive for Learning Dynamics, Inc., a Boston-based corporate training company, and will be developing their business on the West Coast. Also, I represent several other training providers and consult and speak on telemarketing and telephone sales."

### CLASS OF '69

ISABEL SIQUEIRA COURTNEY (Greenwich, Connecticut) throughout the years has managed to keep in touch with some dear friends and finally had a total family reunion with CAROL HARVEY RYAN '69 (Tom Ryan CMC '68). Their six kids parted with many tears and promises to return soon. Now that Isabel has received her M.A. in Science Education she is eyeing a Ph.D. at one of the "local" old-fashioned schools in the area, i.e., Columbia or Yale.

LINDA JOHNSON (San Francisco, California) puts out a newspaper aimed at parents of pre-schoolers, titled "Off Spring." Linda is also opening up a retail outlet of children's furniture and clothing.

### CLASS OF '70

LESLIE DASHEW ISAACS (Marietta, Georgia) has been elected to the Board of Women Business Owners, Inc., an Atlanta-based organization which supports the growth and development of women who own and manage businesses. Leslie's firm, Human Side of Enterprise, provides human resource management consultation and training services to a wide range

of organizations including the Coca-Cola Company, Life of Georgia, House of Denmark, Beverly Bremer's Silver Shop, Realty Recruiters, Dekalb General Hospital and many others.

MELISSA HOLMES LEBO (Pasadena, California) says: "Some day I would like to help out with the Pitzer alumni group in some way. At the moment I am an overload volunteer but I soon hope to be a bit more able to do something for my beloved Pitzer."

DEBORAH SCHNITZER NOVACK (Portland, Oregon) has been living in Portland with husband Ken Novack (CMC '67) for 16 years. Deborah and her husband have 2 children, 10 and 12 years old. She is on several community boards such as Portland Opera Association and Young Audiences of Oregon, and recently completed a year-long fund raiser as chairperson for Oregon Museum of Science and Industry netting almost a half-million-dollar profit! Deborah also finds time for golf and tennis.

### CLASS OF '71

EILEEN E. EDMUNDSON BEAUDINE (Brown) (Oregon City, Oregon) has two sons, Joel, 9, and Joshua, 13. She returned to school 3 years ago and has completed a pre-med program in biology, chemistry, and math. Eileen says, "I currently supervise and run the math and computer lab at Clackamas Community College." She has been compiling an oral history of the Oregon City area. She says she is also an avid bird watcher, hiker and lover of the Northwest. Eileen is now using her grandmother's maiden name as she has recently become single.

LESLEY OLIVER MCCLELLAND (El Cajon, California) received her M.S. in Rehabilitation Counseling from San Diego State University in 1978. She is currently a supervisor for San Diego County Probation Department and operates an adolescent boys rehabilitation program in the mountains near the Mexican border. Last year Lesley received an award from the Juvenile Justice Commission for developing a treatment program at Juvenile Hall for boys waiting placement in a residential setting or foster home. Her favorite activity, however, is camping on remote beaches in Baja, California, with her husband.

LUCIA WATKINS PERRY (Phoenix, Arizona) and her husband, Jim (JAMES R. PERRY '71), have opened a commercial real estate brokerage, Perry Properties, in Phoenix. Lucia is reveling in the joys of mothering Sarah, 7, and Julia, 3½, and sometimes works for Perry Properties. "Last summer our little Perry family camped and traveled in California for 3 weeks," Lucia said.

ANN SWEET (Seattle, Washington) feels very comfortable in her new position at the University of Washington Experimental Education Unit, coordinating the toddler program, working on a grant exploring direct instruction (DISTAR) vs. mediated learning (Feurstein) and doing communication classroom outreach training for school districts and graduate students. Ann hopes some "Pitzies" will stop in Seattle and visit on their way to the Expo in Vancouver this summer. Her new work number is (206) 543-4011, extension 286.

