

THE MAGAZINE OF PITZER COLLEGE SPRING, 1991

PARTICIPANT



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LETTER FROM THE PRESIDENT



Dear Friends,

One of my agenda items when I came to Pitzer twelve years ago was to help establish a multicultural educational program and environment that would foster intercultural understanding and respect – and I believed that Pitzer was the place where this dream could be realized. With the help, support and participation of faculty, trustees, alumni, students and staff, that dream continues to be revealed in reality.

This is but one of the many dreams that I have had the privilege of defining with others during my tenure. This College is distinctive in its willingness to grow, change, and take risks. And in my time here as president, I have had the opportunity to grow, change, and take risks along with the institution in ways that would not have been possible anywhere else. For this opportunity I want to express my gratitude to Pitzer.

In June I leave Pitzer as its president and assume the position of president of the Independent Colleges of Southern California. My admiration and respect for Pitzer and its people will continue. My thanks to each of you who has supported me and Pitzer! I, too, will join with you in continuing my support of a special institution that is defined by those of us who want to exist in an environment that makes a difference for all of us who are a part of it.

Sincerely,

Frank L. Ellsworth
President

A Japanese proverb

INSIDE STORY

Dean Bloom to Become Swarthmore President

President Ellsworth announced in March that **Al Bloom, executive vice-president and dean of faculty**, will resign at the end of the academic year to accept the position of president of Swarthmore College in Pennsylvania.

"Al Bloom has been an extraordinary Dean of Faculty and a major influence at Pitzer," said Ellsworth in making the announcement. "We are sorry to see him go but understand the wisdom of Swarthmore trustees in appointing him as president."

"My five years at Pitzer have been deeply satisfying years," said Bloom. "They have given me proof that a supportive, engaged educational community is essential to undergraduate education of the highest quality and proof that a college can respond to the challenges of a pluralistic and internationalist world. I will carry from Pitzer a wonderful sense of the possibilities for American education."

Ilgen to Become New Dean of Faculty

Pitzer professor **Tom Ilgen, Jones Foundation Professor of Political Studies**, was appointed as the new Dean of Faculty and Vice President of Academic Affairs as of July 1 for a two year term. "Tom has played a strong and creative leadership role on our faculty since his arrival in July of 1985," said President Ellsworth. "He is well qualified and positioned to lead us as we continue to refine and implement our objectives of education."

Beverle Houston Memorial Prize Awarded

Allen Greenberger, professor of history, reports that Colin McMahon and David Davidson are the 1990 recipients of the Beverle Houston Memorial Prize. The prize is awarded annually in alternating years for the best original film and best essay in film criticism by a student of the Claremont Colleges. The award is given in the name of Beverle Houston, who was the founder of the film program in Claremont, a noted scholar in the area of film criticism, and a superb teacher, according to Greenberger.

Jones Receives NIH Grant

Alan Jones, assistant professor of psychology, received an Academic Research Enhancement Award from the National Institute of Health. The grant will pay for special changes in the social science lab so that Jones can conduct the Pitzer portion of a three-year research project entitled, "Maternal Nutritional Influences on Offspring Body Weight." Research for the project also will be conducted at Pomona College and Princeton University.

Spelman College President Delivers Sojourner Truth Lecture

Johnetta B. Cole, president of Spelman College in Atlanta, Georgia and professor and research scholar in anthropology, was the 1990-1991 Sojourner Truth Lecturer at the Claremont Colleges. The seventh annual Lecture took place on November 27, 1990 and was preceded by a dinner hosted by **President Frank Ellsworth**. The lectureship, conceived and sponsored by the Intercollegiate Department of Black Studies, has a distinguished tradition of honoring the achievements and contributions of contemporary and historical black women in the U. S.

Six New Members Join the Board

Six new board members were elected in 1990 to serve on Pitzer's Board of Trustees. **Masaru Kurahashi**, president of ISA, Inc., Japan, has been affiliated for many years with education, in particular, international exchange programs. As CEO and president of ISA, Inc. (International Student Advisors) he oversees services for study and travel abroad. **Norman R. Prouty** of New York is a general partner in Lazard Freres & Co. and formerly was vice president and senior credit officer in the multinational corporate banking group of Citibank. Prouty's daughter, Honor, attends Pitzer, class of 1993. **Dr. George M. Gura**, whose daughter, Beth, will graduate

Harry Pachon met with President Bush and civil rights leaders.



from Pitzer in 1991, is a cardiologist at Mid-America Heart Institute at St. Luke's Hospital in Kansas City, Missouri. Tony Award winning playwright, **David Hwang**, also writes for television and film and was the 1990 commencement speaker at Pitzer. **Thomas Gibbon Shea** is managing director of Kidder, Peabody & Co., Inc. His daughter, Cynthia, attends Pitzer, class of 1993. **Steven W. Lindseth**, class of 1980, of Gates Mills, Ohio, is president of OXICO Corporation and Ludlow Steel Corporation.

Ford Foundation Grant Awarded

The Ford Foundation awarded Pitzer College a grant of \$100,000 as part of its initiative to improve campus race relations and foster intellectual and cultural diversity in American undergraduate education. In awarding the highly competitive grant, the Foundation expressed considerable interest in the program proposed by Pitzer which includes three major components: (1) A "recentering" of the curriculum that will not merely expose students to other racial, ethnic and cultural perspectives, but prepare them to value those perspectives; (2) development of internship opportunities that allow students to participate in minority-led organizations involved in community development; and, (3) on-campus opportunities for students to interact with and learn directly from racial, ethnic and cultural community leaders.

Ellsworth and Pachon at Civil Rights Conference

President Frank Ellsworth and Harry Pachon, professor of political studies and Chicano studies, attended a cabinet level conference in the summer of 1990 along with President George Bush and a number of civil rights leaders.

Cranston Captures Net Title

Pitzer student **Karen Cranston '92** and partner Shelley Keeler, Pomona '92, captured the Women's Doubles title, Division 3, at the 1990 NCAA National Tennis Championships. The two women claimed victories in five matches at Trenton State University, New Jersey last May. Both play on the Pomona/Pitzer women's tennis team, which took third place nationally.

Environmental Responsibility

Pitzer has established an Ad hoc Committee on Environmental Responsibility, made up of students, faculty and staff, to look into ways the Pitzer community can implement environmentally sound practices on campus. The committee is composed of four task forces: Recycling/Waste Reduction; Water Conservation/Landscaping; Impacts of Automobiles on Campus; and, Review of Pitzer Clean Air Policy.

Bogen Busy

James B. Bogen, professor of philosophy, and Jim Woodward, Cal Tech, gave the opening

address for *Reasoning from Phenomena*, a conference on the history and philosophy of science sponsored by the University of Western Ontario, and held in London, Ontario at the Idylwild Inn, a 19th century mansion that has been faithfully restored and converted into a hotel. Their talk was based on "Saving the Phenomena," a paper they published a couple of years ago, along with material from two papers they are now completing for publication: "Observation, Theory Testing, and the Evolution of the Human Spirit," and "How to Study Theory Testing and Evade the IRS."

Bogen and Charles Young, Claremont Graduate School and University of California, Riverside, are writing a paper about connections between Aristotle's writings on contrariety and problems discussed in several Platonic dialogues including the Phaedo and the Theaetetus. They will deliver the paper at a conference on Aristotles Metaphysics at USC in December.

"The Real Time Jazz Band," of which Bogen is a member, was recorded by a local manufacturer of high tech sound equipment who used a state of the art analogue, direct-to-disk recording process. Bogen reports that he sold the first 1000 copies of the recording on a recent trip to China! The band continues to play once a week at Nick's Caffe Trevi in Claremont, and recently played at a wedding reception for Pitzer alumna **Chandre Kipps '85**. The band is working (very slowly) on the production of a CD whose tentative title is "Love, Your Magic Spell is Everywhere."

MesoAmerican Dances Performed

Danza Azteca de Anahuac, a six-person dance troupe that performs traditional MesoAmerican ceremonial dances in traditional costume throughout the U. S. and Mexico, gave a free performance at Pitzer on October

Al Bloom is leaving Pitzer to become president of Swarthmore College.



Tom Ilgen, Pitzer's new Dean of Faculty

"A Quart of Art," by David Furman



3, 1990. The performance was accompanied by music from Martin Prechtel and Larry Sargent, known as the Herd of 2, who use a wide array of pre-Colombian MesoAmerican instruments to play a combination of salsa, Caribe and ceremonial prayer songs from Santiago Atitlan, Guatemala. The dance performance included sacred dances from the Azteca, Mayan and Chichimeca cultures, such as the Fire Dance, the Jaguar Dance and dances for Mother Earth. Both Danza Azteca and Herd of 2 help preserve native culture by performing in major festivals nationwide. The Pitzer performance was sponsored by the Chicano Studies Center of the Claremont Colleges, the Academic Events Committee, the McManus Art Fund and Pitzer Activities (PAct).

Exhibits for Furman

David Furman, professor of art, had two solo exhibitions of his ceramic art works last year, the first at the OK Harris Gallery in New York, November 10 through December 1, 1990, and the second at the OK Harris Gallery in Birmingham, Missouri, December 1 through 20, 1990.

Furman's 1991 exhibit schedule includes: State University of New York at Brockport Jan. 25-Feb. 17; Center for the Arts, Vero Beach, Florida Jan. 25-Mar. 17; Hui Noeau Art Center, Maui, Hawaii Jan 18-Feb. 9; State University of New York at Oswego Feb. 24-Mar. 20; Linfield College, McMinnville, Oregon Mar. 4-29; North Carolina State University April 5-26; Flint Institute of Art, Flint, Missouri May 19-July 21; and, Utah Museum of Fine Art, Salt Lake City, Utah Sept. 30-Dec. 30.

Furman also delivered two slide lectures, both in March 1991, one at the University of Washington School of Art and the other at Linfield College in McMinnville, Oregon near Portland.

Grabiner Speaks to MAA

Judith V. Grabiner, professor of mathematics, was invited to give a talk at the 75th Anniversary Meeting of the Mathematical Association of America (MAA) in August 1990 at Ohio State University. Her talk was entitled, "Was Newton's Calculus a Dead End? Colin Maclaurin and the Scottish Connection." Professor Emeritus Barbara Beechler is secretary-treasurer of the Southern California section of the MAA and played an important role in the anniversary activities.

ROTC Banned

On April 12, 1990, the faculty-student College Council passed a resolution making Pitzer the first private college to ban future ROTC (Resident Officers Training Corps) scholarships and credit for military science classes at Pitzer. The resolution was approved by President Frank L. Ellsworth and will take effect in the fall of 1991. Students currently on campus on ROTC scholarships will be allowed to complete their studies.

The resolution states, "Pitzer College has taken this action out of the conviction that the current policies practiced by the ROTC, which discriminate against gays and lesbians in military service, are unconscionable and are in direct conflict with Pitzer's commitment not to discriminate on the basis of sexual preference."

In making the announcement, Dean of Faculty Al Bloom said, "It pleases me greatly that Pitzer has taken another important step in living up to its commitment to social action."

"It is the College's hope," concludes the Pitzer resolution, "that by taking this stand it will inspire other institutions to act in a similar way and thereby place the pressure on the military service required to lead it to reconsider and change its policy."

The presence of ROTC has created controversy on several campuses nationwide where bans are being considered.



Judith Grabiner

Hertel's Far East Travels

In June and July 1990, Carl Hertel, professor of art, was in the People's Republic of China on a Durfee Foundation grant. The grant was awarded to Hertel to meet informally with artists and healers to spread goodwill, friendship and understanding between citizens of the two countries.

While in China, Hertel visited writers, artists and Qui Gong (Chee Kung) Masters (healers) in Shanghai, Beijing, Xian, Dun Huang, Lang Zhou and Kunming. Hertel also lectured to the faculty of the Shanghai Institute of European Painting and Sculpture and selected faculty members of the Shanghai Institute of Chinese Painting. He also visited major museums, galleries, archeological and Buddhist sites throughout China, covering more than 6,000 miles within the country during his stay.

Since returning to the U. S., Hertel has given two lectures on his China journey, one to the Pitzer faculty Marching and Chowder Society, and the second to the Claremont Graduate School art department.

Hertel has been appointed to the board of directors of the Julia Stevenson Papen Matrix Foundation, a California, New Mexico non-profit educational foundation chartered to support projects of "an artistic, scientific, scholarly and therapeutic nature which explore and further the understanding and expansion of human awareness and consciousness." The foundation honors the memory of a prominent New Mexico citizen, Julia Stevenson Papen of Las Cruces. As a board member, Hertel will be especially concerned with international, intercultural projects that the foundation hopes to support, including proposed projects to generate exchange exhibitions and artists visits between Asia and the U. S.



