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Table of Contents

2 From the Editor

3 What Every Corporate President Ought to Know About Every College President . . . and Vice Versa
   Courtney C. Brown

5 Behind Every Successful Corporation . . .
   Margaret Bernstein

7 Participator: Peter Gold
   Zaner Faust

10 The Liberal Arts Graduate and the Business World
   Katharine M. Morsberger

16 The Business of Investments: Learning While Doing
   Steven W. Lindseth

18 Participating
From the Editor

“When the annals of our time are recorded, it will most likely be found that the two greatest contributions of our time have been the U.S. university and the U.S. corporation: both mighty forces, both uniquely American. If these two forces can go forward together in understanding and cooperation, there is perhaps no problem beyond their joint power for resolution. If, however, they choose to go their separate ways, there is no solution of any problem affecting either that is likely to be long lasting.”

Alfred P. Sloan, Jr. (1875-1966)*

The word which best describes the relationship between campus and corporation is symbiotic. The dissimilarities of the two are apparent, but the vital dependence one has for the other is often overlooked. This issue of Participant explores the often complex, necessarily reciprocal relationship of these two important institutions. Corporations are strong because of education. Education is strengthened due to corporate involvement and support. Together, each flourishes.

Lee A. Jackman

What Every Corporate President Ought to Know About Every College President . . . and Vice Versa

by Courtney C. Brown

Courtney C. Brown is Dean Emeritus of the Columbia University Graduate School of Business and a director of leading American corporations. Prior to his association with Columbia, he served nine years with Standard Oil of New Jersey (now Exxon) as Chief Petroleum Economist, Assistant to the Chairman of the Board, and Director of Esso Standard Oil Company. During World War II, Dr. Brown served three and one-half years with the Department of State, the Commodity Credit Corporation and the War Production Board. His work involved negotiating with foreign governments to procure exportable surpluses of food and fibers needed for the national war effort. Educated at Dartmouth and receiving his Ph.D. from Columbia, Dr. Brown is the author of numerous books and articles. He is Honorary Director and Treasurer of the Council for Financial Aid to Education, a non-profit organization which promotes increased voluntary support of higher education by all sources, but especially by the corporate community.

The truth is, they're both in the same boat.

Each feels that he is misunderstood and maligned by the other, and what's worse, by the general public as well. Neither knows quite what to do about this. So they both worry a lot.

The corporate president worries about the economic misconceptions of the general public. He puzzles over many of the things that are happening "out there" in the society at large. He is terribly concerned about society's lack of understanding of the role of the private corporation and by what he sees as creeping antiestablishment sentiment in academia. At the same time, he realizes that his role includes, but has extended well beyond, mere profitability. But how far it has extended is as yet uncertain, fuzzy and vague.

The college president harbors amazingly similar worries. He frets about the increasing lack of public understanding of the role of higher education in society. He is disturbed by the chorus of doubts about the purposes, function and values of a college education. He has nightmares over what appears to be a turning away from the humane values of a liberal arts education as his graduates find it increasingly difficult to get jobs.

Gallons of printer's ink and untold syllables of rhetoric have been
showered over both sets of worries. These problems have been analyzed, dissected and anamorized in brochures and books, at conventions, seminars and conferences from coast to coast. But still the doubts, the misunderstandings, the suspicions persist.

What is needed is a catalyst: a catalyst to help business understand academia, to help academia understand business and to help the public understand both. Business and academia must realize that only through the development of a continuing, close and perceptive face-to-face relationship can the values and integrity of each become apparent to the other — and to society as a whole.

To quote again and paraphrase Alfred P. Sloan, Jr., “If these two forces can go forward together in understanding and cooperation, there is perhaps no problem beyond their joint power for resolution” — *including the achievement of public understanding*.

Both business and academia have been buffeted by violent changes in the public’s acceptance of them. The leaders of higher education have found many of their traditional practices and procedures challenged, their scholarly programs questioned and their financial health impaired. The leaders of business have discovered that they can no longer rely exclusively on postulates inherited from the Age of Reason to rationalize their actions. These postulates are too hard and too materialistic for the public’s taste today. As Frank T. Cary of IBM recently expressed it, “There has developed confusion between the goal of our political system — equality — (and) the goal of our economic system — efficiency.” It will be no easy task to clarify this confusion, to reconcile the humanitarian expectations of an emerging society with the maintenance of the efficiency that has provided an almost magic abundance to Western civilization. A life career in business is unlikely to be adequate preparation for an appreciation of the societal adjustments that will be required. Similarly, a reflective and research-oriented career on the liberal arts campus offers little help to the scholar in comprehending the complexities of the action-filled schedule of the business leader. The scholar is involved with a judgment of the social, economic and political systems and the kind of people it creates. The businessman is concerned with the dynamic growth of the economy and with material well-being.

