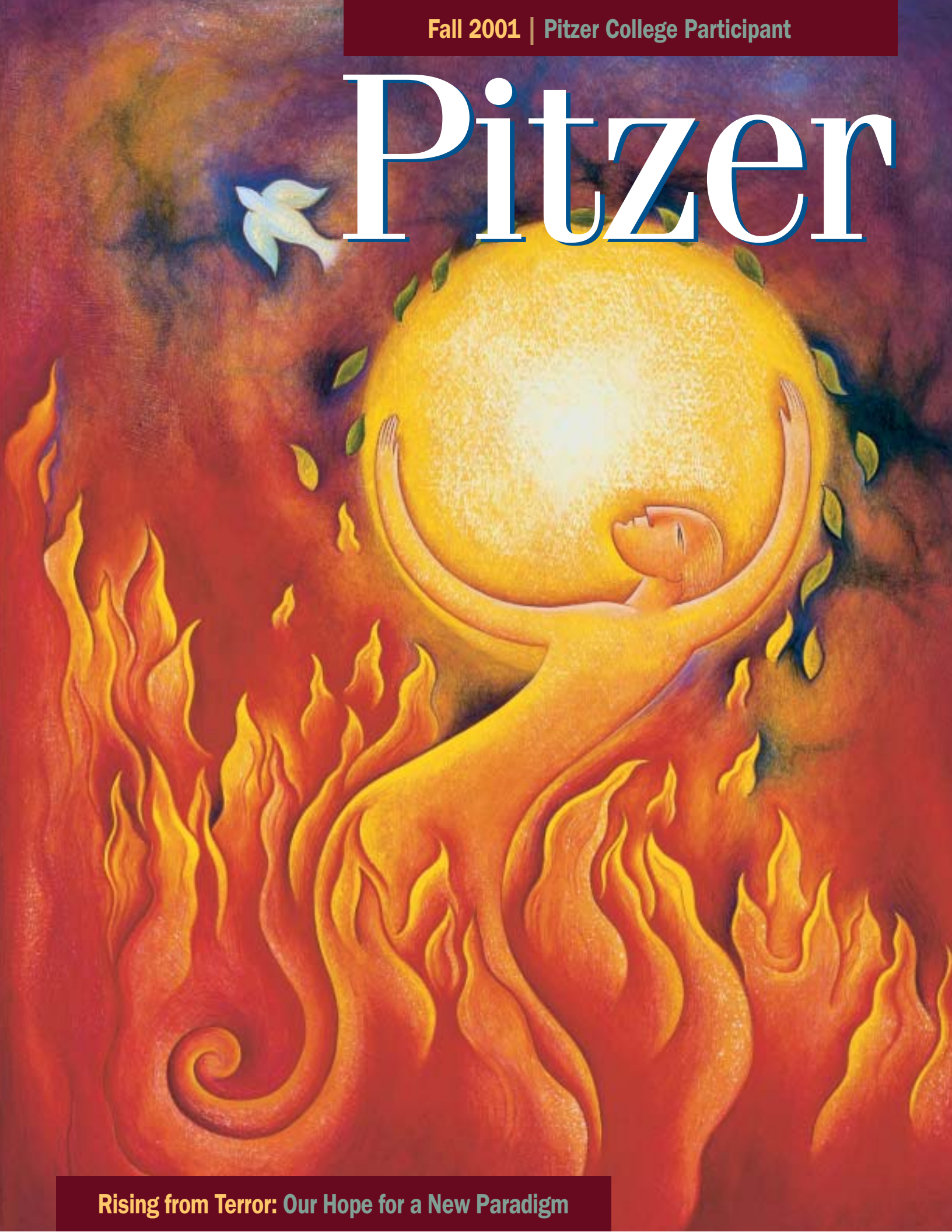


Fall 2001 | Pitzer College Participant

Pitzer



Rising from Terror: Our Hope for a New Paradigm



President's Message *It's Time for a New Paradigm* Our campus, our nation and our world will struggle for some time to comprehend the full impact of the terrorist attacks of Sept. 11. Even as we take the time to delve the deeper meaning of these events, we must begin immediately to adopt new ways of thinking, new methods for securing our safety, and new levels of understanding about cultures, creeds and customs different from our own. To accomplish this, we must stretch our minds beyond the boundaries of traditional fields of knowledge, reaffirm our commitment to human rights and social justice, and begin to exercise our freedoms with greater sensitivity