Alan Jones

YURT Provides Alternative Classroom Space

Based on traditional nomad dwellings from central Asia, a modern version of a "yurt" was erected north of Avery Hall to serve as alternative classroom space, meeting room and display area.

The yurt was paid for in part by funds donated by the class of 1990. The class wanted to provide the College with some kind of outdoor classroom. Classes inside the yurt will be conducted in a circle instead of at desks, and some feel the nontraditional style of the building will encourage greater creativity.

Lourdes Arguelles, associate professor and MacArthur Chair in women's studies, reports that the yurt is an ecologically sound structure that also "expresses Pitzer's commitment to intercultural education." Other members of the Pitzer community instrumental in bringing the yurt to campus were Chris Freeberg, Alan Jones, John Rodman, Jennifer Ader, Gail Horowitz and John Sax.

Technology and Organizations

Kathryn S. Rogers, assistant professor of organizational studies, is looking into the ways that new kinds of interpersonal and interorganizational networks are being created through computers. These new technology-based organizations are often temporary, she reports, as in the case of disaster relief organizations. The new technology offers many positive possibilities, such as the delivery of educational services to third world countries.

Dr. Chad Smith New Chairman of the Board

Dr. Chadwick F. Smith was elected chairman of the board of trustees of Pitzer College at the March board meeting. Smith will assume the chairmanship on July 1, 1991 and will serve a three-year term. He replaces retiring

Pitzer's YURT:
modern version of a nomadic dwelling



chairman Peter S. Gold, who served six years as chair.

"I am extremely pleased that Chad Smith will be assuming the chairmanship of Pitzer's Board," said Frank L. Ellsworth, president of Pitzer College, in making the announcement. "As a board member since 1984, he has gained the respect of the entire Pitzer community, and I know his leadership talents will be an asset to the College."

Smith, an orthopedic surgeon, has a private practice in Los Angeles and has taught at the University of Southern California. He also works as director of the Mexican Children's Program at the Orthopedic Hospital in Los Angeles, and as an examiner for the American Board of Orthopedic Surgery. Smith is developer of the CFS Patellofemoral Prosthesis as well as co-developer of the R.A.M. Total Knee Prosthesis and the Smith Elbow Prosthesis.

Smith and his wife, Corinna, are residents of Rolling Hills, California. They have four children, two of whom graduated from Pitzer - Chadwick Smith Jr. in 1984 and Michael Smith in 1986.

College Women in the 1950's

Jackie Levering Sullivan, instructor in writing, met with 14 women who were in her freshman dorm in 1952 at the University of Oregon, as part of a research project that looks at college women in the 1950's.

Tom Hayden Delivers Convocation Address

California State Assemblyman Tom Hayden delivered the 1990-1991 Pitzer College Convocation address on September 6, 1990 in Avery Auditorium. Hayden, who received his B. A. from the University of Michigan, was a leader of student, civil rights and anti-Vietnam war movements in the 1960's and 1970's. He was elected to the California State Assembly in 1982, and is currently chairman of the Assembly Labor and Employment Committee, the Subcommittee on Higher Education, and the Task Force on Santa Monica Bay. Hayden served as visiting lecturer in political studies at Pitzer in 1972.

Albert Presents

Robert S. Albert, professor emeritus, psychology, gave a talk at the International Conference on Cognitive Education in Belgium and presented a paper at the 1990 Annual Convention of the American Psychological Association in Boston.

Yamane, Parker, Ling

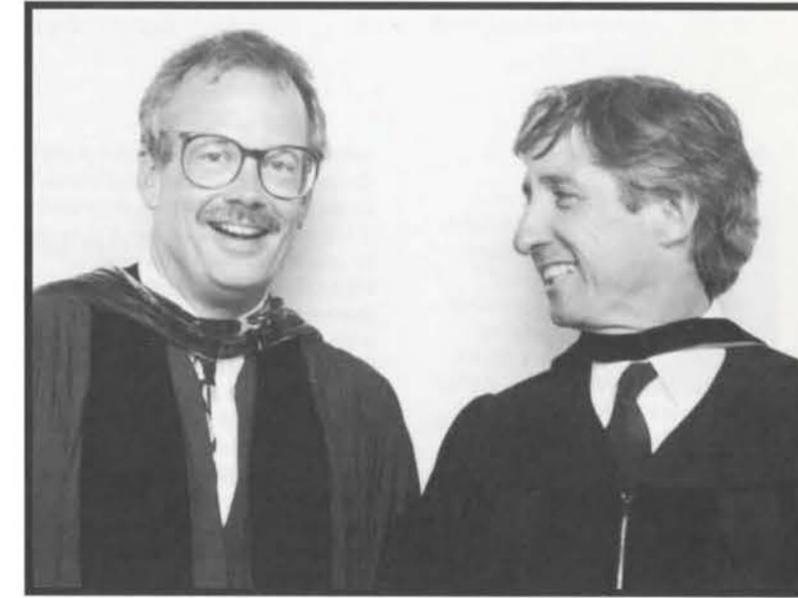
Linus Yamane, assistant professor of economics, presented a paper entitled, "Unions and the Persistence of Shocks to Employment," at the Western Economic Association meeting last summer in San Diego.

Yamane, Joseph Parker, assistant professor of East Asian Thought, and Jack Tak-Fok Ling, assistant professor of psychology and dean of students, are developing a new course on the Asian American experience.

Warmbrunn in Brussels

Werner Warmbrunn, professor of history, attended a colloquium in October 1990 in Brussels, Belgium on, "Belgium 1940 - A Society in Crisis and War." Warmbrunn participated in

President Frank Ellsworth and
Assembly Member Tom Hayden at
the 1990-1991 Pitzer convocation



a round table discussion on the comparative aspects of occupation policies and experiences with fellow historians from Belgium, the Netherlands, Germany, Great Britain and France.

Warmbrunn recently completed a manuscript of a study on the German occupation of Belgium during the Second World War.

Feminist Thought

Sharon Nickel Snowiss, professor of political studies, presented a paper, "From Critical to Spiral Theory: A Feminist Inquiry," at the Western Political Science Association meeting panel on critical theory. The paper discussed why critical theory is not an appropriate way to approach feminist thought.

Snowiss continues research that explores the writings of French feminists since 1968 and hopes to do a book on this subject.

In March, Snowiss was an organizer/facilitator for a workshop on how to integrate feminist thought into political philosophy classes at the WPSA meeting in Seattle. She also is the secretary/treasurer for the International Conference for the Study of Political Thought, whose annual meetings offer small groups the opportunity to focus on sets of papers.

Sanders Delivers

Barry Sanders, Peter S. and Gloria Gold Professor of The History of Ideas and English,

was on a panel, "Rise of the Essay in America," in October 1990 at the 175th Anniversary of the *North American Review* at the University of Northern Iowa.

Sanders delivered a lecture on literacy and violence at the Smithsonian Institution in November 1990. On March 5 he gave the first in a series of lectures at the Pasadena Public Library, "Gustav Stickly and the American Character."

In February, Sanders was a consultant for writer's week at the University of California, Riverside, where he gave a reading of two of his short stories. This summer, Sanders will teach at "Stone Coast," a writer's conference in Portland, Maine.

Soviet Culture

Lucian Marquis, professor of political studies, is helping to organize a series of lectures on Soviet culture for the Claremont Association for Mutual American Soviet Understanding. Soviet Scholar Michael Heim and Russian historian Simeon Appatov are just two of the notables scheduled to participate.

INK SPOT

Robert Albert

Robert Albert, professor emeritus of psychology, edited with Mark A. Runco, associate professor at California State University, Fullerton, *Theories of Creativity*, Sage Publications, 1990. According to the editors, "The field of creativity has shifted from the traditional humanistically oriented, child-centered approach toward a more empirical approach. The complexity of the creativity field, both conceptually and methodologically, is now attentive to the creative performances of adults and their achievements in a variety of settings... *Theories of Creativity* explores this new emphasis and the renewed interest in this field in a collection of essays by leading authorities representing major approaches to the study of creativity."

Albert wrote two chapters in the book. Also contributing a chapter, "Musical Imaginations: Comparative Perspectives on Musical Creativity," was Donald Brenneis, professor of anthropology.

Also out is the second edition of Professor Albert's book, *Genius and Eminence*, Pergamon Press.

Jill Benton

Jill Benton, associate professor of English, wrote a biography about English writer, Naomi Mitchison. Released in England already by Pandora publishers, distribution of the U. S. edition, *Naomi Mitchison: a Century of Experiment in Life and Letters*, is controlled by Harper & Row. "This is the first biography of writer Naomi Mitchison whose life spans the twentieth century," report the publishers on the book's inside cover.

Benton's dissertation led her to contact Lady Mitchison to ask to see some of her papers. According to Benton, Lady Mitchison wrote back to her

something to the effect that "she damn well didn't give two hoots about where her papers were and if I wanted to talk to her I'd have to come and see her in person!" Jill applied for and received a grant to go to England to meet with Lady Mitchison, and the end result was that the writer asked Benton to rent a room from her and live with her while she worked.

Benton writes of her biography, "I come to Naomi's life as a passionate student of literature unabashedly respectful of any writer who can spin engrossing tales of fictive truth; but I come also as a woman especially bent on honoring the lives of those accomplished women writers shortchanged by literary history. Familiar as Naomi Mitchison's name might be in England and Scotland, it is little known elsewhere - even among literary scholars. Yet she has written beautifully, bravely and prolifically for more than seventy of her more than ninety years."

Glenn A. Goodwin

Glenn A. Goodwin, Peter Nardi, professors of sociology, and Irving Louis Horowitz, professor of sociology at Rutgers University, wrote an article entitled, "A Commentary on the Life and Work of Laud Humphreys," which will appear in a forthcoming issue of the journal, *Sociological Inquiry*.

Judith V. Grabiner

Judith V. Grabiner, professor of mathematics, published a book in late 1990 entitled, *The Calculus as Algebra: Joseph-Louis Lagrange. 1736-1813*, Garland Press, New York and London.

Professor Grabiner reports that, "My book looks at what used to be considered the weak spot of a great man. Lagrange is admired by physicists for reducing classical mechanics to a single principle, helping inspire Ernst Mach's idea of the 'economy of thought' which in turn woke Einstein from his 'dogmatic

slumbers.' Lagrange is also revered by mathematicians as a founder of group theory and as a number theorist. Yet his work on the foundations of calculus has long been thought of as illogical and misleading. I show instead that his work was sophisticated, and that he invented what are now called delta-epsilon methods in calculus.

"Though many have heard his criticism of the Terror in the French Revolution (he said after the execution of the chemist Lavoisier, 'It took just a moment to cut off that head, but a hundred years may not produce another like it.'), nobody thinks of Lagrange as a political person. Nonetheless, social conditions shaped his career, from his first job teaching at the military school at Turin, through his service to Frederick the Great's court in Prussia, to his move after Frederick's death to Paris in search of peace and quiet - the year before the French Revolution. It was the economic necessity of having to teach, especially as an 'enemy alien' in Paris in the 1790's, that forced him to work on the foundations of the calculus.

"It is especially interesting, in the light of this, that understanding how Lagrange developed his foundations out of the algebra of approximations and inequalities helps me to teach: to help Pitzer students understand the concepts of the calculus more clearly."

Professor Grabiner continues her research in the history of mathematics and to teach about the relationships between mathematics, philosophy and society in such Pitzer courses as "Mathematics and the World," "History of Mathematics," and "History of Science."

Alex R. Hybel

Alex R. Hybel, visiting assistant professor of political studies, wrote a book entitled, *U.S. Intervention in the Caribbean Basin and Latin*



Bob Albert



Lucian Marquis



Barry Sanders

America, published in late 1990 by Basil Blackwell publishers.

Lucian Marquis

Lucian Marquis, professor of political studies, returned from a visit to the Soviet Union. Excerpts from the journal he kept during his trip entitled, "Snapshots of Russia Without Pictures," were published in the *North American Review*, March 1991.