### CLASS OF '72

ELLEN WILLIAMS LEBELLE (Nogent sur Marne, France) writes to tell us she lives near Paris with her husband, Paul, and their four children. Their children are Claire, 10, Emma, 9, Anne, 5, and Louis, 4. CLAUDE DE CHERISCY and Ellen keep in touch so she still gets some news of Pitzer. Ellen would love hearing from those who remember her. As far as her career goes, "how does Domestic Engineer sound?"

### CLASS OF '73

DICY MAKINS (San Diego, California) writes that she is gradually accepting the fact that she can't do what Joint Science trained her to do. She is finally getting a handle on chronic health problems and enjoying the San Diego sun. She is employed as a technical writer for Calma Company, a computer graphics firm owned by General Electric. Dicy says: "With that kind of backing, hopefully, the instability of high tech right now will not hinder our work. We recently sold \$9 million of our computer systems to China, beating out the competition."

GLENYS WOLFF (Houston, Texas) sends us this update on life after Pitzer: Glenys worked 2 years as a jeweler and 6 years as the in-house designer for Tiffany and Co. In her position as in-house designer she was responsible for one-of-a-kind pieces for individual customers. While there she produced a classical jewelry line which was marketed in their retail stores. Glenys took 1 year off to spend 4½ months traveling around the world including a stay at a biological research station on the Great Barrier Reef, Australia, as well as purchasing gemstones in the Far East for her custom-designed pieces for private clients. She worked for Lenox as Director of Design for one of their divisions, Keepsake, where she designed and supervised production of a line of 200 rings. Presently, Glenys is the Director of Design with a group in Houston, Texas, starting a unique jewelry firm, Wynmere Ltd. Her jewelry sells from \$100 to \$75,000 and is sold through sales consultants directly to the consumer. "I would like to get in touch with Jan Larson ('73) and David Muir (CMC). Anyone having information as to their whereabouts please write to me — 515 Post Oak Boulevard, Ste 500, Houston, Texas 77027."

#### CLASS OF '74

ROBERT GREENSBERG (Pomona, California) writes: "After graduate school (University of Minnesota, Linguistics), hotel management, teaching, book sales, and law enforcement I ended up in law (personal injury-plaintiff). Married for 5 years (no kids, thank you). Hobbies and interests: my marriage, my practice, and Wing Chun (a southern Chinese martial art)."

JAN LONGFELLOW KING (Colville, Washington) reports that Spring, 1986, came early for them. That means they will soon be selling asparagus and enjoying orchard blossoms on their 40 acres. Besides farming she continues to teach as a Resource Room Specialist in the primary grades and is president of the Colville Education Association. Jon is Building Official in Colville and Ridge. Although parts of their owner-built home remain unfinished, they have a new pond and are currently building a greenhouse for the garden.

DEBORAH FINE NORRIS (Napa, California) is a legal secretary for the Public Defender of Napa County. She has two daughters, Elizabeth, 5, and Victoria, 2.

#### CLASS OF '75

CHAR MILLER (San Antonio, Texas) was recently promoted to associate professor of history and granted tenure at Trinity University in San Antonio, Texas. Char says: "The students recently selected me to be the "Outstanding Professor, 1985-86" I like their taste!!" Char published an Op-Ed piece in the *L.A. Times* on the trial of Stephen Bingham. He also passes along another bit of information — GARY KATES '74 was also promoted to associate professor in history and granted tenure at Trinity! "It has been a good spring," Char relates.

#### CLASS OF '76

HELEN ASBURY (Cincinnati, Ohio) has just been accepted to the School of Professional Psychology at Wright State University to earn her Ph.D. in clinical psychology. She says: "I am very excited about the news!" Helen is still directing a child development program at Cincinnati Country Day School, but will be quitting this summer.

PATRESHA MANDEL (Ann Arbor, Michigan) is now 10 years past Pitzer. She managed to obtain her M.S.W. and for the past 5 years has worked as a clinical social worker in the Psychiatric Emergency Room at U. of M. Hospital in Ann Arbor. If this wasn't exciting enough, she decided to work toward an M.E.A. in Textiles (while still paying the bills as a social worker). Last summer Patresha traveled to Greece and Turkey to study the various techniques and traditional uses of fiber. "The perpetual student . . . I love it. A warm hello to Kris Russell and Bob Barry."