and responsibility to peoples around the world. Above all, we must discover and activate new models of global interdependence. ¶ As I conveyed at Convocation — only nine days after these devastating acts of terrorism — the kind of work we do at Pitzer offers hope for the construction of this critical new paradigm — one that will dislodge outmoded world views and demand radical new ways of thinking, perhaps even new etymologies to replace conventional definitions of justice, peace, war and community. ¶ I am extremely proud of the way we bind together intellectual inquiry, inter-cultural understanding and social change at Pitzer. I am convinced that our students — yesterday's, today's and those to come — will play a vital role in developing the peaceful, just and responsible model this country and this world will require as we come to grips with these events and their rippling effects. ¶ From the start, Pitzer has offered an alternative education focused on a deeper understanding of humankind. In the shadow of Sept. 11, we remain true to our mission, continually seeking new ways of looking at the world and better ways of helping students find meaningful lives within it. Here, we encourage students to grow as individuals while building community. We teach them to think critically, to imagine a better world and to develop strategies for transforming ideals into reality. ¶ Our campus is enlivened daily by indicators of the inspiration, innovation, ties and crossings it will take to begin building this new archetype. We know that our alumni are already out there, extending acumen and action in all corners of the globe. Indeed, we can see in the faces and hear in the voices of our students and graduates the flicker of this new model — one where we can embrace a restored sense of security and freedom, a deeper understanding of ourselves and the consequences of our actions upon others, and a more profound harmony than the world has ever known. ¶ In this issue of Participant, we present you with some of these voices — responses to the events of Sept. 11 in the words of our alumni, students and other members of the Pitzer community. We also bring you stories about what we do every day at Pitzer as we endeavor to teach what our future leaders will need to know to bring about these changes. —**Marilyn Chapin Massey**



Marilyn Chapin Massey
President

Nina Mason
Executive Editor

Bridget Lewison
Managing Editor


Patricia Wilson
Alumni Editor

Penny King
Editorial Assistant

Dymkowski Studio
Design

Dual Graphics Inc.
Printer

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High-Tech Halls

Pitzer is charting a brave new interactive world that is changing education as we know it. Thanks to innovative professors and courses, technological advances seem to be dovetailing nicely with the College's emphasis on interactive, student-centered learning.

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Voices

Members of the Pitzer community, some of whom witnessed the terrorist attacks first hand, share their thoughts, feelings and hopes in the aftermath of Sept. 11.

On the Cover: "911 - A Call to Peace" is an original painting created by artist Roxana Villa. Ms. Villa was commissioned to create a cover representing a hopeful outcome to the Sept. 11 events. The depicted figure emerges out of the transformative flames, like the Phoenix, to embrace the light. Martin Luther King sums up the content of this artwork perfectly: "Darkness cannot drive out darkness, only light can do that."

Roxana has been published in newspapers, magazines & books worldwide, she has received numerous awards from the gamut of graphic organizations and exhibited her work in both LA and NY. In life and art Ms. Villa intends to facilitate a deeper understanding of self, the plants and our inter-connection with the land. Roxana's imagery is rooted in simplicity using stylized forms and luminous color. "My work is a form of Visual Alchemy, as I create, I am in constant search for the Holy Grail. I'm interested in harnessing the forces of nature through the process of my work, resulting in oneness with the Divine."

The Argentine-born artist lives in Woodland Hills with her partner and daughter. More of Roxana's paintings can be viewed at RoxanaVilla.com.

PRESIDENT'S MESSAGE

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Char Miller '75 shares old and new observations on the World Trade Center.

In the News

AFGHANS EXPLAIN TALIBAN REGIME

Los Angeles Times
Oct. 11, 2001

It is one measure of how much the world has changed that American Muslims are being asked to explain their religion, address unanswerable questions about terrorist attacks and predict the future of Afghanistan.

On Oct. 10, 100 students, teachers, activists and other community members packed a classroom at Claremont Graduate University to hear two Afghans talk about Afghanistan and the ruling Taliban: Flouran Wali, a writer and scholar who directs the human rights clinic for Doctors of the World, and Hekmat Sadat, an activist in women's rights who writes about Afghanistan for *afghanmagazine.com* and the *Afghan Mosaic*.

Sadat, an expert on Pakistan's role in Afghanistan, cautioned about the United States' new reliance on Pakistan as it pursues terrorists in Afghanistan.

"They played the same role in Afghanistan as the Soviets did," Sadat said.

The talk was billed as "A Conversation on War, Terrorism, Human Rights and Religion." It was organized by Professor Lourdes Arguelles, an education teacher who was once a scholar of CIA-trained Cuban exiles and their roles in Cuba and Central America.

Majid Rahnema, an Iranian exile and visiting professor at Pitzer College, also spoke about the response to terrorism. "Are we reacting well in front of what is happening?" Rahnema asked. "I am really scared and I don't want to be scared."

Rahnema, like Sadat, recommended a much stronger intervention by international organizations, such as the United Nations.

FEDERAL LEGISLATION MAY TIGHTEN POLICY FOR GRANTING OF COLLEGE STUDENT VISAS

Claremont Courier
Oct. 6, 2001



Rodriguez

Congress has changed its tune on control and tracking of student visas in the wake of the Sept. 11 terrorist attacks, with legislation pending in both the House and Senate that

would close what critics are now calling egregious loopholes in the immigration system.

Sen. Dianne Feinstein, a California Democrat, has announced her intention to include a six-month moratorium on student visas, a measure she says is necessary in order to give the INS time to implement a tracking program.