It is interesting to reflect on the root sources of this dichotomy. It undoubtedly derives in part from the two great traditions that have had the greatest effect on contemporary behavior. The first and older is the Judaeo-Christian tradition. The second is scientific rationalism, the fruit of the enlightenment that awakened the West with the appearance of the experimental method in science, the Age of Reason and the libertarianism of John Locke, Adam Smith and Herbert Spencer. These two great traditions give us very different guidelines for our behavior as individuals, for our relations to organizations and society at large, for our attitudes regarding the economy and even for the determination of ultimate truth.

Contrast the Judaeo-Christian dictum that all men are created equal, are their brother’s keeper, motivated by compassion and good will, with the dictum of scientific rationalism that individualistic self-reliance associated with appraisal of performance by results will assure survival of the fittest.

Contrast the Judaeo-Christian emphasis on the authority of tradition, accompanied by continuing compliance based on consensus, with the fluid social structure created by scientific rationalism’s teaching that continuous challenge of old methods and authorities is the major means for survival in a competitive world.

Even in matters more immediately related to the economy there is a difference in the inherited traditions. The Judaeo-Christian teaching would regard as appropriate the establishment of a price based on tradition and publicly believed to be fair; scientific rationalism would define as appropriate a price determined by competition in the market place. Debt is abhorred and interest proscribed by the one. By the other, debt is called credit and is the lifeblood of trade; and interest is just another equilibrating price in the balancing of savings and consumption.

Even the sources of essential truth stand in contrast in these great traditions. For the Judaeo-Christian, the wisdom of the ages represents an inherited truth interpreted by the artist or the poet. Scientific rationalism, on the other hand, would discard all assertions that cannot be verified as fact by objective observation of nature. In this tradition, methods and means tend to override the subjectively derived ends of the social philosopher.

There is much to be done, both by business and academia, to comprehend fully the forces that will shape these respective institutions in the years ahead.
Behind Every Successful Corporation . . .

by Margaret Bernstein

In this fast-paced, technologically-oriented nation of complex and expanding bureaucratic organizations and corporate systems, a heavy emphasis is placed upon productivity while little attention is paid to members' needs, feelings, or attitudes. A humanistically-oriented behavioral science of internal organizational relations, called Organizational Development, is evolving as an important effort to provide an understanding of human reactions and relationships within the context of outcome and product-oriented systems.

Lewis Ellenhorn, Pitzer professor of psychology, with his colleagues Professors John Sullivan and Rudi Volti, conceived of and developed the college's Organizational Studies program. Professor Ellenhorn has an extensive background in organizational development and has gained an international reputation for his work with organizations as an organizational and human relations consultant.

Ellenhorn tends to become involved with social systems wishing to improve the quality of working life with a special focus on improving internal communications, as well as coping with organizational growth and expansion.

A quick glance at Ellenhorn's office reveals an amusing irony which the professor is quick to point out. "I live amid chaos," says this man of organizations. His academic habitat is indeed a colorful, but somewhat disorganized, array of books and papers, but Ellenhorn cherishes the mess for its symbolic representation of his psychological independence from corporate order and structure. As an independent human relations consultant, he has the ability to diagnose organizational problems and freely state his views on possible problems and obstructions in the functioning company system. Ellenhorn cherishes his autonomy which allows him to be an effective quasi-member of organizations, rather than the more restricted position occupied by in-house staff who are subjected to organizational contingencies. As an organizational consultant, he has the opportunity to work with a variety of social systems which enriches his capability as professor of psychology at Pitzer, by providing himself and his students

Margaret Bernstein is a sophomore at Pitzer College majoring in English and Communications. Her extracurricular activities include her position as one of the editors for Collage, the student newsmagazine of The Claremont Colleges, and also her work as public relations coordinator for the Black Student Union. Margaret is involved in Pitzer College's government system too, having been appointed to the Student and Faculty Awards Committee for the 1978-79 school term. She enjoys creative writing, and has had several poems appear in local Claremont publications.

Margaret resides with her family in Los Angeles, California, where she attended St. Mary's Academy.
with opportunities for conducting research and comparing theory with present everyday practices.

Currently, professor Ellenhorn and some of his students are doing a study of a national non-profit organization which facilitates the entry into American life of immigrants from other nations. In its early years, this organization was composed of a group of concerned people who sought to ease the culture shock experienced by foreigners entering the United States through aiding them in locating employment, education and social service support. However, this agency, which previously experienced gradual growth is now expanding in an unprecedented fashion. Ellenhorn was called in to assess the current state of the agency, as its directors feared that this rapid expansion would tend to weaken the fabric of human relations in this closely knit organization.

In addition to working with non-profit organizations, Professor Ellenhorn and his students are doing research regarding communications within a bank between management and the Board of Directors. This involvement has continued for several years and has resulted in more effective communications, reducing vertical psychological distance while maintaining the check-and-balance of Board/Management relationships. Professor Ellenhorn operates from the assumption that vertical distance can lead to distrust and distortion of information. He has recently completed a project dealing with horizontal relationships within an agricultural organization in order to develop greater trust and team effectiveness.