Barry Sanders

Barry Sanders, Peter S. and Gloria Gold Professor of The History of Ideas and English, has several publications out in 1990-91. "Butch C. Discovers Electricity," appeared in the *North American Review*, December 1990 and was nominated for the National Magazine Award in fiction. An essay about the war in the Persian Gulf, "Lock and Load, A Letter from L. A.," appeared in the March 1991 issue of the *North American Review*. "Wise Men Fear to Tread: The End of the Century," will appear in *The Georgia Review* in 1991. "Lie it as it Plays: Chaucer Becomes an Author," appeared in a collection entitled *Orality and Literacy*, Cambridge University Press, March 1991. Several other articles, essays and short stories are with publishers awaiting publication.

Richard N. Tsujimoto

Richard N. Tsujimoto, professor of psychology, along with Margaret Hamilton, assistant professor psychology, and Dale E. Berger, the Claremont Graduate School, published an article entitled, "Averaging Multiple Judges to Improve Validity: Aid to Planning Cost-Effective Clinical Research," in *Psychological Assessment: A*

Journal of Consulting and Clinical Psychology, volume 2, number 4, December 1990.

Rudi Volti

Rudi Volti, professor of sociology, was a senior fellow at the Smithsonian Institution during the fall semester, 1989. The year 1990 saw two of his articles published, "Sociology and the Study of Technology," in *The Weaver*, spring 1990, and "Why Internal Combustion?" in *American Heritage of Invention and Technology*, fall 1990. The second edition of his book, *Society and Technological Change*, will be published in early 1991.

Al Wachtel

Al Wachtel, professor of English, reports that his book, *The Cracked Looking Glass: James Joyce and the Nightmare of History*, is scheduled for publication in early fall 1991 by the Associated Universities Press.

Joyce has been the subject of a number of articles by Wachtel, who has lectured internationally on the author and his work. "The book demonstrates that before one can decontextualize and deconstruct Joyce's work, one has to understand it contextually," says Wachtel. "It investigates Joyce's stories as forms of 'fictional history' and uncovers the underlying bases and springboards for insight beginning with *Dubliners* and concluding with *Ulysses*."

According to Wachtel, he has been doing work that led to the book since the 1970's, but the "real" beginning of this phase came at an international conference on Joyce held in Venice, Italy in 1988. "I was encouraged to submit my approach in an organized booklength manuscript, which I did in the early winter 1990, and the book was accepted for publication in the summer."



Rudi Volti



Al Wachtel



the late Laud Humphreys

LOOKING BACK WITH PRESIDENT ELLSWORTH

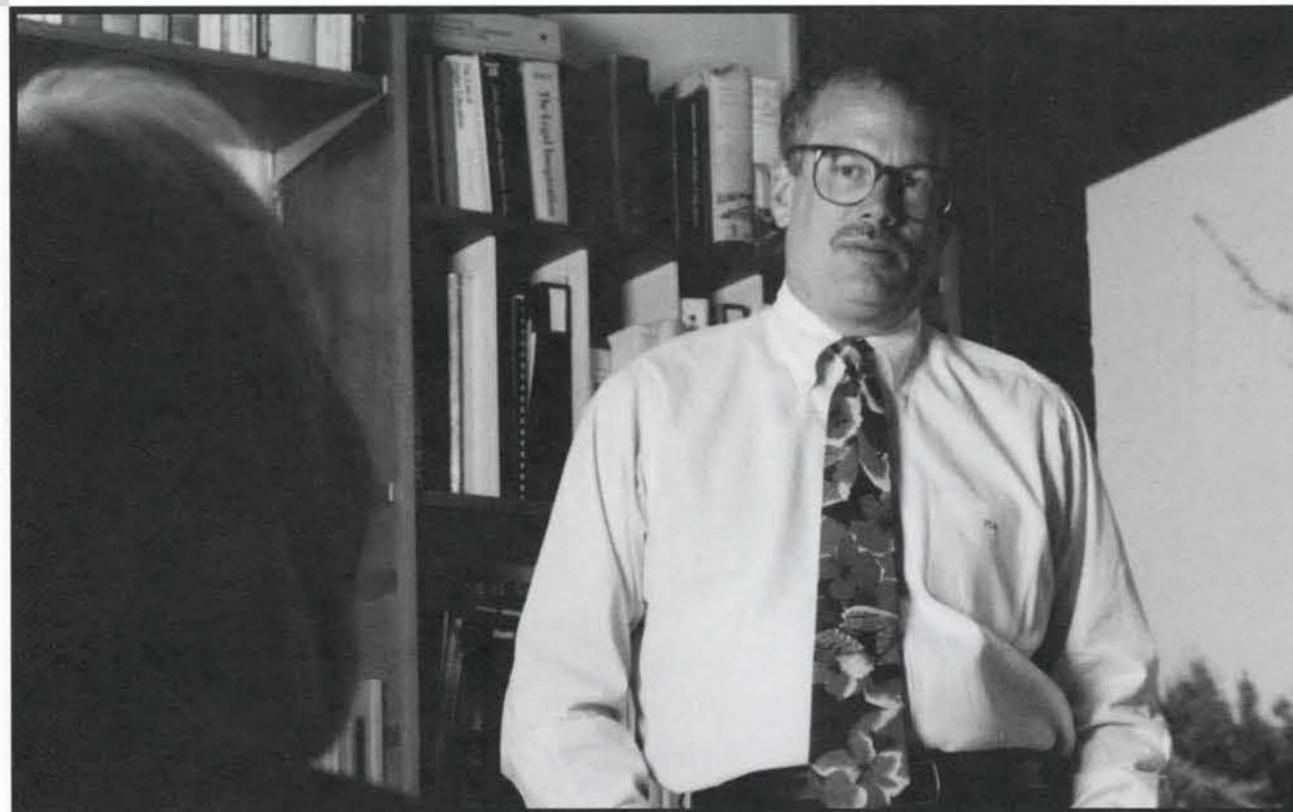
On June 30, Frank Ellsworth will step down as president of Pitzer College. A nine-member search committee, chaired by board member John N. Tierney, will choose his successor, who will assume the presidency in Fall 1992. In the interim, Paul Ranslow, vice president for admissions and college relations, will serve as acting president. Participant editors met with President Ellsworth and asked him to look back over his twelve years at Pitzer for our readers.

What were your first impressions of Pitzer as a candidate visiting the campus and as a newly inaugurated president?

"I was struck first by the students and the extraordinary enthusiasm that they had for the College. It was exciting for me to meet so many students who cared deeply about their school and who believed that they could play a role in determining the direction and policies of the College. I was taken with the educational possibilities of students having the opportunity to play a role in the governance process. Of course, at The University of Chicago and at Sarah Lawrence and Columbia I found students interested in their institution but never to the degree I found at Pitzer. I was used to students who took their academic responsibilities seriously and wondered if the two objectives could be interrelated.

"Secondly, I was struck by a faculty that was very special and unusual. Let me explain. You cannot 'label' professors at Pitzer in the sense that this person teaches in a department, or that this person has always taught a particular course. It has never been possible or desirable to refer to 'the faculty,' as they are distinctive individuals with diverse views on teaching and the institution. I was impressed by the cross-fertilization that goes on here in everyday discussion. By nature many faculty are interdisciplinary in their academic and teaching interests. I was impressed by the individuality of faculty members and by the following that many of them had among students.

"During my early visits, I also was struck by the inadequate facilities at Pitzer. I thought that here were students and faculty who really do care about this



"I was struck first by the students and the extraordinary enthusiasm that they had for the college."

place, but the facilities were, well, modest at best. Other than the over-flowing Joint Science Center, there was little dedicated space for academic facilities. Office and classroom space was inadequate. Other than a closet here and there in the dorms, there was no student activity space. And, the trustees had been forced to vote to remove the Zetterberg House since funds could not be found to restore it. But I do remember the frisbee field and volleyball courts which got heavy use, even then."

What were some of the important issues facing the College when you first arrived?

"At the time of my first visits, a high anxiety level existed at the College centering around several issues. The first was the very small applicant pool. There was concern about who our students would be, where they would come from, and whether or not they would be an interesting group with diverse backgrounds and independent thinking. From a financial point of view, there was

concern about whether or not Pitzer could attract a sufficient number of students to make the College financially viable.

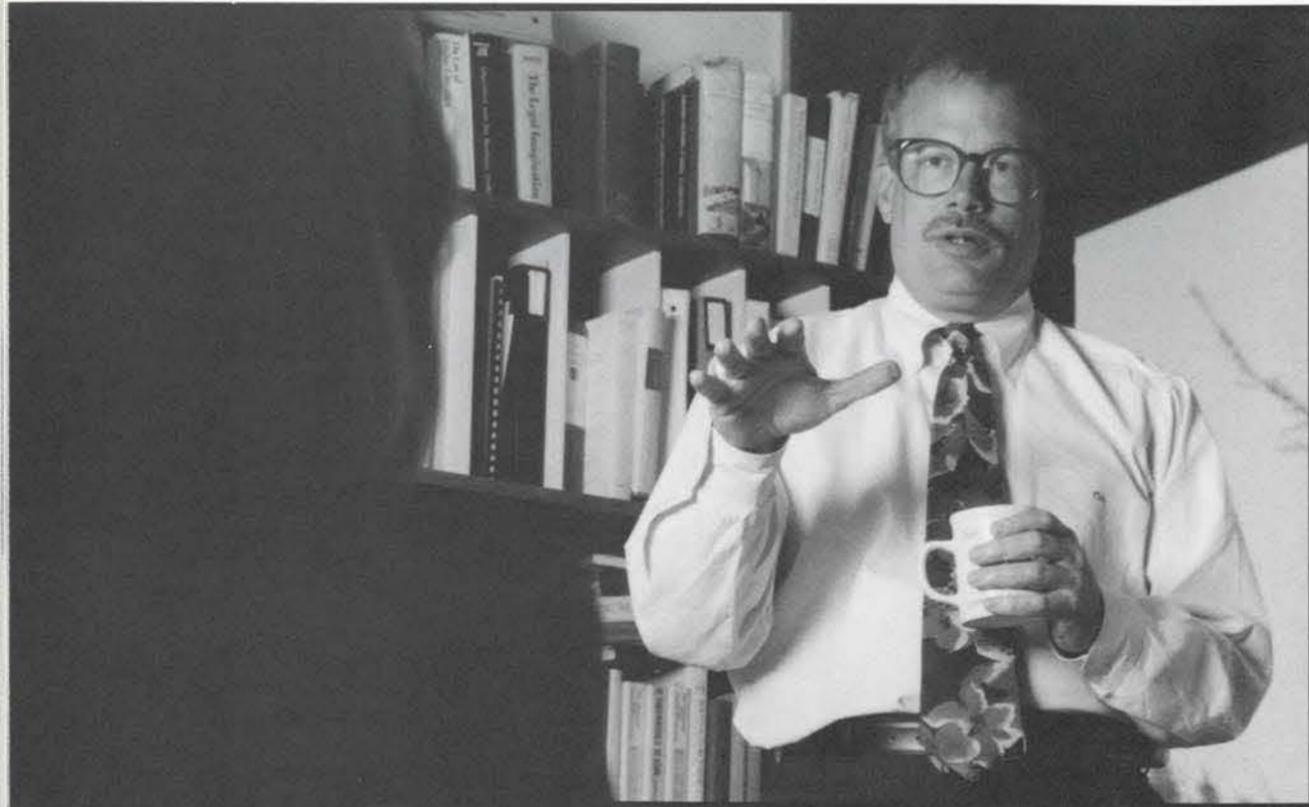
"The second issue causing anxiety was purely financial. The College had a very inadequate operating budget and fund balances which, to understate our position in treasurer's jargon, if positive, were barely positive. Since the College had operated for about 15 years with a modest endowment of a little over one million dollars, the College had accumulated a heavy indebtedness. Moreover, faculty salaries were embarrassingly low and monies available for student life, alumni and development, and admissions programs were practically non-existent. The administrative staff was woefully inadequate and faced the challenge of not only doing what had to be done with inadequate staff, but also of working with a faculty, student participatory process which is terribly demanding. Likewise the faculty was small in number when compared to the other Claremont Colleges. They, too, felt the pressures of institutional expectations. The precarious

financial situation was perceived to be central to all these concerns.

"The final issue which was causing concern among many of the faculty, some of whom had devoted their careers to the College, was the school's direction. A number of individuals had committed their time and energy to the dream of making Pitzer a different and distinctive kind of school, yet it was unclear what those aspirations meant when translated into the curriculum. The demand from students was dwindling and there was concern that Pitzer might become just another college from the sixties that would disappear, instead of the very special place that faculty had envisioned."

What were you asked to do by the board of trustees when you were hired as president?