The moratorium has provoked criticism from some college and academic officials across the country.

"It seems to me really narrow-minded to react to the tragic events of Sept. 11 by doing this," said Arnaldo Rodriguez, vice president of admission and financial aid for Pitzer College. "In a world where we're trying to look for allies, it just makes sense that those students who want to learn in American colleges should have an opportunity to do that and to feel welcome."

MANY DISCOVER SOLACE AT RELIGIOUS PROGRAMS

Inland Valley Daily Bulletin
Sept. 12, 2001

Prayer provided a comfortable keystone for hundreds of students, staff and faculty of

The Claremont Colleges, openly weeping tears of despair, gathered on the Scripps College campus to grieve the thousands of lives lost in the Sept. 11 terrorist attacks in New York and Washington, D.C. The prayers were for those killed in the attacks that saw two planes crash into the 110-story twin towers of the World Trade Center and one later into the Pentagon.

Relying on what attendants characterized as the unyielding support and solace of the colleges' community, participants gained strength from the interfaith service of healing and comfort.

"When we went to bed last night, we thought that the next day would come as it always does," said Catharine Grier-Carlson, one of the three Claremont University Consortium chaplains who helped coordinate the event at the McAlister Center, home of CUC's chaplaincy office. "But when we woke up we learned that our world is engulfed in a tragedy that we must deal with, a tragedy that affects members of our community deeply and personally."

The gathering included the participation of a rabbi, a Catholic priest and an Islamic Pomona College professor, all visibly shaken.

"I feel for all of the families and friends of all of the victims back East," said Nicholas Smith, 20, a Pitzer College junior. "This service was very important. It was important for people to be together, to have a shoulder to cry on, to have someone to relate to. It was a great thing."

STUDENT PROTESTERS RECEIVE COMMUNITY SERVICE SENTENCES

Los Angeles Times
Sept. 5, 2001

Fifteen college students arrested during protests against the Claremont University Consortium in March pleaded guilty to reduced charges on Sept. 4 and were sentenced to community service.

The deal, approved by Pomona Superior Court Judge Thomas Peterson, means the lawyer for the students also must find community service opportunities in Nepal and China, where two of the students are working.

The students from Pitzer, Pomona and Scripps colleges faced one misdemeanor charge each of willful disruption for blocking access to one of the campus' main business offices for 28 hours.

The action was part of a larger bid to try to force the consortium to kill plans to build a new campus on part of the Bernard Biological Field Station, 87 acres of undeveloped land in Claremont. The consortium, the coordinating body of the Claremont Colleges, gave 11.4 acres of the field station to the newest college, the Keck Graduate Institute of Applied Life Sciences, the seventh on campus.

The court agreed to reduce the misdemeanor charges to infractions in exchange for the guilty pleas.

Geoffrey R. Pope, the Ontario, Calif.-based attorney who represented all the students, said they must complete 40 hours of community service by Dec. 4. Students who still are on campus will serve their hours on behalf of the consortium. Students who have graduated or otherwise left school must do their service at a local nonprofit, charitable organization.

Originally, the students also faced making about \$10,000 in restitution to the consortium, but that part was dropped from the complaint, said Sujata Neurgaonkar, deputy district attorney.



Pitzer College did not punish its students. For their actions in the protests, Pitzer's students were named the country's second top campus activists, in the eighth annual ranking by Mother Jones magazine.

COLLEGE'S ACTIVISM GETS HIGH RANKING

Los Angeles Times
Sept. 4, 2001

When Nina Mason, director of public affairs for Pitzer College, got a call from a fact-checker at Mother Jones magazine who said the school was being lauded as one of the top campuses for student activism in 2001, she was pretty pleased. That was not what the checker from the leftist publication expected to hear.

"They said that's not the usual response we get from administration," Mason said with a chuckle. "We have a curricular emphasis at Pitzer on social responsibility. We deliberately try to teach our students to be change agents in the world. Activism can be part of that."

As such, Pitzer's administration is pleased that its students were ranked the second top campus activists in the country by the magazine, Mason said. Pitzer came in right behind Yale, two ahead of Harvard and seven ahead of UCLA.

The article appeared in the magazine's September/October issue. The nonprofit magazine focuses on issues of social justice, the environment, politics and popular culture, according to its Web site.

GENE STUDY SEEKS SECRET OF LONG LIFE

Los Angeles Times
Aug. 28, 2001

Researchers believe they are closing in on the first human gene ever shown to increase

longevity — a gene that might be able to add two decades to a healthy life span.

The researchers have been searching for the gene by analyzing DNA from families in which at least one sibling is 98 or older and another is in his or her 90s. They don't know how the hypothetical gene would work, but because nearly all of the centenarians on which they have based their conclusions are quite healthy, they believe the gene might act to suppress or delay diseases associated with aging.

"We're not trying to find the fountain of youth," said Dr. Thomas Perls [82], one of the leaders of the research team based at Boston's Beth Israel Deaconess Medical Center. "If anything, we are trying to find the fountain of aging well."