DIANNE BUDD (San Francisco, California) writes and tells us that ADRIENNE HOUSE '77 (Los Angeles, California) has completed her Ph.D. in Clinical Psychology (Washington University, St. Louis) so now we need to call her Dr. House. Adrienne celebrated by taking a long trip to Europe. Dianne also informs us that CHRIS BARNES FORFAR '76 (Los Angeles, California) is creating incredible music using both traditional and highly nontraditional

instruments (from piano and guitar to backs of chairs and electronically distorted voices.)

STUART SMITH (Pasadena, California) is working as an Industrial Hygienist. He has been cleaning up toxic waste sites throughout the United States for the last 2 years. "The work is interesting, but very time-consuming and occasionally strange," he says. Stuart is still flying and riding his bicycle.

#### CLASS OF '77

KEVIN SPICER (Los Angeles, California) is still with ABC, Inc. After the fast pace of the pilot season, Kevin escaped to Europe in May.

#### CLASS OF '78

MERI IRWIN BEN-YEHUDA (Santa Ana, California) writes that since receiving her Master's from Cal State Fullerton in December, 1985, she has become a "freeway flier," teaching English to foreign students at 3 colleges. Meri loves the work. She teaches grammar (advanced) and composition. Meri and her husband, Michael, have purchased their first home.

LORI BROOKS (San Francisco, California) lives and works there and loves it. Lori teaches ESL for the community college district, and is currently working with students in an extensive academic program at City College. "Part-time teachers (there are no full-time positions) have to have a second job: mine is at the teachers' union for the San Francisco College Community District." For the first time in Lori's life she is working 9-5. "It's strange," she says.

SYLVIA LEE-THOMPSON (DeKalb, Illinois) received her M.S.E. in Counselor Education in May, 1985, and is now looking for counseling work in DeKalb. Sylvia's husband has taken a job as Lutheran Campus Pastor at Northern Illinois University. They have 2 sons: Peter, 5, and Michael, 2½.

### CLASS OF '80

TOM DOMINY (Pasadena, California) says: "My one year at Pitzer was one of my most memorable. Too bad I was really not ready for Pitzer at that time. Freedom of thought was too much for me to handle. I drifted for several years — even did some time at the Zen Center on Mt. Baldy. I tested many life-styles. Went through many relationships, law school, clerical work for L.A. County Hospital, and was a morgue attendant for 6 years while earning my degree at Cal State University, L. A., in Business Administration (where I met my wife, Elaine) and landed a job/career with Curtis 1000, a printing firm. I'm now V.P. of CSULA alumni. I would do it all again. I miss my friends Denise Kelly and Kim Weir, among others."

KAREN VOGEL (Eugene, Oregon) moved to Eugene, after graduating from Pitzer, and began graduate work in political science at the University of Oregon. She completed her M.A. in 1982 and started teaching lower division courses in political theory and Western European politics. This spring, Karen will be completing her dissertation, and will receive the Ph.D. in June. She then hopes to pursue a full-time career in research and teaching at the university level.

### CLASS OF '81

KRISTI KING (Glendora, California) says: "Another Pitzie on Wall Street — I'll be graduating from Wharton, University of Pennsylvania, with my M.B.A. in May. After a summer visiting family and friends in L.A. and Hawaii, I'll move into New York. I will be joining the Chase Investment Bank to work in the Latin America group. There is so much activity there, it should be exciting. Would love to hear from old friends as well as Pitzer grads in NYC and Latin America. East Coast address as yet unknown. Can be reached through my parents in Glendora."

R. PETER MIRKIN (Phoenix, Arizona) graduated from the University of Pittsburgh School of Medicine last May and is now a resident in Orthopedic Surgery in Phoenix.

NANCY MOLIN (Reno, Nevada) sends greetings to all! She writes that it has been a year of transition. Nancy has been admitted to the University of Massachusetts Centre for International Education and will be starting there in the fall. She is looking forward to living in a new area of the country.