How does he actually go about helping an organization improve its communications? Ellenhorn's role is to "help create an atmosphere within which people can begin to understand each other." By gathering data through interviews with organizational members, through the use of artistic expression in graphics, and by survey questionnaire, he is able to interpret the sources of satisfaction and dissatisfaction which may exist in the social system of the organization. Once key members of the organization realize the sources of employee dissatisfaction, methods for ameliorating problem areas are identified through core-group interaction. Ellenhorn firmly believes that the solutions for structural and process problems in organizations can be created most elegantly by the members of the organization themselves with his participation limited to the role of the facilitator. "When key individuals in an organization take responsibility for solving their own problems, then they are more likely to own and feel committed to the implementation and continuation of those solutions."

Professor Ellenhorn views the study of organizations as a rapidly growing field with opportunities for students who have an integrated knowledge of psychology, sociology, economics, anthropology and political studies. As a college emphasizing the social and behavioral sciences, Pitzer provides the ideal training for the student of complex organizations in its Organizational Studies program. Opportunities for students with backgrounds in Organizational Studies are endless. Ellenhorn was asked what quality was most essential for a consultant to possess. He responded quickly, "active listening." He feels it is extremely important to be able to listen to group members as they share their feelings and thoughts regarding their place in the organization, encouraging them to communicate openly with one another, coming to terms with conflict when it may exist and helping them to move toward consensually-acceptable resolution.

"The ultimate payoff in my work, for me, is the sense that something may have happened which can enhance communication and create a trust in the social systems."
Peter Gold is senior vice president of Norris Industries, with responsibilities for four Norris divisions, which employ 2,500 people. In this capacity he is responsible for Price Pfister; the Artistic Brass Company of Los Angeles, California; Norris Plumbing Fixtures Division, Walnut, California; H. P. Metal Finishing Company in Huntington Park, California; and Sponge Cushion, Inc., Morris, Illinois. He maintains his office at the Pacoima, California plant of Price Pfister. The four senior vice presidents are located at the largest company in their group rather than at the central headquarters, in order to be closer to their responsibilities. • A native of Omaha, Nebraska, he attended schools in California, was graduated from Los Angeles High School and studied pre-law at the University of Southern California. Following a three-and-a-half year stint in the Army Air Corps during the Second World War, he returned to college and obtained a degree in law at Southwestern University. • Becoming involved with the college when his daughter, Melinda, was a student at Pitzer, he was elected to the Pitzer College Board of Trustees in 1976. In addition to his Pitzer responsibilities, he also serves on the Board of Directors of the San Fernando Valley Boys' Club. • Married and the father of a son and daughter, Peter and Gloria Gold make their home in Encino, California.
Participant: What would you say made you what you are today?

Gold: Well, first of all, you have to remember that I grew up during the Depression. What choices were there? Maybe the determination to succeed was more pronounced than it is in better times. One thing I wanted was a college education. No one talked me into it; it was something I was determined to do. Of course the war came along and young people had few options. Like millions of others, I went off to the service. But I never lost sight of wanting an education, wanting to make good. I had a goal. Education has always been important to me.

Participant: Is education also important to Norris Industries?

Gold: Very definitely. Naturally, our first priority is to our stockholders. But, as a publicly-held corporation, we also have an obligation to society. We have a responsibility to encourage the free-enterprise system and one of the most effective ways to achieve this is by supporting colleges and universities.

Participant: How does corporation giving help the free-enterprise system?

Gold: To my way of thinking, yes. Students of the '60s were often disenchanted. Now during the '70s there is a new group with fresh attitudes. Students today are not only willing to work within the system, they seem eager to give it a try.

It becomes obvious in talking with Peter Gold that those qualities which make for a good employee are not too far removed from those that make a top executive. Attitude. Intelligence. Integrity. Initiative. With one or two added ingredients: preparation and motivation. Which comes down to being sufficiently educated and experienced to be able to assume a leadership role when the opportunity presents itself.

With a law degree from Southwest University and the will to succeed, the future executive began his career, not in the lower echelons of the law which would have been standard and proper but in sales, because that is where he wanted to be. By the time he joined Price Pfister Brass Manufacturing Company in 1956 as a salesman, Gold had risen to sales manager in his first job. Now he was associated with a firm where he could grow, just as the company itself had grown from...
unbelievably modest beginnings in 1910 when it started out manufacturing gasoline engines for farm generators. With distribution centers located in various parts of the country and not on the West Coast alone, Peter Gold kept pace. He served Price Pfister as salesman, regional sales manager, director of marketing, vice president, and president. In 1969, Price Pfister was acquired by Norris Industries as a wholly-owned subsidiary. In 1975, Gold became senior vice president of Norris, heading the Plumbing Products Group and Sponge Cushion, Inc.

Participant: Is it true that Norris Industries is a people-oriented corporation?

Gold: Yes. You'll find one indication of this fact by simply reading our annual report. In it about as much space is devoted to certain employees, their families and what they do, as to what the company has accomplished during the preceding year.

Participant: Yet large corporations have a reputation for being impersonal.

Gold: Perhaps. Certainly not all. Both Price Pfister and Norris started small. Nothing much changed in management-employee relationships as they grew. It could hardly be otherwise. When you stop to think of it, all publicly-owned companies deal with people, regardless of their products, the people who support the company with their investments, the people who make the product, those who sell, the managers. Everyone profits from the system.