"One thing you have to understand is the idea that you have to get sicker as you get older is not right," Perls said. "If these people were getting age-associated diseases, they wouldn't get to 100 in the first place. By and large, they are all very healthy."

The research stems from a simple observation — many centenarians have elderly brothers and sisters. Indeed, that is one of the few similarities among people of advanced age, according to Perls, who has been studying centenarians since 1993.

STUDY LOOKS AT AIDS IN BLACK AMERICA AND AFRICA

Inland Valley Daily Bulletin
July 27, 2001

In 15 years of fighting AIDS, Hal Fairchild has become acutely aware of the devastating effect the disease has had on the world community during the last quarter-century.

More specifically, the Claremont community activist and Pitzer College professor has seen the effects of AIDS on black America and on the black communities of sub-Saharan Africa. It is no coincidence, Fairchild says, that even as AIDS has ravaged black Africans, blacks in the U.S. have become one of the most at-risk



Fairchild

constituencies in this country.

In an effort to better understand the social and economic ramifications of that reality, Fairchild, aided by a grant from the Andrew W.

Mellon Foundation, will teach at Pitzer this fall a unique psychology course on health issues in Botswana and black America, with a particular focus on AIDS and other sexually transmitted diseases.

The Mellon Foundation funded a recent trip by Fairchild to Botswana to prepare for the course.

“We are going to look at this problem holistically,” Fairchild said of the students enrolled in his course, titled “Promoting Health: A Transnational Comparison.”

“We are going to look at the history and cultural background of the groups of people that we are concerned with and then try to understand why these groups are so severely impacted by HIV/AIDS, why and how it is spreading among these populations and how we can promote better treatment and more effective prevention.”

The course will promote intercultural experiences for the students by not only focusing on the similarities and differences in the contributors to the spread of AIDS in Botswana and black America but also through communication between Fairchild’s students in America and university students in Botswana, who are studying similar issues.

Students at Pitzer will be required to partner with a student at the University of Botswana, in hopes that students can rely on each other’s national experiences to forge new ideas and strategies for prevention.

OFFBEAT MAJORS HELP CEOS THINK OUTSIDE THE BOX

USA Today (Cover Story)
July 24, 2001



Gould

George W. Bush may be the first president with an MBA degree, but U.S. business is run by CEOs with a hodge-podge of degrees in everything from

atmospheric physics to French literature.

Walt Disney CEO Michael Eisner never took a single business course, getting a double major in English and theater (Denison ’64), and he has nudged his three sons into liberal arts.

Upoc CEO Gordon Gould says his environmental studies degree (Pitzer College ’92) has transferred easily to computer systems and helped him understand how a computer virus might spread. Upoc is a service that lets teens and young adults get tailored information and exchange messages on mobile phones and pagers.

Just one-third of CEOs running the USA’s largest 1,000 companies have a master’s of business administration degree, according to executive search firm Spencer Stuart. These CEOs say their offbeat majors have been anything but irrelevant. Some say they still apply the knowledge learned in pursuing those degrees in making day-to-day business decisions. Others say the degrees helped launch their careers where economics, finance or business may have not.

Alumnus Tells Sept. 11 Saga at Convocation

Tom Moore ’82 seemed breathless, rushed and a bit uneasy, having just flown from New York to Los Angeles to speak at Pitzer’s opening convocation on Thursday, Sept. 20. In fact, Moore’s flight had been delayed and he was still en route to campus as President Marilyn Chapin Massey was introducing him.

Originally, Moore’s remarks were to focus on the benefits of his Pitzer education to his life and career. But the events of Sept. 11 put a new spin on his message. Moore, a vice president for Morgan Stanley Dean Witter Advisors, Inc., was only a few blocks away when terrorists used commercial jetliners to bomb the 110-story twin towers of the World Trade Center, the location of his office just five months earlier. Moore’s wife, Barbara, was working in Tower 7 when the planes hit. She ignored security broadcasts that all was well and led her employees out of the building just minutes before the towers collapsed. Tower 7 went down at 5:25 p.m. that day.

In his convocation address, Moore said that the tragic events of Sept. 11 “may be one of the greatest and most important and meaningful sources of experience and education in your life. Some of the things that I hope you came away with are: life is precious; faith is important; community is broader than just the people who live around you; the importance of standing for something; and trying to have an impact on someone’s life.”

Moore, now a member of Pitzer’s Board of Trustees, served as a resident assistant, a teaching assistant and played football for the Pomona-Pitzer Sagehens while an undergraduate. An economics major, he attended the American Economic Association’s Summer Minority Program at Yale University.



Moore

“My activities gave me a chance to interact with people across campus, ranging from janitors to the president of the campus,” he noted. “One of the things I really learned from that experience was to respect everybody, no matter who they are. And not only do you respect them, but you learn something from them as well. Everybody’s got something to teach you.”