"I was given a rare challenge by the board for a college president. They asked me to



more or less replace them. The perception was that although there were several individuals on the board at that time who cared deeply about the College, and who are still trustees today, the majority of the then board members were not inclined to give money or solicit gifts necessary for the school to grow. The leadership of the board at that time decided that Pitzer needed to have a different kind of board, committed to philanthropic stewardship, if the College was to grow significantly. So the first expectation was that I would reorganize and revitalize a board which would be transitional as the College aged and alumni would assume trustee roles.

"The second thing the board asked me to do was to tend to the financial affairs of the College. There was extensive debt, some of which dated back to the founding of the College and which was serviced from the operating budget. This situation precluded

us from using those monies to do other things. Also, there was concern about one of the College's assets, the Roseville property, which was heavily encumbered and not producing income. Of course improving Pitzer's financial picture required the support and participation of the board members, so I had to turn to them as they evolved into a strong, working board, and say, 'Yes, I will do it, but we will have to do it, together.'

"I was asked by the board to improve and enlarge the applicant pool and better define the direction of the College. The board believed that Pitzer's identity was not clear enough, particularly to prospective students and their families. No one wanted us to become another Pomona College, but the trustees knew that if Pitzer was to survive and flourish, it had to articulate itself both in word and fact as an innovative institution attractive to the kinds of students the College wanted. You can see there was an overlap between faculty concerns and trustee concerns on this and many other issues.

"The last thing the board asked me to do was to help make Pitzer better known regionally

and nationally in order to attract students and financial support. Moreover national stature was also important to the College in terms of how we were received within the consortium of The Claremont Colleges."

What special goals did you have for Pitzer?

"The first goal that comes to mind is a process-related one. I wanted to facilitate Pitzer becoming what it could become – a very, very important goal. Perhaps more critical was to institutionalize the process itself which would allow Pitzer to be an institution in flux, or a College that would always be evolving.

"A second goal was related to my own strong commitment to a set of values, values which I thought could help shape the definition of the College. Specifically, I wanted to nurture and draw attention to the longstanding Pitzer tradition of social responsibility as it related to an academic program focusing on the liberal arts and which could be strengthened by

"I wanted to encourage the growth of international and intercultural studies ..."

interdisciplinary studies. Further I wanted to encourage the growth of international and intercultural studies, something which fit in very naturally with other Pitzer traditions. I wanted to help our students and ourselves understand and respect 'otherness.' Those were, and remain, important goals for me, for without intercultural understanding, we will not be able to make any major difference in making our societies and countries better communities in which to live.

"I also wanted to make the ideal of diversity which had been part of our rhetoric from our earliest days real: real in terms of the diversity of our faculty and students in their cultural, geographical, intellectual and social backgrounds. I also wanted to make significant changes in order that Pitzer would be perceived by all our students as a friendly environment. There were then, and continue to be, curricular implications to our increasing understanding of cultural diversity.

"Another goal was to make the College financially strong. There were several important parts to that. At that time our faculty were paid significantly less than other faculty in Claremont, so there was the need to enhance faculty compensation and other benefits. Other financial goals included the need to begin to build a development program, to build a strong alumni component as part of the development program, to build a realistic operating budget and a process so that all constituencies could play a role in determining budget guidelines, and to put into place the mechanisms and the people

that would enhance the significant assets of the College.

"The final goal, which was the underpinning of it all, was to help Pitzer become an institution known for its innovation and humanness in order that faculty, alumni, trustees, students and staff would be proud to be a part of Pitzer."

What accomplishments are you most proud of in your twelve years at Pitzer?

"I'm still too close at this point. I don't see my accomplishments as singular but a product of many partnerships. I see accomplishments for the College as having to do with a lot of people. As I look back over the last twelve years, I see many things that have happened at Pitzer of which we all can be proud.

"For example, I think the extraordinary growth in the numbers of students that want to come to Pitzer and the fact that we are attracting large numbers of students with the kinds of backgrounds we want – that's a terrific accomplishment. Also the addition of and growth in the New Resources Program and Special Programs have added to Pitzer both financially and in terms of diversity. Everyone at Pitzer can be proud of these programs.

"I think the accomplishment of defining objectives that reflect our values as individuals in the community and as an institution which then become objectives that cut across the entire life of the College in terms of curriculum, student life and even job descriptions, has been a

splendid accomplishment which will define our future.

"Twelve years ago, financially, we were still a fledgling institution compared to the other Claremont Colleges. Today we have an operating budget that is both responsible and responsive and competitive faculty salaries. We are no longer the "runt" of the litter.

"Taking the Roseville asset, which was a non-producing asset, and turning it into a very, very productive asset for the College is one accomplishment of which we can all be proud. The assignment took over six years. I worked with several trustees on this project which was one of the most exciting and beneficial exercises in which I have ever been involved. To be able to see the payoffs of creating a significant income producing asset has been very exciting. We see the results in increased faculty salaries and in our proposed academic and student facilities.

"Another important accomplishment has been the growth in alumni programs and the interest of alumni in the College. I can remember when I first started as president, visiting major cities where only a half dozen or so alumni would come to programs. Today we have alumni in major cities who participate in receptions and programs with typically 75 to 100 alumni attending. Seeing alumni interested in helping with admissions, career counseling and certainly with financial support for

"I really like students, and I see each student that I meet, regardless of in what capacity, as a new person from whom I can learn something and who can learn something from me."

the College has been very satisfying.

"Finally I would note that we have just completed the financing arrangements for three modest academic buildings which, after nearly 27 years, will allow us adequate teaching facilities as well as space for faculty. Moreover we are finally able to move ahead on the first phase of our recreational and student facilities. This construction positions Pitzer well for its next chapter."

Why have you and Pitzer been such a good match?

"I was raised in an academic family. My dad was on the search committee for four presidents and at least five academic deans at his college, so I was introduced at an early age to faculty politics, and I enjoy it in the sense that I understand it. That understanding, I believe, has been a good ally for me at Pitzer. I am also deeply committed to education which provides alternatives to the homogeneity which characterizes private and public education.

"I teach, have taught, and always have maintained that academic side of my life, which I think is essential at Pitzer – certainly it has been essential for me.

"I should also say that I have an unqualified respect and admiration for different opinions, and, at times, have found myself forcefully defending opinions with which I personally disagree.

That's because I believe strongly in the value that some people call 'collegiality.' I think that everything I do in association with Pitzer assumes collegiality. I also have a high regard for the role of process, which is really essential to Pitzer, even though as anyone who has worked with process at Pitzer knows that there are as many versions of process as those defining it.

"And then finally, and perhaps this is both the beginning and the conclusion, I really like the place. As I looked at other college and university presidencies over the years which sparked no interest in me, I realized that the reason is I really like Pitzer and cannot imagine being president of any other college, at least at this point in my life."

Who are some of the individuals who have been especially helpful during your twelve years at Pitzer?

"To identify all the people who have been important to me would take hours. I would like to say that any college president needs to have special support from the trustees and, in that regard, I think of the board chairman who hired me, Eli Broad, and of what his support has meant to me and the College. I also acknowledge Giles Mead, who chaired my presidential search committee and the board during a very difficult series of transitions. And, of course, I think of Peter Gold, who has been a constant wise advisor and friend over the last six years. Last, but certainly not least, the most helpful person to me has been Sandy Reeves, my 'good Sandy,' who quite frankly I cannot imagine being without."

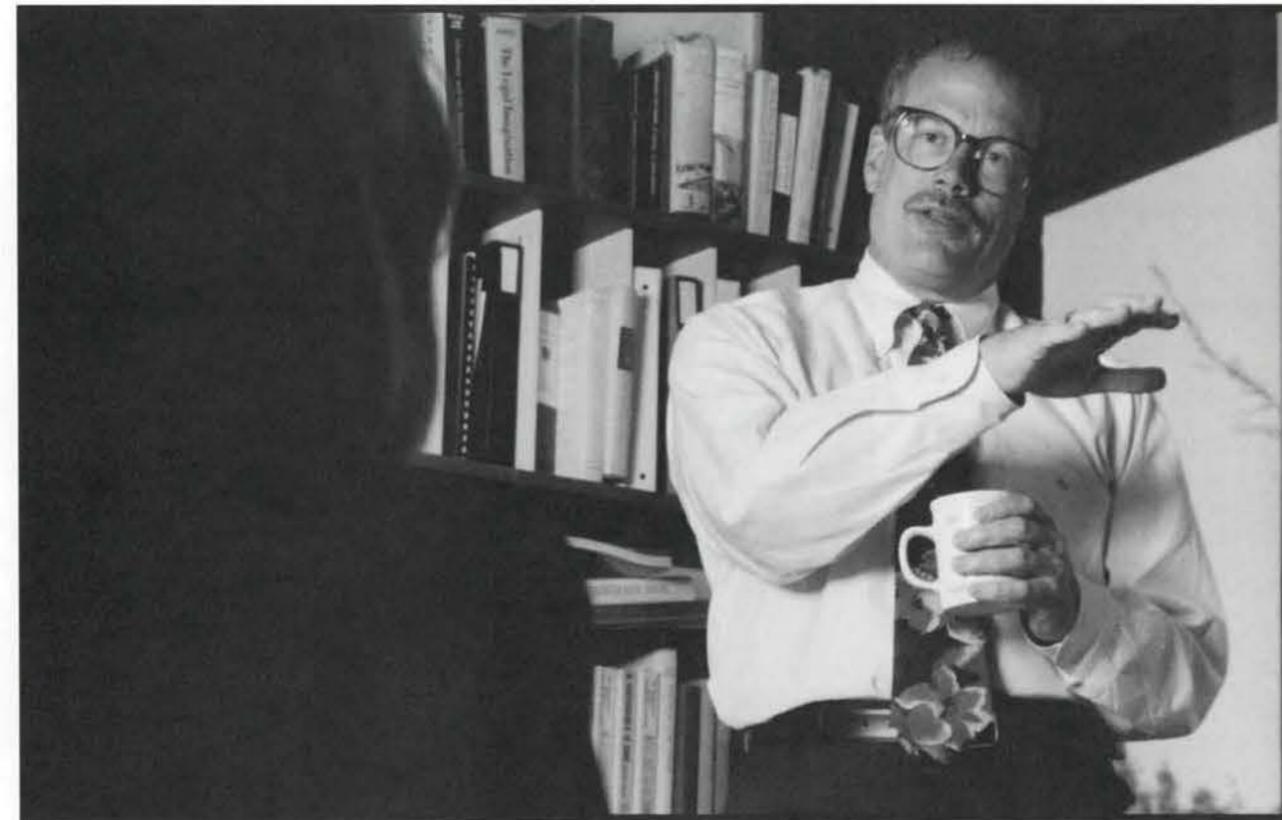
What will you miss most about Pitzer?

"The long hours! Actually, there's a certain excitement about this place. One never knows from day to day what issues will arise. It's a place that is changing constantly and I like that. I'll miss that.

"I think what I will miss the most, though, are my students: former and current students, my advisees, and the many students I have gotten to know in different capacities. When everything is said and done, the students are why we are all here. That component has been very important to me from the beginning. And I'm happy to report that I will be teaching one course a semester in my new position, rotating from institution to institution among the Independent Colleges member colleges. There are, of course, particular faculty and staff whose friendship I value as well as their contributions to the College."

What were your reasons for making a change at this time?

"There are several. First, I believe strongly that any institution, especially a small, liberal arts college, needs to have regular change in the top leadership. I brought to Pitzer some ideas, an agenda and, I would hope, some strength and energy. I think I have more or less done what I can do and it's time for someone else to come in and start the process anew for our next chapter.



"The second reason was I wanted to do something different. For 22 years I have had job assignments with great diversity. Now I want a job where my energies are more focused and where I may have a greater influence on public policy issues which relate to higher education.

"Finally, I wanted to have more time for myself."

When asked to describe the "Ellsworth style," a lot of people mention the special relationship you have with the students. Is that a Pitzer tradition or an Ellsworth tradition?

"I really like students, and I see each student that I meet, regardless of in what capacity, as a new person from whom I can learn something and who can learn something from me. It's important to me to engage each student in a relationship that is mutually beneficial.

"I like to play a role in each student's growth because I think that is what an educator is all about. And for me that growth is not defined in any particular way, that growth is defined in terms of each individual. Often it's academic, often it's related to career planning, and often my role is to simply listen. Sometimes it's provoking. And now and then an opinion may occur. Hopefully there are laughs and good times in the relationship. I see my role as that of the educator facilitating the growth of the student within the context of friendship and education.