Participant: Including education?

Gold: Especially education. Because, in our case, we believe in it. That is why Norris Industries has supported the Independent Colleges of Southern California for 25 years. I, of course, wasn't here at the beginning, but the founder, K. T. Norris, Sr., believed wholeheartedly in the future, and the future depends on highly motivated, educated young people. Our board of directors, its chairman, Ken Norris, and President Jack Meany, share this belief. It was natural that Norris, even in its earlier days, would have supported young people. It's a sound investment. How many individual scholarships the company funds I can't say offhand, but the numbers grow, and with good reason.

Participant: What do you look for in a good employee?

Gold: Attitude. That is, aside from intelligence and integrity and qualified training to do a specific job, a prospective employee should have the desire, initiative, and be goal-oriented. So apart from the technical training involved, it's very much a matter of attitude.

Participant: Is a liberal arts education important?

Gold: Yes. I have always had a very great respect for liberal arts education in the scheme of things. It's the best motivating force I know; it's essential in the present day considering the social and political problems we all face. The ability to get along well with people — regardless of background, outlook, experience — is important. It may be a cliche, but I do feel that a liberal arts education develops a well-rounded individual.

Participant: What impresses you about your association with Pitzer students?

Gold: Oh, their articulateness above all. The young people I meet on campus express themselves well, they seem amazingly well-informed.

Participant: What gives you the greatest satisfaction of being a Pitzer College trustee?

Gold: Being a part of the educational system. To me this is about as important as any activity one can engage. Then, I like meeting with students. It's especially rewarding to meet those students for whom our company has provided scholarships; that brings corporate philanthropy down to the personal level, and I like that. Corporate giving can be just as impersonal as any other institutional activity. But, when you get to know the persons your company has helped, well, that's another matter altogether.
Can a liberal arts graduate find success and happiness in the business world? The monolithic corporate monster many a liberal arts major envisions isn't necessarily out there waiting to snatch individualists off the college assembly-line and process them into corporate conformity. There is, however, some substance to the myth, and, whether by coincidence or not, three Pitzer graduates, happily at work in other businesses, mentioned banking as an example. "They make lovely clients," one observed, "but I wouldn't want to work for one."

Of the three, Penny Gross, '76, is the furthest removed from banking and what most people think of as the business world. Her home and office are just four blocks from the beach in Santa Monica, one of the older and more colorful Southern California beach communities. She lives in a vintage twenties or thirties California Spanish building, with elaborately scrolled stucco resembling stonework across the facade. There is an elevator, but the stairway, with its sturdy wooden bannisters and newel posts, is a more inviting route to the second floor. Penny's apartment is small but attractive, with high ceilings and what appears to be the original cabinetwork in the kitchen, and Penny has furnished it with pictures, plants, and finds from antique shops — a desk, a curio cabinet, hanging lamps, and a brass bedstead converted to a couch. A few blocks away down a palm-tree-lined street is a municipal park which runs along the cliffs overlooking the wide sandy white beach and ocean beyond, the famed Santa Monica pier visible to the south.

Penny's job with a growing organization, she says, is "perfect for me." She works as a counselor for LIST, "a personal program for new dimensions," begun by Louis Anthony Russo, a psychic, and Charles McNeilly, a CMC '74 graduate in psychology. It's a personal growth program in self-analysis and self-awareness, designed to help people live life more effectively and responsibly. In addition to counseling and doing public relations, Penny works and functions as part of a team developing and coordinating the organization.

How did she become involved in the program? Actually, Penny's first job out of Pitzer was as a management trainee to become a bank operations officer. Trainees learn not only management skills and functions, but all the practical skills of the operational side of a bank.

Everything, she found, was highly structured: "you even had to take a coffee break whether you were ready or not." In the training program, a set amount of time was prescribed for learning each aspect of the job, no matter how slowly or quickly one progressed. Penny, with an open, warm personality, tried hard to "find a balance between discretion and openness" and finally realized that the job wasn't for her. "I looked at where I would be in five, fifteen, twenty years. All the steps for advancement were predictably laid out. Fit in, do your job, take your breaks. I wanted more than that."

She left the program, though she was doing well. In fact, Penny was one of the top three in the entire program. She became more and more aware that "if I stayed, I would have to change — and I was afraid of what that meant for me." She then moved to Los Angeles and worked at a variety of jobs, ranging from...
marketing research to housepainting and volunteer work for a rabbi. It was a period of much self-reflection for her. By then she knew that her main interest was in counseling but did not want to go to graduate school. During this time she heard about LIST and became reacquainted with Charles McNeilly, whom she had known when she was at Pitzer. After going through the program, she became convinced that LIST was an effective means of taking charge of one's life. She felt that she had a great deal to contribute, not only in helping people grow and understand themselves, but also in developing LIST to become an even more successful organization. Here she found what she'd been looking for, a business which she believed in and which would use many of her skills, including counseling, marketing and organizational development.