To illustrate his point, Moore told of one of his co-workers, who was in Tower 2 of the World Trade Center when the plane hit. In the process of evacuating the building, he came upon a woman sitting in the corner of a stairwell: “She said, ‘I’m never going to make it down; I’m going to die.’ He talks to the woman and proceeds to convince her that she has nothing to lose, if she believes she is going to die.”

His friend convinced the woman to make it down the remaining 50-odd flights of stairs. When they were less than two blocks away, the building collapsed.

“The impact that he had on her life will be something that she will carry with her forever,” Moore said. “The other side of the coin is the impact that she had on his life is something he will carry as well. In helping her, she helped him.”

In closing, Moore said: “People often think of the students as the heart and soul of the college ... [but] it’s the faculty. The students are the blood. And like the human body, the students and faculty need each other for their existence.”

How Far is Pitzer from the Top Tier?

On Sept. 6, U.S. News and World Report released its “America’s Best Colleges” rankings for 2002. Pitzer was 55th out of the 218 national liberal arts colleges ranked — just five slots shy of the top tier.

Pitzer ranked well in financial resources (44th), academic reputation (41st) and faculty resources (40th), but fell short in alumni-giving, student retention and selectivity.

Even as Pitzer inches its way to Tier One, the national debate continues over the validity of the rankings. In fact, a much-quoted article in September’s “Washington Monthly” charges that USNWR “pays scant attention to measures of learning or good educational practices, even as it neatly ranks colleges in long lists of the sort that Americans love. It could be a major part of the solution; instead, it’s a problem.”

Peter Nardi, professor of sociology and director of institutional research at Pitzer, agrees that the rankings are flawed: “As with many of these kinds of ratings, I have very mixed feelings about their accuracy



and their utility for people learning about colleges and universities. On one hand, the criteria they use to determine rankings are ever-changing and often subjective. Rarely do they use student-learning outcomes as a measure. On the other hand, these rankings can tell an institution where it needs improvement.”

What do the rankings say about Pitzer? Mainly that the College is making needed

improvements. Pitzer this year improved in several categories, including percentage of classes with 20 or fewer students (from 71 percent to 78 percent) and average frosh retention rate (83 percent to 85 percent). But, if Pitzer hopes to crack the Top Tier, it will need to boost alumni giving (ranked 123rd), retention and graduation-rate performance (103rd) and student selectivity (110th).

USNWR uses alumni-giving rates to measure student and alumni satisfaction with an institution — the presumption being that alumni who had a good college experience will continue to support their alma mater financially.

“It’s important to note that we pay no attention to the size of alumni gifts,” says Robert Morse, head statistician for the U.S. News & World Report survey. “What we count is the proportion of alumni who give.”

With this in mind, Pitzer’s fundraisers are concentrating their efforts on increasing involvement in the Annual Fund, hoping to build much-needed financial support while improving Pitzer’s standing in the rankings.

“While the percentage of alumni giving has been on the rise and currently stands at 33 percent, we are very committed to further improving the rate of alumni participation,” says Tom Manley, senior vice president for advancement, adding that a goal of 40 percent participation has been set for 2004. “Specifically, volunteer callers in our phonation are asking alumni to give to help move Pitzer from the 55th spot into the top tier, and annual-fund direct-mail literature is being designed to make similar appeals.”

Another score that has kept the College stuck in the second tier has to do with retention and graduation rates — how many students who enter as freshmen graduate within five years — and Pitzer is taking serious steps to improve performance in this area.

“The entire Pitzer community is aware that less-than-desirable student retention is

a major issue facing the college,” says Jim Marchant, vice president of student affairs and dean of students. “Before we can implement any strategies to improve our retention and graduation rates, we need to fully understand the reasons why students leave Pitzer. Peter Nardi is working closely with the office of student affairs and the registrar to gather and analyze data on student attrition.”

A retention task force has been formed and, in addition to Nardi and Marchant, is composed of Alan Jones, vice president and dean of faculty; Arnaldo Rodriguez, vice president of admission and financial aid; and Mita Banerjee, associate dean of faculty and professor of psychology. The group will work to develop strategies to address retention.

USNWR uses several factors to determine a school’s selectivity ranking. In addition to the acceptance rate — or the ratio of students admitted to applicants (15 percent of the score) — the magazine factors in test scores of enrollees on the SAT or ACT tests (40 percent of the ranking); the proportion of enrolled freshmen who graduated in the top 10 percent of their high-school classes (35 percent of the score); and the yield, or the ratio of students who enroll to those admitted (10 percent of the score). The data used to determine this year’s rankings is for the fall 2000 entering class.

“A school’s academic atmosphere is determined in part by the abilities and ambitions of the student body,” according to USNWR’s description of the methodology used. Anne McGrath, managing editor of USNWR’s “America’s Best Colleges,” adds: “How qualified students are when they arrive obviously doesn’t tell you how much they’re going to learn, but it does give you some appreciation for what the level of discourse is apt to be.”