"I've enjoyed special relationships with many others in addition to students while at Pitzer. I like meeting new people. By instinct I like to pull people into the process, whatever that process may involve. It may simply be the conversation of the moment, or it may be some committee assignment. Whatever the process of the moment is, I want to bring others into that process and engage them in that task or discussion.

"One of the reasons I came to Pitzer is that I saw a tradition here which encouraged interactions between faculty and students and,

for that matter, between all the different groups of people who make up the College community. The special relationship I enjoy with students is both a Pitzer and an Ellsworth tradition."

What would you like to say to the new president of Pitzer?

"I would hope that the next president would enjoy the people, the tasks and responsibilities at Pitzer as much as I have. But of more import: I hope that he or she would learn as much about himself or herself as I have learned about myself in the context of Pitzer."

FRANK ELLSWORTH — AS OTHERS SEE HIM

by Tere Strombotne

Students, alumni, faculty, staff,

trustees and friends comment on

Frank Ellsworth's remarkable

12 years at Pitzer College.

The president of a small, liberal arts college is asked to wear many hats: teacher, advisor, fund raiser, mediator, problem solver, and "chief" of staff to name only a few. According to the many members of the Pitzer community with whom we spoke, in his twelve years at the College, Frank Ellsworth has donned numerous chapeaus with grace and aplomb.

"Frank has an extraordinary personal style, and that is true whether he is dealing with students, alums, trustees, donors, faculty or staff," reports Carl Bandelin, vice president for development and alumni relations.

The idea of egalitarianism and being a people person is echoed in many of the remarks made about President Ellsworth. Sandy Reeves, secretary to the president, and perhaps the person in the best position to know, agrees that the president "goes out of his way to include everyone and to acknowledge everyone on the staff. He's genuinely nice and likes people."

Steven Glass, professor of the Classics and one of Pitzer's founding faculty concurs. "People instinctively like Frank and are drawn in by Frank's personality. He has an upbeat demeanor," says Glass. Trustee Bruce Karatz reports that "Frank is somebody who understands other people's problems and searches out solutions. He is sensitive to the needs of those around him."

According to friends and colleagues, beneath Ellsworth's amiable exterior lie strong values and commitments. What emerges from talking with them is a picture of a man who cares deeply about people, education and the

institution whose growth he has shepherded for more than a decade.

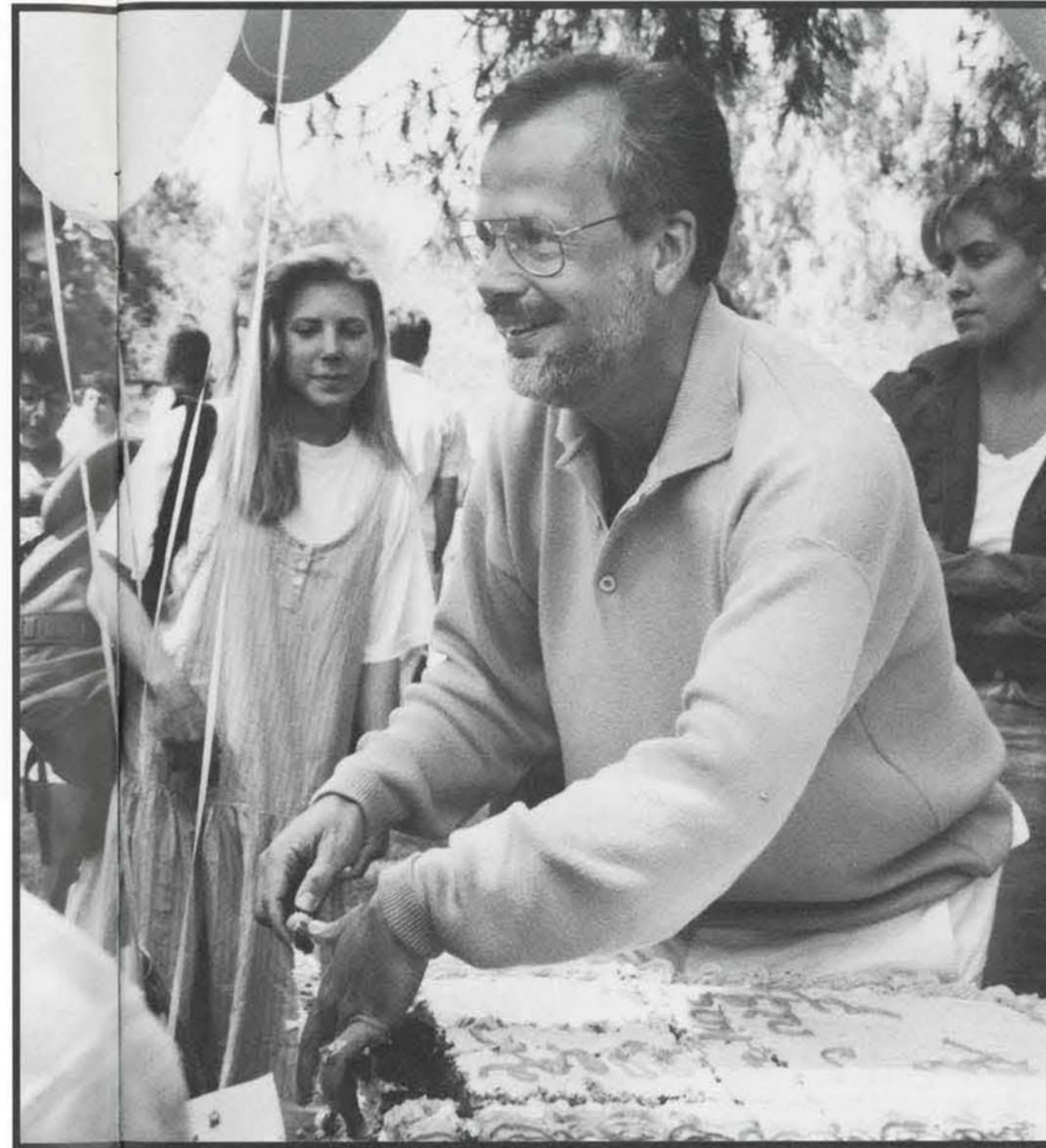
At a recent award dinner honoring Ellsworth, Leigh Taylor, dean of Southwestern University School of Law School, remarked that during their years together at the University of Chicago Law School, he found in Ellsworth, "a person concerned more with notions of fairness and justice than with market efficiency. From discussions then and through the years, I have come to realize the depth of Frank's commitment to social justice and human dignity. That commitment can be seen over the past twenty years in Frank's challenge to and guidance of young people. And those of you who have had the good fortune to have been his students know the positive impact he has had on your lives."

At the same dinner, Andrea Van de Kamp, whom Ellsworth will follow in June as President of the Independent Colleges of Southern California, observed, "What I like about Frank is his genuine dedication to education and his belief in the next generation."

Teacher and advisor

"At Pitzer we do everything in the interest of students," reports Paul Ranslow, vice president for admissions and college relations. "The president, dean of students, dean of faculty, all teach and advise students. We are entirely dedicated to the undergraduate students. Frank has always supported this philosophy. Frank cares about students, their education and their social well-

President Ellsworth cuts the cake at Pitzer's 25th Anniversary celebration.



being. They pick up on the fact that this is a person who really cares about them and their social and intellectual development."

"Frank has been an exceptional president," comments Al Bloom, executive vice president of academic affairs and dean of faculty. "He believes in Pitzer and its mission. Part of that is reflected in his commitment to liberal arts education and his view that the core of that education lies in the personal contact between faculty and students."

These sentiments are echoed in remarks made by President

Ellsworth's students and advisees. John Marshall '92 has known Ellsworth for 12 years and says that the president was instrumental in getting him to come to Pitzer at a time when he needed guidance.

"Frank is not judgmental toward anybody or about anything," says Marshall. "He helps you look at all sides of an issue and then lets you make up your own mind. He never talks down to you. He's always encouraging. You can go in to see him and talk to him about anything. He's been very supportive of me both personally and academically. I'll miss his

encouraging advice and I'll miss Frank as a person."

Michael Smith '86 reports that Ellsworth is "a good resource coordinator. He is always so personable and concerned, considering the many responsibilities he has. He is very knowledgeable and helpful in providing contacts and helping students design a plan of action. I believe he has been a great asset to the College."

Professor emeritus of psychology Robert S. Albert observes, "Frank really is concerned with the students of the school. There has been a good match between him and the students."

Faculty Supporter

Sharon Snowiss, professor of political studies, came to Pitzer in 1969 and was on the search committee that recommended Ellsworth be hired as president. According to her, "The things I value in Frank haven't changed over the last 12 years. I think he's a very intelligent and engaging person. He is a thoughtful person. And I like the fact that he continues to teach and is involved with students. This gives him a real connection to the heart of the College and to the concerns of faculty."

Snowiss has worked with the president on a number of administrative matters and reports that he is "a person who has great respect for the College and for the character of the procedures at the College. Frank is very 'Pitzerish' in his acceptance of ambiguity and

Sandy Reeves, assistant to the president for twelve years and an indispensable part of the operation.



procedures. He has never been heavy-handed or authoritarian. He has always shown real support for what Pitzer is. That has been very important to our growth as an institution."

Supporting faculty concerns, programs and goals without interfering is a fine line Pitzer presidents traditionally walk. Ellsworth, according to most, was able to negotiate this path quite well.

Dean Bloom observes, "Frank has an acute ability to understand others, to see their strengths, their potentials, and to give them the trust, space and guidance they require to realize those potentials. He has been aggressive in his support of faculty interests, understanding the very central role that faculty play in making Pitzer an extraordinary institution. He has been fully behind, in fact an advocate for, maximum faculty salary increases, reducing the excessive time pressures which faculty face, and committed to developing friendships with faculty and in helping them in any way he can to be productive and feel fulfilled."

"He's warm, generous and concerned about pressures that younger faculty face, and concerned about making sure that older faculty, when they retire, still feel a part of the institution. And he's concerned deeply that women and minority faculty have a central voice in the institution. He has been fully supportive of the faculty's vision of the direction of the College and has

led the College in achieving that goal."

Retiring professor of political studies, and founding faculty member Lucian Marquis reports, "Frank has always supported humanistic endeavors. He has always been very welcoming to new ideas and programs. One example is his support of 'The Printed Word,' which was a symposium on printing and language. We've always had very friendly relations."

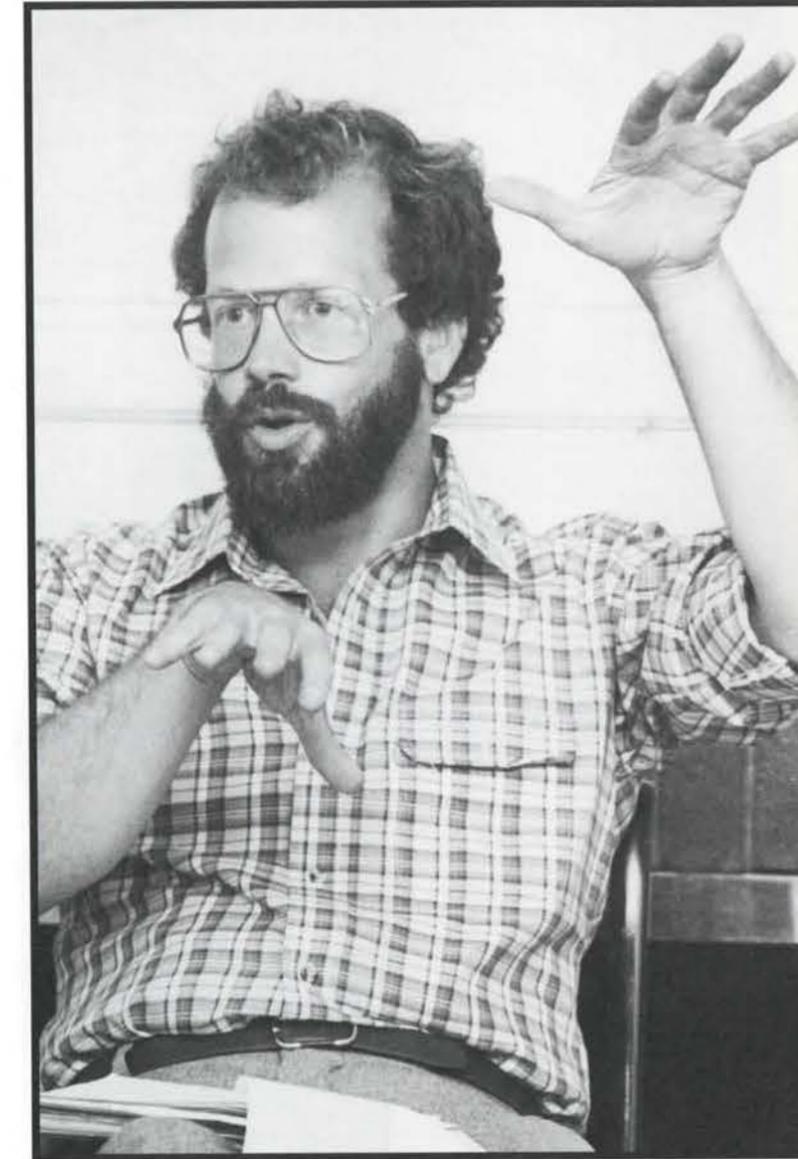
Kate Rogers, assistant professor of organizational studies and a newer faculty member, began her career at Pitzer in fall 1986. Her first remembrance of Frank is from a gathering hosted by the president. "I was impressed that he got together a group of women's studies professors at his home for a potluck dinner. It impressed me at the time that I was at an unusual college. Women's studies is not traditionally the most easily assimilated group. His welcoming meant, for me, that Pitzer was a special place."