### CLASS OF '82

RHONDA BENNETT (Los Angeles, California) has been quite busy with challenging jobs and classes since she left Pitzer in 1982. Rhonda was a counselor for emotionally disturbed boys for a little over a year and is now working at the Fanon Research and Development Center of Charles R. Drew Postgraduate Medical School. She is involved in psychology research while preparing for medical school. Rhonda says, "The most exciting news is Jesus Christ and proclaiming His gospel to the empty-hearted! To my Pitzer family, may you open yourselves to know Him and experience His love."

ANNE VIGIL (Los Alamos, New Mexico) says: "It's been a short 7 years since my time at Pitzer, and I have very fond memories of my experience there. I transferred to U.C. Irvine in 1979, where I earned a B.S. in Biological Sciences. Then it was back home to attend medical school at the University of New Mexico, where I will be graduating in May. Next year it's off to Idaho for internship, followed by a 3-year residency in neurology at the University of Washington in Seattle. It seems Pitzer was just the beginning of many long years of schooling, but at least now the end is in sight!"

KATIE WHEELER (Magnolia, Massachusetts) takes time from her travels to write: "I've done a lot of traveling since I graduated — 6 months of camping around the U.S. and Canada and 7 months of backpacking in Eastern and Western Europe, 4 months living on a kibbutz in Israel (most unusual because I am not Jewish), a camel trek in the Sinai, and even 2 weeks in Russia. I loved Russia, especially Leningrad, where I met some wonderful students who showed me all around and even took me to a Russian discotheque. (It was much more pleasant than our typical discos — no alcohol, no smoking, so it was more like a café with dancing.) In between trips, I've had boring but lucrative jobs like waitressing,

bookkeeping and babysitting. I've just been accepted to S.E.A. semester — an undergraduate program some Pitzoids are familiar with. Although I will not receive credit for the program, it's something I've always wanted to do. One has to do these things while young! I keep in touch with many Pitzoids and since I travel so much, I even get to visit quite a few. I'm constantly amazed by what a dynamic, enthusiastic, interesting group of people we are! A good deal of the credit goes to Pitzer I'm sure."

### CLASS OF '83

KATIE LEOVY (Hermosa Beach, California) reports that she has just finished her second year of medical school (class of '88, UCLA) and it has been much more enjoyable. "The classes are more interesting and relevant, sometimes bordering on fun! They still, however, prevent me from writing as many letters as I should. To all concerned: Sorry I haven't written . . . you'll hear from me this summer. Really!"

LINK NICOLL (Washington, D.C.) quit her job working for Senator Gary Hart after Hart announced he would not be seeking a third term as senator. Link decided she wanted to become a producer and has since produced a film for the Democratic Congressional Campaign Committee on the women's vote. She is also working part-time for National Public Radio's Weekend Edition as a production assistant. The political community in Washington, D.C., seems to be a refuge for those socially-conscious Pitzer students. She sees NOAH RIFKIN ('80) frequently: "He is on some fellowship which allows him to move from federal agency to federal agency." Link thinks he is finally settling down at NASA. She reports that ANN DANELSKI ('83) is working in Senator Cranston's office; she is also in an intensive language program at the State Department. Also, ROBIN WEINER ('81) is a Special Education teacher outside the district and RUSS LEDONNE ('83) is pursuing a graduate degree in American Studies at George Washington University. Other Pitzer students working on Capitol Hill include: JOHN HULL ('84) — Congressman Gordon (D-Tenn.); BRIDGETT BAKER ('82) — Senator Ted Stevens (R-Al); and JAMES BARRETT ('84) — Congressman Barnes (D-Md).

#### CLASS OF '84

KATRELYA ANNE ANGUS (Sierra Madre, California) had the honor of representing Pitzer at the Investiture of the Chancellor of the University of Riverside this past October. She is rapidly wrapping up her work on her M.A. in English at U.C. Riverside and hopes to graduate this June. Katrelya has published her second paid article, "Mail for Sale" in the *Texas Renaissance Festival's Ye Olde News* (the mail in question is made of metal, not paper!). She is also studying medieval Latin and is already translating some songs into English and enjoys reading Boethius' *Consolation of Philosophy*. Katrelya is still very active in the Society for Creative Anachronism and is writing for their publications, *The Crown Prints and Tournaments Illuminated*. She enjoys keeping in touch with all of her old Pitzer friends, such as BERNADETTE JONES-PALOMBO '85.