Penny's day to day activities include counseling, public relations and team building strategies plus a multitude of various tasks such as participating in conventions held in Los Angeles and leading seminars on various topics. She also spends a great deal of her time working on programming with students individually and in groups. Students have two private sessions and five classroom sessions. Classes are held in hotel meeting rooms. For individual sessions, Penny and the student spread out their papers on the round dining table by the window in her apartment. The students make lists headed “I want...” and “I am...” and she helps put them into a balanced perspective. Students have ranged in age from 14 to 92; most of them are between 20 and 50.

In counseling LIST students, Penny has been able to incorporate the problems of working women that she learned in banking. LIST counseling is realistic, she explains; we avoid the “pitfalls of positive thinking as well as exploring innate potential.” People need to learn from the negative. LIST, with its philosophy that we create and are responsible for the world in which we live, offers a down to earth and practical approach to life and its problems.

LIST is a holistic program which integrates the physical, the mental and spiritual aspects of people. Creative imagination, dream interpretation and symbolism are some of the processes used in the program. “Most people are aware of the symbolism in their day to day life. In our classes we teach people how to interpret them so that they can gain a better understanding of how they are living their lives.”

An example of symbolism, Penny explained, would be if one became suddenly more aware of car accidents, passing accidents on the freeway, seeing one happen in front of you, or reading a report in the newspaper. What your subconscious is telling you through your awareness is, “if you are not careful, if you are not taking care
of yourself, you will have a car accident too." “The LIST approach,” Penny continued, “is a method of self-analysis and self-awareness, a balanced approach of defining one’s wants and needs, balancing one’s self-image and examining one’s belief system.”

It’s a business, one would think, far removed from the world of skyscrapers, advertising and high-powered corporations. The skyscrapers and formal offices can go, but not advertising, public relations and hard work. In this work, Penny has a chance to use many of her talents and interests. “When I worked in the bank, my social life became disproportionately important,” she explained. “Now there is more of a balance in my life, and I enjoy my work.” Penny, a psychology major, had training and taught courses in organizational development, management and encounter groups. She also took a number of business courses at CMC. Ever branching out in her interests, she is now taking courses at Manhattan Beach in holistic health, accupressure and transfer of energy healing.

“I enjoy making my living in a business that fits my belief system.” For Penny, the years she spent in finding exactly what she wanted to do were well worth it. Perseverance, hard work, and clarity of goals have brought her a satisfying measure of success in an alternative business. Best of all, “I don’t have to be a different person in my professional world. We all have to play roles, I’ll admit, but it’s possible for me to have a career in an alternative business fitting my personality and value system.”

David Schmutz, ‘75, has an unlikely job for a classics major; he’s a real estate research analyst for Coldwell Banker Management Corporation, whose offices are in the Bank of America Tower in the Arco Plaza. Somehow, one thinks of Los Angeles’ skyscrapers, like the mountains, simply as uninhabited parts of the landscape, but there are about 3,000 people working in the Bank of America Tower alone, from the 51st floor down to the basement, with enough parking, shops, and restaurants for an even larger town. This is a business city, however, and literally closes most of its doors at five p.m.

In the lobby, there are banks of elevators, numbered for specific floors. To reach David’s office, there is one that goes nonstop to the 31st floor in about one minute, an unnerving experience. One is in the heart of the business district, and from this height, Los Angeles looks like a city. Instead of the cool and elegant formality of the lobby and outer offices, inside Coldwell Banker’s suite on the 31st floor there is an atmosphere of warm and energetic busyness, a clutter of papers. The receptionist points to a sign, “Welcome to the house of perpetual commotion.”

“This is a quiet day,” David remarks, looking for a spot for an uninterrupted talk. His office is too small and cluttered, he insists. All four walls are covered with shelves loaded with books and papers, and on one wall is a map of the area in New Jersey for which he is doing an analysis. There is only one chair, and on the desk is the only sign of a classics major — a white coffee mug adorned with a picture in blue of a man with horses, both Greek in style.

Asked if Coldwell Banker has anything to do with banking, David laughed and said, “No, Coldwell Banker is named after the man who founded the firm more than 63 years ago. It’s a full service real estate concern: brokerage, appraisal, asset management, property management, research and consultation. The latter two are what this office does: market research and analysis for residential, commercial and industrial properties. I did work in a bank, but it was too cut
and dried. This work is a lot more challenging, a lot more interesting.”

It needs to be. David puts in a long day, working from 9 a.m. to 7 p.m. or after, and some weekends. The job is, he says, “a bit of a pressure cooker, but that’s all part of the experience of being in business.” His current project concerns the analysis of industrial land in New Jersey. Each project is a little different, and the analysis may take months, if they are as complex as this one. One recent large project was a market analysis for a residential development near Escondido. Requests for market analyses come in from all over the country, more than they can handle, even with the staff working six days a week. The current project in New Jersey is very complicated, and David has been involved in all the phases, from basic research, data collection and analysis and computer work, to a trip to New Jersey to talk with developers and civic officials. The project has become “nothing short of massive.” He gestures with a wry grin to a stack of papers two feet high. “I was up until four a.m. at one point, just putting the final report into physical shape. Until this, my thesis in classics was the toughest thing I’d done.”