After five years at Pitzer, Rogers' early intuition that both the College and its president are

special have been confirmed. In particular she notes how comfortable Ellsworth has been with Pitzer process.

"I've always been impressed with how well Frank is able to work with our governance system at Pitzer. It can be exasperating when everyone wants to get a crack at changing things that are in place," Rogers comments. "Frank has always recognized that people need time to work through issues before coming to a consensus. And this is a consensus organization." Ellsworth's special talents as a mediator and diplomat have not gone unnoticed by Reeves either. "I've always been impressed by his diplomacy," she reports. "He doesn't create crises by reacting emotionally. He takes time to think and he gets different parties together who are in conflict to work things out. No matter what his personal feelings are, he can mediate between a lot of different factions."

Building a strong board of trustees is one of President Ellsworth's notable achievements.



Administrator

According to Pitzer staff members, President Ellsworth has always given College employees, particularly senior administrators, lots of room to grow. Ranslow reports, "Once Frank realizes you know what you're doing, he takes a hands off approach. He's not afraid to let administrative heads do their job. And Frank lets the greater community know he has confidence in his people. He's supportive and gives lots of feedback."

Bandelin's experience with Ellsworth has been similar and equally rewarding. "Frank has been very supportive of my efforts to rebuild and reorganize a development program. He has been extremely supportive of my efforts to recruit and keep a staff of top-notch professionals in development, alumni relations and public affairs. He also has been a good friend who has given me a great deal of personal support and helped me to grow professionally."

Bloom, who will be leaving Pitzer in June to assume to presidency of Swarthmore, reports that Ellsworth's confidence in him was unfailing and made his job a source of great pleasure.

"From the moment that I first met Frank at my interview for Pitzer, to the moment he announced his resignation, his confidence in me, his support for me, the fact that we each knew what the other was saying before completing a sentence, the fact that I knew he would just about always say 'yes' to what I thought was right and important for the

school, gave me the energy and confidence that has made Pitzer so exciting a joy and challenge for me."

Building a Board

Ellsworth reports that one of his most unusual assignments when he first came to Pitzer was to replace the majority of the board members. He completed this task and the results have brought many accolades.

"Frank's greatest contribution has been the reorganization of the board of trustees," declares Professor Glass, without hesitation. "The original board of trustees viewed the College as a

hotbed of '60s radicalism. They didn't trust us. It was a bad fit. Frank has greatly changed the nature of the board to a much more forward-looking and varied board that really believes in this College."

Vicke Selk, vice president for administration and treasurer, agrees. "The board today has enormous potential. Given Pitzer's youth, the board is not an alumni board as at older institutions. However, we are beginning to move in that

The president's office reflects his appreciation of fine art and craftsmanship.



direction. I think the board recognizes its role as a caretaker, its important fiduciary responsibility to safeguard the institution until the alumni are able to take their places on the board."

Deb Deutsch Smith '68 is one of the alumni who does hold a seat on the board. According to her, Frank has been very special to the Pitzer community. "I had hoped his leaving would not become a reality. We've been very fortunate to have him as president for the past 12 years. We all owe him a debt of thanks and gratitude. He has been both a leader and a personal friend."

Bandelin reports that in addition to building a board, Ellsworth has developed strong relationships with parents and alumni as he has traveled around the country. "He's done an extraordinary job of building relationships between the larger Pitzer family and the College and articulating Pitzer's goals, aspirations and its progress to alumni, parents and friends."

The Legacy

The effectiveness of a leader is measured not only by the job she or he does while heading an organization or institution, but also by the legacy that person leaves for those who follow. Already the long-lasting contributions made by President Ellsworth to the College are evident.

"Frank will be leaving an outstanding board of trustees, most of whom he brought on to

the board," reports Bandelin. "He will be leaving a college that is much stronger financially in terms of both budget and endowment.

"In terms of fund raising, he will be leaving substantial monies raised toward new campus facilities. He will be leaving several million dollars of pledges 'in the pipeline' to help the new president through the transition period.

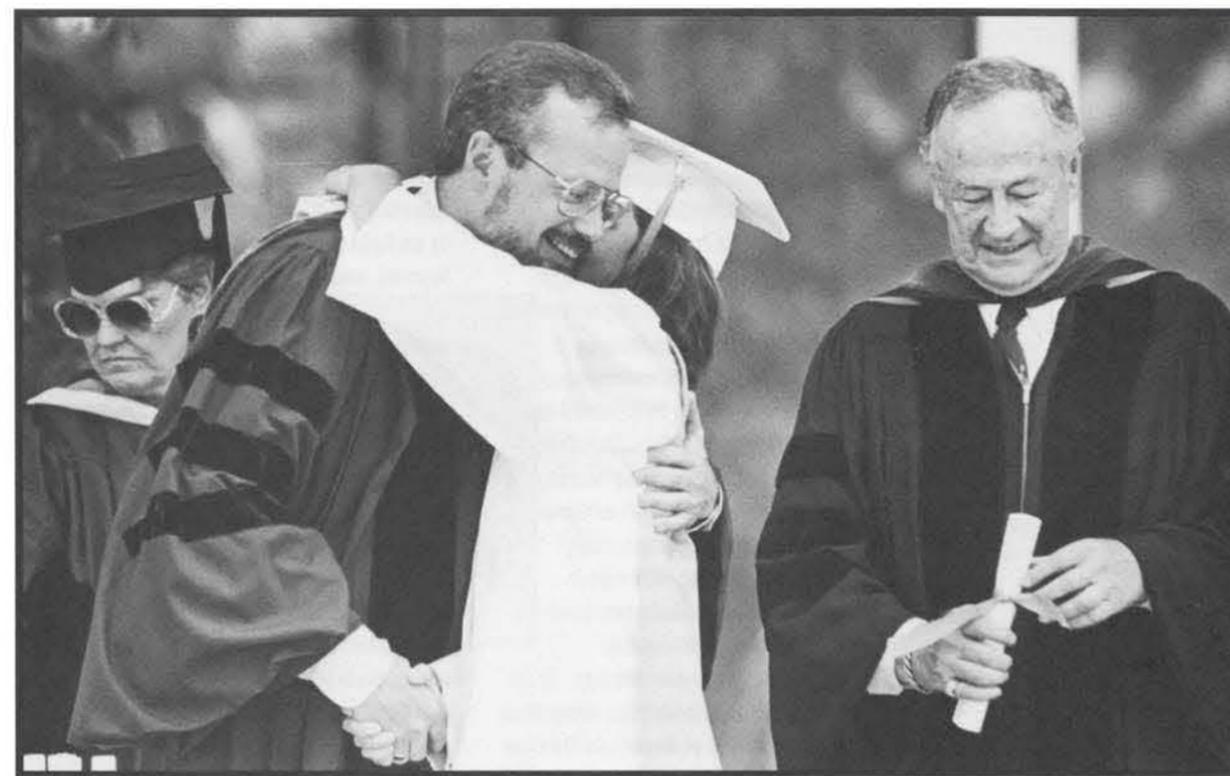
"He'll be leaving the next president continuing relationships with a much greater number of donors and prospective donors. He'll also be leaving relationships with major national foundations,

such as the Ford Foundation, that had not previously made grants to Pitzer.

"In terms of alumni programs, he will be leaving an alumni association that grows stronger and more active with each year. And in terms of public affairs, he will be leaving an institution that is getting ever-increasing recognition as one of the premier liberal arts colleges in America."

Norman Prouty, one of Pitzer's newest board members, recognizes the important continuity that the president was able to preserve during his tenure

Frank Ellsworth and retiring chairman of the board, Peter Gold, congratulate a Pitzer graduate.



at the College. "As new members of the Pitzer family, we are keenly aware of the values that distinguish Pitzer as such a remarkable college. Increasingly, we have learned how closely Pitzer reflects the sensitivity and humanistic values of its president, Frank Ellsworth. We are going to miss Frank very much but know that Pitzer's values will continue."

Peter Gold, chairman of the board for the last six years who also steps down from his position in June, observes that Ellsworth's legacy goes beyond Pitzer to the larger world of education. "We talk a lot about improving education in this country. Frank has made a real contribution to American education," says Gold. "If there is immortality, it is in seeing young people grow and flourish - it is in the contribution that Frank has made to Pitzer and its students."

In a 1981 commencement address delivered at Western Reserve College, Ellsworth advised the members of the graduating class in the following:

"Be joyful, be of good cheer. The road before you is complete with excitement, challenge, and mystery. Moreover, I would hope that you would be yourself. Do not allow the moments of anxiety, or your misconceptions of what others expect of you, to force you into a stance of pretension, arrogance, or of a lack of respect for those around you. Be thyself; trust thyself; know thyself."

Frank Ellsworth is a man who has followed his own good advice.

RETIRING FACULTY

Ruth Munroe

Ruth Munroe was once heard to remark that she didn't think she had accomplished anything for Pitzer.

She's wrong.

Her contribution, however, is not best measured by the courses and programs and administrative work she undertook for Pitzer. It is more intangible than that, intangible and yet profound in view of Pitzer in 1964 and the College today.

What Munroe brought to the new College, and what she never abandoned, was conscience. No one who knows Munroe – who has witnessed her passionate defense or opposition to some proposal in a Town Meeting or College Council assembly – doubts that.

Steve Glass put it best: "I often think that we should have put away a case of Chateau Latour '61 to be drunk a bottle at a time with each founding faculty retirement," the professor of Classics offered at an alumni gathering held last May in honor of Pitzer's newest professors emeriti. "Not so much because in those days you could have bought the stuff for something like \$8 a bottle, and not so much to celebrate the occasion itself, but to find out whether the individual retiring had mellowed with time as much as the wine."

"In the case of Ruth Munroe, there has never been much chance of that, quite frankly, at least not so far as her colleagues are concerned. It's another story for her students, upon whom she has lavished over the years the most astonishing attentions, successfully transmitting to them by example and partnership her nearly compulsive love for the process of research."

In fact, Munroe is distinguished for her research as much as for her convictions. A sociology graduate of Antioch College in Ohio, she went on to earn an Ed.D from Harvard. Her great collaborator, both professionally and personally, is her husband, Lee Munroe, a member of Pitzer's anthropology field group. They both joined the Pitzer faculty in 1964. Together, the Munroes have conducted cross-cultural research, that combines anthropology and psychology, around the world. They have authored and edited numerous professional publications throughout their partnership. From 1983-1986, Ruth Munroe stepped in to the position of Associate Dean of the Faculty, bringing her vigilant eye and exacting standards to bear more closely on Pitzer's administration.

"Ruth has always been Pitzer's best and most direct conscience," Professor Glass toasted last May, "ever distrustful, ever watchful – not in the pursuit of some private ideology, but out of a very profound concern for the college she helped so much to establish and maintain, and for the discipline she so learnedly professed."

On this occasion, Munroe speaks for herself to *Participant* readers.

"I suppose that I operated with some overriding goals in mind throughout my years at the College. First, as Professor Glass noted, I think that I did always try to keep institutional goals above any personal goals.

"Second, I tried throughout the years to understand what was going on with students, and tried, then, both myself and with colleagues, to adapt teaching to what was

occurring in the students' lives. I do not mean, by this, that if we seemed to have a particularly fun-oriented set of students, I would try to go light on them or give up. Instead, knowing this, I would try to get them to see the fun in 'knowing' something or trying to get them to see that there just might be some 'fun' in psychological research, for example.