STEPHANIE MANDELL (Davis, California) writes to tell us that after an internship with a grassroots rural issues group, The California Agrarian Action Project, she has continued to work with them, as a legislative advocate, newsletter editor, and now as president of the Board of Directors. She spent a summer as a whitewater river rafting guide on the South Fork of the American River and is presently involved in research projects for agricultural issues, like the watermelon contamination incident and farm structure. Stephanie says, "It's good to read about Pitzerites, although I don't always remember everyone."

KATHY MANSFIELD (Davis, California) says: "I'm having fun up in Davis, studying for a Ph.D. in chemistry (hopefully I'll have it by 1988!) I hear there's a lot of Pitzer people up here, but I only keep in touch with GRANT KINGSBURY who I see occasionally around town. There's no L.A. nightlife up here, but at least it's not smoggy!"

JAMES STANLEY (Oakland, California) is studying professional acting at the Drama Studio London at Berkeley, California, and graduated in May from the school's one-year intensive and practical post-graduate training program. Stanley won a partial tuition scholarship to the Drama Studio.

#### CLASS OF '85

RICHARD CHUTE (Pomona, California) recently won the Biblical Archaeology Review's first Undergraduate Biblical Archaeology Essay Contest. His prize is a \$1,500 traveling fellowship to Jerusalem. Chute's essay, "An Examination of T.L. Thompson's Analysis of Early Bronze Age IV/Middle Bronze Age I Syro-Canaan," deals with a classic archaeological "puzzle": What brought the Early Bronze Age to an end? The winning paper was originally a paper for a course in Near Eastern archaeology. An environmental studies major, Chute plans to use his fellowship to volunteer at an archaeological dig site near Jerusalem.

GLORIA C. HUERTA (Berkeley, California) is a candidate for J.D. at Boalt Hall, U. C. Berkeley, in 1988. She is involved with the Steering Committee, United Law Students of Color, and member and officer of La Raza Law Students (both at Boalt). Gloria tells us that this summer she will participate in the Hispanic Law Students' Public Affairs Leadership Program through the Coro Foundation.

CHANDRE KIPPS (Claremont, California) left the *Claremont Courier* in January of '86 to begin as director of public relations at the School of Theology at Claremont.

NICOLE SKINNER (Tacoma, Washington) roamed around England and Spain from October to December, 1985, and said she spent tons of money. Now Nicole is living, writing, and having a mad love affair with her 1971 Porsche 914 — her first foreign sports car!

PETER VAN ZANDT (San Francisco, California) tells us that by the time this is published "the chinchilla racing season will be over (I lost 5 lbs. and have a new saddle for my chinch). I will be in Pago Pago for the summer working for Eddie Meese and his Samoan Bully Boys (and Girls). I'm enjoying 'The City' and have found replacements for Trop. Mex and Kishi! The Green Parrot North is pending approval from the dean of the law school (I think it will fly!) Coin-operated nautilus and edible cigarette butts are

my latest marketable inventions. I'm in the book in San Francisco, I don't have time for you, but call anyway."

JULES VOGELFANGER (New York, New York) tells us that all is going well with him at Columbia Law, but it sure isn't the same as Pitzer! He says, "I guess that can be good and bad." Jules will be spending this summer in L.A. working at a downtown law firm, Morrison and Foerster. He wants to be kept aware of any alumni activities planned for the summer. Jules says: "I am also always happy to speak with prospective students about the college. My spare time is limited, but I'm sure I could take out a few minutes here and there."

#### Birth Announcements

BRUCE AND RANDY MOSKOWITZ ROSS '72 & '76 (Rancho Palos Verdes, California) announce the birth of David Jonathan. David was born October 16, 1985.

MERI IRWIN BEN-YEHUDI '78 (Santa Ana, California) and her husband, Michael, are expecting their first child in September.