Pitzer also has made marked strides toward improving student selectivity in recent years. This fall, Pitzer accepted just 54 percent of its 2,281 applicants. Last year, Pitzer’s acceptance rate was 56 percent

and three years ago, it was 62 percent. An acceptance rate of 54 percent puts the College on a par with some of the most selective colleges in the country, including such Tier One liberal-arts colleges as Smith, Grinnell, Bryn Mawr, Mount Holyoke, Macalester, Bucknell, Colorado and Kenyon. Freshman applications increased by 9.2 percent over last year, when Pitzer saw an exemplary 22 percent increase in applications.

Entering freshman SAT scores improved 48 points this year, averaging 621 verbal and 598 math, compared with 594 and 577, respectively, last year. The average GPA for the new class is the same as last year’s class: 3.5.

Improvements seen this year will be reflected in next year’s rankings.

How did the other Claremont Colleges fare in this year’s rankings? Harvey Mudd College appeared in the national liberal-arts rankings for the first time this year, debuting at No. 14. HMC also is the No. 2 specialty engineering school. Pomona College ranked No. 5, Claremont McKenna College was 17th and Scripps was 33rd.

Fielding A Dream

Baseball isn’t just a pastime for Pitzer junior Jose Cortez. Last season, the Sagehens’ power-hitter led the nation with 66 RBIs. The organizational-studies major also was ranked third in the nation with 17 home runs, and was fifth in walks and slugging percentage. His .439 batting average — 39th in the nation — was the icing on the cake. The Inland Valley Our Times recently named the 2001 First-Team All-American and West-Region First-Team catcher College Male Athlete of the Year. He also was named SCIAC Player of the Year in baseball at the close of last season.

Cortez was just as impressive as a freshman. He led the nation with a school-record 17 home runs, capturing the title of National Statistical Home Run Champion.



Cortez

He also was third in the nation in slugging percentage and fourth in RBIs. His batting average was .424. He was a Second-Team All-American and received

First-Team All-West Region and All-Conference honors.

The graduate of Don Lugo High School in Chino, Calif., says baseball is a special part of his life: “Baseball is very important to me. I can’t imagine not being able to play baseball. I’ve been playing since age 9 and I am sure glad my mother decided baseball was the sport for me. If not, my life would have turned out completely differently. Baseball has given me the opportunity to meet lots of wonderful people and has given me many friendships.”

Pomona-Pitzer Coach Paul Svagdis says Cortez has had a big impact on the baseball program: “He’s a real good leader with a real good ethic. He’s certainly a special talent athletically. He decided to go to Pitzer because of what it has to offer, and to have a positive experience playing baseball.”

Cortez says his mother, Irma, and his brother, Aurelio, 23, are his biggest influences: “My mother has put a good head on my shoulders. She has taught me a lot about life and has given me a good foundation on how I want my kids raised. My brother has been there to lead me in the right direction. He’s taught me a lot about discipline and dedication.”

When the 20-year-old isn’t on the field, he’s in the classroom. He says his sport helps him deal with the pressures of college.

“The best thing about playing baseball at Pomona-Pitzer is being able to get out of the classroom and clear your mind from the everyday hustle of schoolwork,” Cortez says. “It really reduces stress.”

So where does he see himself down the road?

"I don't like to predict what I will be doing," he says. "I like to live each day one at a time and see where I end up. However, I do have aspirations. I hope I will be a husband and a father. I'd like to continue playing baseball for as long as possible. Once that is over, I'd like to be involved in some sort of business management."

Pitzer Grad Earns Justice Department's Highest Honor

Steve González '85, an assistant U.S. attorney for the Western District in the state of Washington, recently received the Director's Award for his work in the prosecution of Algerian national Ahmed Ressam, a terrorist linked to Osama Bin Laden's training camps in Afghanistan.

Ressam was arrested in 1999 for smuggling explosives into the U.S. as part of a conspiracy to attack LAX during Millennial celebrations. The award, given by the U.S. Attorney General and the Director of the Executive Office for U.S. Attorneys, is the highest accolade for prosecutors from the Department of Justice.

González says his opening statement in the Ressam case was one of his most memorable experiences since becoming an assistant U.S. attorney in August 1997. "That's a case we tried in Los Angeles after the venue was changed, and so it was a chance to come back to California and argue to a California jury about things that had happened in Washington State, but affect all of us."

Ressam was convicted on April 6 and is scheduled for sentencing on Feb. 14. U.S. agents in Port Angeles, Wash., arrested him on Dec. 14, 1999, after he tried to smuggle timing devices and 130 pounds of explosives into the U.S. from Canada. In Ressam's Montreal apartment, authorities found a map of Los Angeles on which he had circled LAX, Ontario International

Airport and Long Beach Airport.

According to a CNN report, Ressam faces a maximum of 130 years in prison, but his cooperation with the government could mean a reduced sentence of as little as 27 years.

González, who discussed the "prosecution and investigation of federal bias crimes and the gathering of evidence internationally, particularly in the terrorism context" at the Atherton Dinner held on campus in early November, believes the events of Sept. 11 will have a direct effect on the prosecution of terrorists. "The Attorney General has proposed a number of changes in the law, some of which are going to be passed, changing the tools available to criminal investigators in terrorism cases specifically," he says. "It may make it easier for us to gather evidence that can be used in such cases."