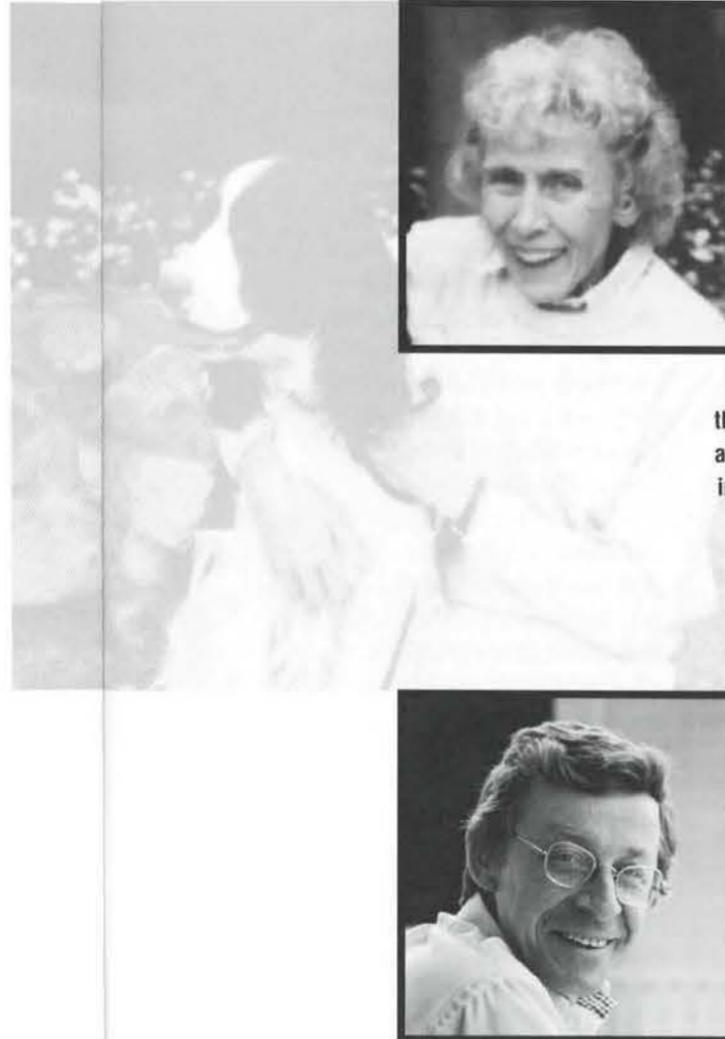
"I guess my third goal relates a lot to the first two: I have had little use for students whose own goals are to 'get by' (especially those who pretend otherwise). I believe that students do a lot of growing up during their years in college, and that faculty members are responsible for guiding at least the intellectual side of that process.

"Because I believe this, I think it is important to push students fairly hard. I tried, over the years, to keep in mind that students learn by doing things – writing papers, presenting reports, collecting and organizing material or original data – not by watching me do things. I think that students need to grapple with material and ideas, to practice how to learn as much as actually learning. It may be the process that is more important, in the long run, than the product.

"This is not to say that no 'facts' are important. You simply cannot think, in any discipline, without first learning the terminology, concepts, methodology, and previous work. Therefore, there has to be a balance between the mastery of the basic elements and trying to manipulate and communicate those elements.

"I like students and have always felt at ease with them. Unlike what the students may believe, I do not

Ruth Monroe & Friend "Finney"



remember them for particular class performances but much more for what they are as people. It is true that I may remember best those students who responded to my push or those who worked closely with me on a project. Yet I also remember well those students whose sincerity, honesty, openness, and responsibility shone through (despite, sometimes, not too marvelous class performance).

"My 'fun' continues to be the process of discovery that research offers. I continue, and will continue, to be enmeshed in many research projects and professional organizations. In particular, I have been devoting a lot of time recently to the International Association for Cross-Cultural Psychology. As Secretary-General of this group, I answer all its mail, work with other officers to organize agendas for our business meetings, and generally try to think of ways to promote cross-cultural psychology worldwide.

"Besides my family, a few friends, avid reading, occasional but intense shopping, game-playing, and housekeeping, I will pretty much continue with keeping abreast in social science and doing research. Gardening is in my future

– but not much has been begun yet. My mother's family were all avid gardeners, and I intend, in several years, to get back to the joy of growing things.

"Last semester, while on sabbatical, I concentrated on trying to sort and file and discard paper – a job that seemed endless, with 26 years of only casual attention to the massive paper accrual. This summer should be the end of paper scrutinizing, sorting and reducing.

"Even though I am still around a lot, I am probably best known now because I always bring our dog, Finney, to campus with me. Most students these days probably recognize me best as 'that lady with the dog.' Although I am not interested in recognition, I do hope that I have had some small

enduring impact on the life of the College and on the lives of some students. I have certainly enjoyed knowing so many students and watching their subsequent progress through life. I often wish I could know each of those students better right now.

Are you all committed, honest, upright, thoughtful, empathic, unselfish? These are good goals for which I continue to strive.

"Last year I was honored, along with others, for my years at Pitzer. I like that Steve Glass noted, at that Alumni Association gathering, that I have served as the

social conscience of the faculty. I was seldom popular for taking stances so fiercely, but looking back, I doubt that I would change that if I started all over again. Mellow? Not yet."

Bob Albert

There are two characteristics about Bob Albert you learn from talking with him and with others about him. One is that he is his own worst critic; it's clearly not a job anyone else wants. The second characteristic is that during most of his undergraduate years, he was about as unsure of what he wanted to do for a career as anyone could be.

Born in Dallas and reared in Nashville, with stops in Los Angeles, Palm Springs and Kansas City, he describes his upbringing, in a small, Southern Jewish community, as "intense." He also recalls growing up with "all of my friends wanting to be medical doctors. A part of me played that game, too." In those days, other than going into business with his father, it was the only alternative he could think of.

Back in those early days in Nashville and at Vanderbilt University in Tennessee, his interests were primarily in music, especially jazz, sports and reading. At Vanderbilt his academic career was checkered, to say the least, complicated by transfers, a

devastating football injury, some time in the U.S. Marine Corps, and "probably more majors than any three premeds put together," Albert said.

If you get the picture of an undergraduate at loose ends, he admits it was so. After a few more false starts, Albert settled down. It was not until the end of his third year at Vanderbilt that he learned of psychology.

The one thing he was sure of was the lure of teaching. By that time several inspirational professors had crossed his path, and Albert decided that "that was really that I wanted to do, and it made giving up the idea of being a doctor easier."

After Vanderbilt, Albert went to the University of Texas. True to form, when he was at a point of choice, the fear of stopping went along with the hope of going ahead. "Anxiety is not a bad motivator. At Texas I was so scared, I was the first to get out [graduate with an M.A.]." Next came Boston University and that, strangely, was a little easier to handle.

"When I decided I was going to go to graduate school, that cleared up a lot of things for me. And the whole gist of it is that I felt – and I still think this is true – that if I ever stop I may not get back with 'it,' that something might happen to keep me from going on in school," said Albert. "What that something was, God only knows. I had seen enough people stop and not come back from whatever they were doing."

With his Boston University Ph.D. in hand, Albert held a number of teaching and research

appointments in the north and south and then spent three years working as a research assistant at the Massachusetts Mental Health Center, where he was trained in psychotherapy. Eventually, he decided to return to full-time teaching and accepted a position at Skidmore College in upper New York State. For a number of reasons, Albert tried to revise Skidmore's psychology program. Not too surprisingly, he made few friends in the process.

"I was always saying things like, 'Why don't we teach this? Why don't we have any honors? Why don't we do papers instead of this?'...You know, the usual stuff that we do regularly at Pitzer." Skidmore was not impressed.

By this time, Albert had married and neither he nor his new wife, Julie, found upstate New York to their complete liking. They might have continued in trial-and-error mode indefinitely, had not a brand new college entered the picture in the spring of 1965.

"I came out to Pitzer and interviewed and I liked it and didn't like it," said Albert. "I think what I liked about it was the newness. What I didn't like about it was that it was so damn new that it didn't have any structure."

Ah, yes, the quintessential Pitzer contradiction, the reason we all come to love it or leave it. But, as Albert would discover, Pitzer offered at least the chance to put one's own structure on things.

Albert doesn't attempt to separate the events in his life from the professional "choice points" that followed – quite the opposite. He will tell you that fatherhood, and

his curiosity over his children's development, led to his interest in giftedness and eminence – the topics that have consumed the bulk of his research energies. He also believes that the way he interacts with students stems directly from his own childhood, especially "from those teachers who kept me moving." His research, in particular a long-term, exhaustive study of gifted boys and their families, was in many ways both intellectual preoccupation and personal haven. Such involvement helps to "cut down the importance of the not-so-good things that can and do happen," said Albert. "Research for me has been an anchor of sorts.

"Even as a kid in Nashville, I was aware there was something else out there and I made decisions based on wanting to participate in that bigger world," he explained. Early trips to Chicago with his mother helped to feed that wish.

Throughout his years at Pitzer, Albert worked to maintain a full life in both worlds. He engaged in spirited participation with the campus decision-makers and the campus decision-making machinery as the new college evolved, but also he continued to do research, travel and lecture extensively.

Albert's teaching style gradually began to change to include, with the prodding of curious students, more of his clinical and research experiences. Such exposure had hitherto seemed self-indulgent and not related to the classroom. "It wasn't easy," Albert said. "Remember, I was not educated or trained in California. And I could never have done it if they hadn't

asked me to. But as we know, the majority of Pitzer students are very forgiving."

The pivotal course became Albert's "Study of Lives," which lives on, in "a legendary place in Pitzer's curriculum," said professor of sociology Al Schwartz recently, "a kind of rite of passage bestowing the virtues of empathy and integrity upon his psychology students – and they learn a little about themselves, too."

Pitzer students who have had the class agree. Jill Marshall-Klein '88 attended seven colleges before entering Pitzer's New Resources program for students of non-traditional college age. An early contact with Albert turned out to be a watershed moment in her academic life. Klein had been working hard and doing well in Albert's "Personalities Theory" course when her mid-term exam brought her a surprise: a D grade.

"I went to see him," Klein remembered, "and he said that my writing showed I was dyslexic. I knew I was, but I thought it pretty much affected only my spelling, that I had overcome it. No one had ever just said that to me, or told me that there is a solution. He sent me to Jackie Levering-Sullivan [Pitzer's writing specialist] and she gave me immediate help. But if Bob hadn't told me to, I might have given up."

Klein went on to take the "Study of Lives" course. "It was a tough class," she said, "but I got a lot out of it, because it gave me a taste of the process of therapy. I decided not to be in business anymore, but to major in psychology instead."

Klein is now applying to graduate schools. Albert himself said her last paper for him, written in the senior seminar, was "one of the best I've ever seen."

"At Pitzer, you see that kind of improvement in students fairly often. It's one of the best things about this school – and I'm not the only one doing it. For whatever reason, you pick up on a personal issue inhibiting a student, preventing really good work. You don't confront, but you suggest you are interested. Sometimes it takes, and sometimes they run away.

"I would say there is no such [division] as 'academic' versus 'personal' – and when you catch on to that, your teaching must change, too."

In fact, Albert views Pitzer as most of its students do at one point or another: as the place where he grew up, experiencing some failures, but also some successes, and making friends enough for a lifetime. He has taken the year since retiring to "debrief," he says. He can even see himself getting involved in other parts of the community, although he feels himself "ten years behind" in work left undone while he was teaching.

"That's what college is all about – experimenting, failing, trying again," Albert said. "It's true of what I did, and if it worked for me ... Besides, I could never stand a student, or anyone else for that matter, who always knew what he wanted to be."

Elisabeth Duran contributed to this article.

by Tere Strombotne

LEGACIES

A young women's college with a "mandate to change the world," in the words of Pitzer's founding president, John Atherton, was bound to attract students who wanted to make a difference; who wanted education in the broadest sense; who would find a way to utilize their skills and talents at a time when there were scant opportunities for women in the workplace.

During Pitzer's first years, many pioneering women came to the progressive, liberal arts campus in search of new approaches and new opportunities. Among them were several students who, more than two decades later, have forged a special alliance with the College. Each now has a daughter or son attending or graduated from Pitzer. These children of alumni are called "legacies" in college jargon, and their presence on the Pitzer campus is a clear sign that the College has "come of age."