How, indeed, did a classics major at Pitzer arrive at this job? Via an MBA from Claremont Graduate School and “an interest in horses.” He used to exercise and take care of horses for other people, one of whom suggested a part-time job with Coldwell Banker. The job turned into a permanent one. Originally attracted to pre-med, David found that organic chemistry “ended that idea.” Then at Washington and Lee in Virginia, he transferred to Pitzer because of the classics program and worked extensively with Stephen Glass and Robert Palmer (Scripps). Though he was admitted to the graduate program in classics at Stanford, he elected to work for the MBA instead.

“I wouldn’t take anything for the liberal arts training, though,” he emphasized. “It broadens your base of experience, gives you a framework and an exposure to things in general. Even more useful, classics gives you a sense of ordering of ideas. For instance, I had to relearn writing style for this job. You need a prose style that’s simple, succinct, direct, and to the point, without overloaded sentences. Caesar was a great help.”

Sometime, David would like to go on for the MA in classics. “Not to do anything with it,” he explained. “It’s important in itself. Many things in this world, of supreme value, have no practical application. They’re to be enjoyed.”

On his recent flight to New Jersey, as on other business trips, for instance, he’s worked on a translation...
of Apicius’ treatise on Roman cookery, complete with modern applications. “There’s a special fish sauce they used a lot. The original word is ‘liquamen,’ which is made in part from rotted fish guts. The Thai fish sauce in Vietnamese markets is as good a substitute as any. They also used a substance called ‘silphium,’ a pungent herb and a sleep-producing narcotic.” He grinned. “On the plane, it’s either that or Time magazine.”

Wednesdays are a high point of his week. In the last year, he’s learned to play the viola, and each week plays with a string quartet and harpsichord, mostly classical and baroque composers. “It’s very challenging. I’m in way over my head as far as technical dexterity is concerned, but I love it.”

Other things are important, too. David has just bought a horse, another item that has no practical value. “My parents and friends think I’m crazy and they’re probably right.” But it’s important to David to begin the day on horseback, enough to get him out of bed at 5:30 each morning. Fortunately, he says, he doesn’t seem to need too much sleep, and he does take Sunday off. “One’s work is a means to an end,” he concluded. “If you enjoy your job and other things, too, you’re ahead of the game.”

Clearly, David is well ahead of the game.

### Susan Bowles, ’73

Susan Bowles, ’73, holds what many people think of as a “glamour” job. She’s an advertising executive. Her office, in the Metropolitan Life Building on Wilshire Boulevard, looks like a Hollywood setting for a rising young executive. High on the nineteenth floor, Susan’s window overlooks the Los Angeles County Museum and Hancock Park, looking, from that height, like a well-trimmed European topiary garden, the city and the hills stretching off in the distance beyond. Clean, uncluttered contemporary elegance characterizes the building’s interior.

The reception area of Della Femina, Travisano and Associates is lined with photographs of ads from Marcus Nalley Pickles, “the pickle that bites back,” and Carte Blanche, “Will being a part of Citicorp make a difference? You can bank on it.” to New West, “Why fifty of the most influential people in LA demand a New West,” leading off with Mayor Bradley and followed by people in all walks of life. These, and many others, are the ads that have made this new West Coast agency, according to the staid New York Times, “the hottest agency in town.” And the head of the agency, Jerry Della Femina, is one of the legends of the advertising business.

It’s a perfect setting for Susan herself, blonde, attractive, and full of enthusiasm. This is her fourth agency job. “Advertising,” she explained, “is one of those strange and wonderful fields where people change jobs a lot.” She’s been with Della Femina since May 1976 and has been promoted twice. Excitement radiates as she talks about her job, even though she refers to herself, laughing, as a “glorified gopher” when asked just what it is she does. Actually, her title is assistant account executive, and her job is to coordinate the creative department, the media, and the client into a smoothly-running advertising campaign.

“Most people in a job like mine have the MBA,” Susan said, “but I don’t.” At Pitzer, she majored in art. Thanks to Pitzer’s lack of general requirements, she was able to take a variety of courses, including English, foreign languages, and business, as well as art history. “No one is standing over you, making you work,” she
added. “You really have to be self-motivated, and that's true of advertising as well. Pitzer was very good preparation.” So was work for the Collegian, then the student newspaper of the Claremont Colleges. There, Susan learned to work with all sorts of people and had her first experience working with advertising. And then, she concluded, there is credit due to the state of California, which awarded her a scholarship. “I wouldn't have gone to Pitzer if it hadn't been for the state of California.”

Logically, one would expect an art major to be in the creative department, but Susan finds her work much more creative. “I've been able to learn all aspects of the business. In most agencies, I'd be working on just one account. Here I work with seven or eight. And then there's the opportunity to learn about all these firms as well. This is one of the few businesses in which people really open up to you, because you're there to help them, to make their company or their product known.”