After graduating from Pitzer, González worked for a year as a paralegal before spending 21 months in Japan on a Rotary International Scholarship, through which he studied Japanese and international trade. He then spent two months in Guatemala before moving on to UC Berkeley law school. After law school, he was an international business lawyer for five years before he became a prosecutor.

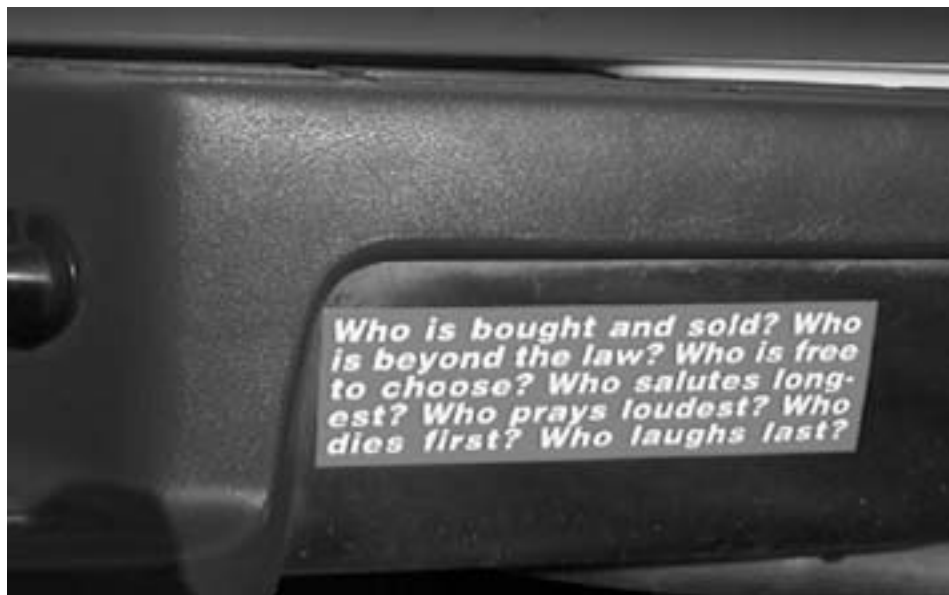
Artist's Works Making Statement on Campus

What's black, white and red all over Pitzer? T-shirts and bumper stickers featuring the work of internationally renowned artist Barbara Kruger, which were handed out the first week of fall classes. Kruger has been noted for her thought-provoking artwork commenting on social issues.

A couple of years ago, members of the Campus Aesthetic Committee were looking for a public art project by an artist whose work would mesh with the spirit of the campus.

"Just by coincidence, [Kruger] was a visiting lecturer at Scripps and Pomona colleges," says Joe Parker, a member of the Aesthetics Committee at the time. "She was someone whose work I happened to know and who I thought might fit the Pitzer ethos. We contacted her and asked her if she would be willing to do some sort of project."

Kruger, it turns out, was very interested.



Look for the Union Label

A recent gathering at the home of Nigel Boyle, associate professor of political studies, testified to the College's reputation of encouraging activism after graduation, as well as before. From left: Kim Richman '97, who is finishing her Ph.D. at UC Irvine in law/criminology, played a prominent role in the successful campaign of University of California teaching assistants to unionize with the United Auto Workers; Suzan Pour Sanae '98 has worked for SEIU Local 660 in Los Angeles since returning from her 1998-99 Fulbright Fellowship in Jordan; Boyle, adviser to all these students; Carlos Campos '99 worked for HERE, Local 11 in Los Angeles and now is at UC Hastings College of the Law in San Francisco; Tim Jones '00 is a CCCSI post-baccalaureate fellow working, among other places, at the Pomona (Calif.) Day Laborers Center; Jorge Nava, a Pitzer student from 1993-96, worked until recently at SEIU Local 435 and has returned to Pitzer to complete his degree.



Boyle reports a substantial number of recent Pitzer graduates, many of them his advisees, now work for labor unions or labor-advocacy groups. These include: Fabian Nunez '95 (AFL-CIO, L.A. County Federation), Yusuf Omawale '97 (AFL-CIO, Organizing Institute), Juan De Lara '97 (Teamsters), Suyapa Portillo '96 (SEIU, Local 399), Arlene Diaz '99 (AFSCME), Layla Welborn '99 (Bus Riders Union), Jung Park '98 (Korean Immigrant Workers Advocates), Joaquin Calderon '99 (SEIU, Local 399), Jessica Arcienaga '96 (UFW), Josie Ramos '03 (HERE, Local 11), Puanani Forbes '96 (HERE, Local 11), Kevin DeLeon '96 (National Education Association), Celeste Lofton '00 (Industrial Areas Foundation) and Evelyn Zepeda '03 (worked a summer for HERE, Local 11).