Pitzer's legacy students are staking out new paths and directions quite different from those of their Pitzer grad mothers.

Times have changed and, in many respects, so has Pitzer. But some things remain the same, and many of the College's legacy students report that their reasons for being attracted to Pitzer are surprisingly similar to Mom's.

Lisa (Elizabeth) Macy '90, Pitzer's first legacy student, reports that Pitzer was always a strong contender whenever she thought about which college to attend. "I grew up in Claremont. I used to take walks at the College with my mom," says Lisa. "It was a natural decision. I liked the idea of being part of a small campus but being able to take classes from all five colleges. Also, I was

attracted to the comfortable friendly atmosphere and the special attention that Pitzer students receive from the faculty."

Lisa, like her mother, Cecilia Neumann Macy '73, chose English as her area of concentration.

"I love reading and writing and I knew English was something I could use no matter what field I went into."

However, after seeing firsthand the hard work and untiring patience required of a teacher by watching her mom, Lisa chose a different career direction. She currently works in the environmental side of the California Public Interest

Lisa Macy '90 Cecilia Neumann Macy '73

Research Group (CALPIRG), a nationwide consumer and environmental lobbying group. Her work requires that she read and summarize large quantities of written material and work well with many different kinds of people. She finds that her English degree and the Pitzer experience serve her well.

Having more career options is one clear difference between Lisa and her mother. "When I was a student," reports Cecilia, "teaching was about all there was for an English major." Married with two children before her graduation from Pitzer in 1973, Cecilia's four years at Pitzer were very different from her daughter's. Today, Cecilia pursues her career as a fulltime classroom teacher after "paying her dues" as a substitute teacher.

Both women studied with Ellin Ringler-Henderson. In fact, when Cecilia was a student, Ringler-Henderson would entertain Lisa with a cache of toys she kept in her office drawer while she discussed coursework with the little girl's mother. Two decades

later, Lisa took a course with Ringler-Henderson. On the first day of class, the professor was concerned about remembering the names of all of her students. Once Lisa introduced herself as the little girl who once played in Ringler-Henderson's office, she became instantly memorable.

"I never thought I would go to college where my mom went,"

says **Chrissy (Christine) Stokes '92**. Chrissy's mother, Pitzer pioneer Liz (Elizabeth) Witte Stokes '68, claims to have been the first student to set foot on the campus in Fall 1964. She describes the early days at the innovative new campus as exciting and noisy. "We'd have town meetings in

Scott Hall - everybody attended. There was a lot of participation. The classes were small. I remember that the professors made a big effort to have everybody over for dessert," she reports.

Only Scott Hall and Sanborn Hall were complete when the College first opened its doors. Other buildings were under construction in those early days. Liz recalls, "I used to watch the different stages of building from my dorm window."

When it came time for daughter, Chrissy, to choose a college, Liz wisely took a low profile. "I knew Pitzer would do a better job of selling itself than I could." The younger Stokes decided the Pitzer campus was worth a visit. After spending a weekend at her mom's alma mater and more soul-searching time at home, she chose Pitzer.

"Coming out here from Connecticut in the middle of winter helped convince me. It



Now:

Legacy student, Barbara Brown, at Pitzer today.

Then:

Mother, Sarah Mendell Brown, as she appeared in the 1970 yearbook.

was sunny and the mountains were gorgeous," recalls Chrissy. She knew she wanted to attend a small college and liked the advantage of being part of the larger five colleges. "It seemed like there were so many opportunities. It was a big decision to come all the way out here and go to the same school that my mother did. But I'm very happy at Pitzer," she says.

Chrissy had known about Pitzer through her mother, but became much more interested in campus stories when she knew she would be attending the College as well. "After I decided to go to Pitzer, then I was interested in finding out more from my mother about the school. And one of her friends who went to Pitzer also gave me a lot of information," she reports.

However a lot had changed since Liz's college days. In particular, Chrissy says she and her peers enjoy a lot more freedom socially.

"There were all girls with my mom, and a curfew at 10 p.m.,"

Chrissy comments. Liz also sees some important differences at Pitzer today. "In those days, there was no career planning or guidance," she reports. Liz is pleased by the career resources programs available to Chrissy and her

Chrissy Stokes '92 Liz Witte Stokes '68

contemporaries. An English major, Liz married shortly after her graduation. While expecting Chrissy, she joined the Westport Young Women's League, a place where her Pitzer activism was put to good use. "We had fantastic energy," she recalls. "We were raising our kids but we wanted to do things, too." During her tenure as treasurer of the organization Liz discovered a



penchant for organizing. This led her to working at children's schools, editing newsletters and eventually founding a support group for parents of gifted children.

classes from Ruth Munroe, Ellin Ringler-Henderson and Lew Ellenhorn. Though, Chrissy reports that this is not a case of imitation. "They are excellent teachers. That's what attracted me."

The freshness of a young college attracted **Debra Gross Aczel '74** who also majored in English.

"I chose Pitzer because I liked to be in on new things. Since I left Pitzer I've continued to be in on new things!"

Debra works at MIT as a program administrator in a newly instituted Integrated Studies Program offering hands-on activities for freshmen in the humanities.

Even though she attends the same school as her mother did, Chrissy, like most independent young women, is not living in her mother's shadow but exploring new territory for herself. The psychology major will spend next year in Bali as part of the study abroad program. Her plans for after graduation are not definite yet. However, some of her experiences at Pitzer have been similar to her mother's. For example, both women have taken

Debra, whose daughter, Stephanie Cahill '93, is now a sophomore at Pitzer, remembers her student days with excitement. "I appreciated being in a small school where I could be different and daring," she says. In addition to the euphoria of being young and having fun at college, Debra found herself swept along by the political and social fervor of the early 1970s. "There were BIG issues," she says. "We sat in and protested the ROTC at CMC, the war in Vietnam . . . Then Pitzer and CMC were diametrically opposed."

Ironically Debra married a CMC student. She gave birth to Stephanie in her sophomore year and remembers how supportive

Stephanie Cahill '93 Debra Gross Aczel '74

her fellow students were with Stephanie. "I would bring her to the dorm and have people look after her while I went to class." Debra also was on hand when men were first allowed on campus and describes the event as "very exciting." She thinks that Pitzer today still retains some of its early flavor. "The lack of conformity is the same, although there is more respect for traditional fields than when I was there," observes Debra.

Stephanie acknowledges that she has many of the same values as her mother and hopes that the issues that are important to her today will remain part of her life after she leaves college. "I want to feel issues strongly and do something about them. I'm really pro-choice - it's a big issue for me. And I feel the U. S. should get out of Central America," says Stephanie. Pitzer's reputation for activism and social awareness were obvious draws for Stephanie. Plus she, like many of the other legacy students, had been on campus as a child. Presently Stephanie is

undecided about her major, but expects that it will be either political science or sociology.

Coming to Pitzer is coming home for **Maliika Herd '93**. Her first home as a newborn infant was Sanborn Hall, and now she's back as a student living in the same dorm. **"I saw my mom graduate - I stood in a chair,"** she reports with pride.

Maliika's mother, Adrienne Marie Herd '73, was a student activist. "At Pitzer I was fired up to go out there and save hundreds of lives," recalls Adrienne. "In my first year there was the

situation with Martin Luther King . . . We had black and white students facing issues together." After graduating from Pitzer with a concentration in political science, Adrienne earned a master's degree in public administration from UCLA. She then entered a three-year executive development program, and after a number of years working in real estate, decided to

Maliika Herd '93 Adrienne Marie Herd '73

return to public service. She worked as a Housing Management Specialist at Housing and Urban Development (HUD), and then as an administrator for a private housing authority in Kern County where today she helps provide homes for the homeless and migrant workers, and emergency shelter for women and children.

"I have a much greater feel for the world in Kern County than I had in L. A.," reports Adrienne. "I'm learning a lot about the central valley of California. It's one of the largest domestic oil producing areas in the U. S. This

gives an international flavor to the area - industry in an agricultural setting. It's a curious anomaly because, in its own way, it is at the forefront of environmental issues."

Maliika, whose concentration is in international relations, also feels a strong commitment to important causes. But her activism has a different focus. "In my mom's time you had to get radical for something to happen," says Maliika. However, today she believes that education is the primary tool that creates and transforms social awareness. A member of the college's Admissions Committee, Maliika's volunteer work takes her to high schools where she arranges for minority students to tour the Pitzer campus.

When asked why she chose Pitzer, Maliika lists reasons beyond her mother's attendance. "I wanted to go to a private college like Pitzer," she says. "I used to come to class reunions with my mom, so I knew the area. And I liked the five colleges concept." Maliika is taking full advantage of Pitzer's policies that encourage flexibility and individualized study programs. She plans to go to Morocco in her junior year, and to spend a semester at Spelman College in

Atlanta, Georgia where she will study in the international relations department. Maliika is optimistic about Pitzer's future. "As students push for social awareness, we're going to build our reputation at Pitzer for openness."

Veronica D. Abney '73, whose adopted daughter Germaine Jackson '93 is another legacy student, sees a lot less student activism on campus than in her days at Pitzer.

"The kids here are so straight!"

she remarks. "Perhaps that's for the best, because the world is so crazy right now." Of course there were "crazy" times during Veronica's days at Pitzer, too. When public outrage against the Vietnam War was growing, Veronica remembers that the faculty "would support us when we would cut classes to protest." Some of the faculty even joined in the protests, she recalls. Despite changing times, Veronica observes that Pitzer "has maintained its commitment to minorities consistently."

Veronica, a social worker who is on the clinical and teaching faculty at UCLA, has many ties to Pitzer: her sister, Ruth, graduated from the College in 1979, and Veronica still maintains close relationships with her college friends. "Pitzer is very nurturing. That's why I wanted my daughter to come here," she says.

When the time neared for Germaine to choose a college, Veronica decided on a subtle approach. She brought Germaine to the campus for visits during her last two years in high school to expose her to the Pitzer "magic." "I tried to influence her without influencing her," says Veronica with a laugh. But Germaine was not easily manipulated. "She applied to three schools - she knew I wanted her to go to Pitzer, so she tortured me by not letting me know until the last minute," recalls Veronica. What really helped Germaine make her

Germaine Jackson '93 Veronica D. Abney '73

final decision, recalls Veronica, was the personal letter she received from vice president of admissions, Paul Ranslow. In it he told her how much he liked one of the essays she had written for her application.

While Veronica majored in sociology, Germaine is leaning toward a concentration in sports medicine. Like her mother, she lives in Sanborn Hall. Also, like

her mother, Germaine is committed to improving opportunities for African Americans. To this end, she would like to become more active with the Office of Black Student Affairs. She believes that even though Pitzer has a good track record in support of minorities, more could be done. According to Germaine, blacks are still

Barbara Brown '93 Sarah Mendell Brown '70

subjected to racial stereotypes on campus. "I try to see it as just ignorance, and set whoever is involved straight, even if I'm upset," she says.

Sarah Mendell Brown '70 and her daughter, Pitzer legacy student **Barbara Brown '93**, both have shared in a special Pitzer tradition, the study abroad program. Both women are travelers by inclination and see the study abroad program as one of Pitzer's important strengths. Sarah's travels through the program took her to England and to Russia, switching her major from mathematics to European studies along the way. "I went to Oxford for two terms, then I traveled in Russian through a program at Oxford," recalls Sarah. Because of the strained relations between the U. S. and the Soviet Union in the late 1960s and early 1970s, this was an unusual

travel. However, she insists that she did not choose Pitzer because her mom is an alumna, though she does admit to "hearing stories about Pitzer that appealed to me." The study abroad program was a big attraction. "A lot of my mother's values that I've grown up with are mine, too - like a love of travel. It's something I really enjoy," she reports. Barbara also

enjoys the close contact Pitzer students have with faculty.

"Some of my friends from other schools never meet with their professors outside of class, let alone go out to dinner with them," she says.

Social and political awareness, diversity, freedom to design one's own curriculum, the study abroad program, small classes and personal relationships with the faculty (in some instances the same faculty), these are the common legacies shared by all the legacy pairs who have attended Pitzer College.

And these are the traditions that continue to attract highly motivated students from across the country and around the world to the Pitzer campus.

Legacy pairs not profiled in this story are: Nancy Foote Monroe '68 and her son, Justin Shaw '94, and Kitty Gillan Ann '68 and her daughter, Margaret Ann '94.

Elisabeth Duran and Binah Taylor-McMillan contributed to this article.

Barbara has inherited her mother's love of freedom and