On a typical day — “If there is a typical day in the business” — Susan reads at least three newspapers, the New York Times, the Los Angeles Times, and the Wall Street Journal. All of her clients work on a fiscal year, so she is always busy making marketing plans and planning creative campaigns, which requires a great deal of research. She also does budget control work, checking billing and making sure that estimates are correct and that there are no problems.

Sounds cut and dried? Not when you make TV commercials.

For her next assignment, recording radio commercials for Bekins, she'll be involved from the casting sessions on. A typical production budget may include such items as preproduction costs, studio costs, location expenses, equipment, film, props, wardrobe, actors, electricians, insurance, stuntmen, and makeup, just to take a few items at random, and there will be eight hours at least of recording sessions.

“It's a crazy business, but satisfying. Lots of jobs pay the bills, but...” Susan finished the sentence with a smile and a shrug. What about the bad press, the usual public image of the advertising agency type? Susan grows thoughtful. “Without advertising, we wouldn't have the choices and diversity that we do. We put the information before the public and then they make the decision to buy.” An article in a recent Esquire, she added, really had some good things to say about the way advertising and TV commercials especially express all sorts of fantasy, from flying like a golf ball to cars that drive on water and airplanes landing on flying carpets. There's an excitement to working with this kind of imagination, “like films, only a little bit more sane. Many people in this business say it's not a glamour job,” she smiled and concluded, “but it is.”

Three very different businesses, three very different lifestyles. Penny, in Santa Monica, with a business some might dismiss as an “only in California” phenomenon, one compatible with her multi-dimensional personality, her life at the beach. Susan, who wants to live and work downtown, where the action is. And David, living in both worlds, with an office in downtown Los Angeles and an apartment and a horse in Glendora.

Can a liberal arts graduate find success and happiness in the business world?

It depends on the graduate.
It depends on the business.
The Business of Investments: Learning While Doing

by Steven W. Lindseth

Steven W. Lindseth, President of the Student Investment Committee, is a Pitzer College junior majoring in economics. A resident of Shaker Heights, Ohio, Steve attended the University School in Chagrin Falls, Ohio, a private preparatory school for boys, prior to coming to Pitzer. Interested in putting his knowledge of business to work, this winter Steve will incorporate a business he plans to run this summer, called Executive Blacktopping Co., which will employ 10 people.

Other members of the Student Investment Committee include Marla Bolak, senior; Bill Borinstein, senior; Liz Gerson, sophomore; Valencia Hertz, senior; Andy Orgell, junior; Howard Pitts, junior; Cynthia Stone, sophomore; and David Tale, sophomore.

In 1975, two juniors at Pitzer — Mickey Jannol and Guy Langer — persuaded former President Robert Atwell that if a student investment committee were established at the College, it could be a valuable learning tool. They spoke convincingly about how such a committee could provide learning experiences for students in the broad field of investment . . . giving “hands on” experience in investment decision making. The committee members would manage the fund which would be a part of the general endowment of the college. Fund raising efforts for the principal would be done, for the most part, by the students.

President Atwell took the student request to the Investment Committee of the Board of Trustees. With the approval of the Board and with a $1,000 contribution from The James & Edith Ross Foundation of Ohio, the Student Investment Committee (SIC) was established.

On-campus announcements of the new committee invited students to apply for a position on the committee, but did not require that students be business majors. The only requirement was that the students be interested in learning how to invest wisely.

In its first year, the Student Investment Committee was composed of students majoring in history, sociology, biology, psychology . . . and a few economics majors. All the members became involved and had a commitment to make the committee work — the limited principal notwithstanding. The first year was successful for the SIC. The $1,000 was invested in three securities; and at the beginning of the 1978 academic year, the market value of all three common stocks had increased by 20%. (Recent market performance has offset some of these gains, however.)

The originators of the SIC were concerned that it would not be well accepted by the students due to its economic nature in a school traditionally-oriented in the social and behavioral sciences. Their fears were for naught, for this year more students applied for the one opening on the SIC than for all other Pitzer committees combined! This is encouraging, for it implies a growing
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interest in the national economic system on the part of Pitzer students. The result of this kind of interest is a more qualified group. This year the committee consists of 5 men and 4 women from all fields of study who each possess a surprising understanding and knowledge about the stock market and the economy in general.

The SIC is currently working on: 1) establishing the SIC as an integral part of Pitzer College by having it included in the formal curricula of the College as a credit-earning workshop which will complement offerings in economics; 2) becoming as informed as possible about the stock and bond markets and current events that would affect investments or potential investments; 3) increasing the working capital of the fund substantially within the next five years by securing tax-deductible donations.

Growth is the current goal the committee has for the fund, not income or speculation. Investing, therefore, is done with this in mind. One objective of the SIC is to donate all income derived through investments (excluding capital gains) to the Pitzer College general scholarship fund — learning while affording other students the same opportunity.

The Student Investment Committee has been hard at work this year. An additional $1,000 has been raised and the committee has established a more concrete approach to investing. The committee is taking a technical approach, trying to digest the facts about trends in the market and attempting to detect hints of bullishness or bearishness, then applying what is learned to specific industries. At this point, the committee becomes fundamentalist in approach as members study specific investment opportunities and determine their potential.

Students at Pitzer are now offered a chance to participate while they learn. The SIC is working hard this year to increase the size of the principal. When a more optimal size is realized the Student Investment Committee will be able to serve its desired dual purpose of providing needed funds to the general scholarship fund while offering unique educational opportunities to Pitzer students.
Participating

Pitzer received a number of major scholarship gifts during the period July-November, 1978, totalling $101,135. Major contributors include The Harry G. Steele Foundation which contributed $72,319; the Mable Wilson Richards Foundation, $7,296; the John Randolph Haynes and Dora Haynes Foundation, $17,520; and the George H. Mayr Foundation, $4,000.

Our scholarship fund goal this year is $170,000. Fifty percent of Pitzer students receive some form of financial aid: California state scholarships, direct grants to students from corporations and foundations; and Pitzer Grants, supported from the scholarship fund.

A major campus concern for 1978-1979 has been the search for a new president. "Looking for a new president is a very healthy educational process for any institution," observed Acting President Jim Jamieson, "because you have to decide what kind of person you want and need by looking at where you are and where you're going."

The presidential search focuses on the question of what kind of person will best preserve the unique character and spirit of Pitzer while guiding the college through a new era. The Presidential Search Committee surveyed faculty opinion, finding that "the new president should be supportive of the Pitzer spirit," with its emphasis on participation, pluralism and democracy in decision-making, and that he should believe in these values sufficiently to vigorously support them if challenged.

It has been one of the busiest committees on campus this year. Madeline Frishman, responsible for all the staff work, was called out of "the shortest retirement on record" at Pitzer to cope with the increasing work. (Madeline retired from Pitzer in July after fifteen years as presidential secretary.) "You can imagine the paperwork," said Madeline.

"Correspondence with all the candidates, interviews to arrange for, including travel arrangements for a team of a trustee, a faculty member, and a student to interview candidates, a dozen committee members to receive all sorts of dossiers, minutes of meetings, letters. It almost became a full-time job for everyone." Sandra

Clockwise from left to right: Werner Warmbrunn, Allen Greenberger, Carl Hertel, Sharon Nickel Snowiss
Albert Wachtel, professor of English, has an autobiographical essay, "Miracle at Idyllwild," in a recent issue of the journal of the National Institute for Campus Ministries. The essay will also appear in a forthcoming issue of *Moment* magazine.

Beverle Houston, associate professor of English and film, has an essay, "Insiders and Outsiders in the Films of Nicolas Roeg: A Structuralist's Analysis," in a recent issue of the *Quarterly Review of Film Studies*.

Her forthcoming publications include "Sweet Movie," to appear in the *Quarterly Review of Film Studies*.

Reeves and Beverly Scales also handled some of the secretarial duties.

Members of the Presidential Search Committee are Trustee Giles W. Mead, Chairman; Trustees Wallace Booth, Peter Gold, and Elinor Nathan; Alumni Association President and Trustee Judith Jennings Treas; ex officio members Robert Bernard, Odell McConnell, and Kenneth Pitzer; faculty members Allen Greenberger, Carl Hertel, Sharon Nickel Snowiss, and Werner Warmbrunn; and student members Lynn Canning, Tim Goodwin, and Tom Lowery; and alternate student member David Wells.


Barry Sanders, associate professor of English, has edited *The Craftsman: An Anthology*, published by Peregrine Smith, Inc. of Santa Barbara and Salt Lake City, Utah. *The Craftsman* magazine was a major influence in American arts, crafts, and domestic life in the first years of this century.

Also, one of Dr. Sanders' poems, "Parable of the Stone," appeared recently in *The Atlantic Monthly*. 
“California’s history has been characterized by bitter competition for scarce water rights.” So John Sullivan, associate professor of political studies, at once begins and sums up his study of California’s water distribution, *California Water: A New Political Economy*, written with Merril R. Goodall, professor of government at Claremont Graduate School, and Timothy De Young, assistant professor, Behrend College, Penn State University.

The book isn’t just about history — or just about water. As Dr. Sullivan points out, water rights and policies have affected state and local politics, voting patterns, the rights and obligations of property owners, landlords, and tenants. Flood control, for instance, is “something out there,” handled by the government, but if it’s your house that’s suddenly fifteen under water, it becomes a very real issue.

The I. N. and Susanna H. Van Nuys Foundation has awarded Pitzer a grant of $50,000 to be used by the Honnold Library for book acquisitions in the social and behavioral sciences, Pitzer’s areas of concentration. The books and journals purchased from the fund will have bookplates designating the volumes as part of the Van Nuys collection.

The grant was announced on behalf of the foundation by George S. Whitney, trustee of both the Van Nuys Foundation and Pitzer College.

The Van Nuys Foundation has consistently and generously acknowledged the value of library resources to quality education and research.

1. *Interface* (1977), Council for Financial Aid to Education will serve as the catalyst to inspire executives, both corporate and collegiate, to go and do likewise.

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