"We were initially talking to her about a large mural, and she did not want to do that," Parker recalls. "She feels like that's become something she's identified too strongly with."

Instead of a mural, Kruger proposed doing 50 plaques with quotes from famous people, but, according to Parker, the cost would have been prohibitive, with each plaque costing about \$10,000. The project had to take place on a smaller scale.

"That's when she came up with the idea of doing objects that students would carry around and then would become part of their ordinary life," Parker says. "On an academic campus, she thought about something students could put on their books. We solicited ideas from students and researched what's available in terms of Pitzer memorabilia at the store [Huntley Bookstore] ... what she chose was T-shirts and a sticker."

The project was introduced to the community in May during "The Spectacle of Relationships: Art as a Catalyst for Social Change," which included a roundtable discussion with the artist and a slide show of her work. Media Studies Professor Alexandra Juhasz's film, "Released: 5 Short Videos about Women and Prison," also was shown during the event.

"We had a huge turnout," Parker says. "[Kruger] wanted students on the panel. She's very participatory that way. We just basically described the project, discussed her work, and asked for volunteers who wanted to help distribute the materials in the fall."

The items, produced over the summer, were distributed to incoming students on their arrival and to returning students in McConnell Center the week of Sept. 3. Now that Kruger's work is on display on books, bumpers and the backs of students, will we be seeing more of the thought-provoking artist?

"She's given us permission to use the image for other objects," Parker says. "If we can find funding to have her come back, we'd like to do that."

Kruger will be in Europe this fall, but could return to Pitzer in the spring.

One of her most famous pieces, "Your Body is a Battle Ground," is in the private art collection of Eli Broad, a life trustee of the College.

The Campus Aesthetics Committee oversees the implementation of Pitzer's Outside Art Policy and organized many of the murals seen on Avery and Mead halls.

Campaign Coffer Grows

Since going public with The Campaign for Pitzer College last April, the College has raised more than \$1.3 million in new gifts and pledges, bringing the Campaign total to more than \$24 million or 61 percent of the \$40-million goal.

Of this total, more than \$360,000 comes in the form of grants from the following foundations: The Andrew Mellon Foundation (\$164,166), The John Randolph Haynes and Dora Haynes Foundation (\$80,000), The Albert Penick Fund (\$50,000), The Ahmanson Foundation (\$45,000) and The Pitzer Family Foundation (\$25,000).

"Toward our goal of increasing the endowment, we have raised nearly \$13 million or 65 percent of the \$20-million target," says Tom Manley, senior vice president for college advancement.

"Thanks to many generous gifts to the Annual Fund, we now have \$4.5 million or

56 percent of our goal for this area, in hand. And finally, we have raised \$6.4 million toward the College's special projects and programs, including the Center for California Cultural and Social Issues, Pitzer in Ontario, the John R. Rodman Arboretum and the Grove House, and our new multimedia classrooms, to name just a few."

Spanish Professor Wins Film Award

Ethel Jorge isn't just Pitzer's assistant professor of Spanish languages and cultures — she also is an accomplished filmmaker.

In January, she finished "La Reina del Barrio" ("The Queen of the Barrio"), a documentary that examines a troupe of Carnival performers in Montevideo, Uruguay. The video was part of the LASA (Latina American Studies Association) Film Festival, which took place at the LASA International Congress in September in Washington, D.C. It won a 2001 LASA Award of Merit in Film.

"I was, of course, very pleasantly surprised that the video was selected for this award," Jorge says. "It's the first time this has happened to me. What is really gratifying is that the people of La Teja, a very poor barrio of Montevideo are being recognized for their talent."

The performing group's director and composer, José Morgade, provides the commentary for the video, which was described as "an evocative and engaging exploration of a major cultural event" by Susan Seymour, professor of anthropology at Pitzer.

The video also was accepted for distribution by the Center of Media at UC Berkeley, which Jorge says is "a reputable academic avenue for documentaries and visual anthropology."

Jorge already has set her sights on future projects.

"I have ideas for other videos, one on

the 'mate' ritual in Uruguay," she says. "This is an important cultural ritual surrounding the drinking of a local tea called mate that is embedded in a lot of social interactions in the country."

Before coming to Pitzer in 1999, Jorge taught Spanish at the University of Alaska, Fairbanks. Born in Uruguay, she holds B.A. and M.A. degrees from *Universidad de la Habana* in Havana, Cuba, and a Ph.D. from the Union Institute in Cincinnati.



Jorge



IMAGINE
A
COLLEGE

Faculty Profile

Teaching Treasure

Professor of Anthropology Sheryl Miller has spent countless hours scraping the earth for clues to ancient life at sun-baked archaeological sites in Africa. She has listened in anticipation as Hopi Indian women slowly shared their intricate culture. Her latest fascination is with the Germans who settled in Pennsylvania during colonial times.

But her divergent research interests always lead her back to one place: the classroom.

"I consider myself first and foremost a teacher," says Miller. "I still love teaching at an introductory level where you can open the eyes and minds of young people to matters they haven't even thought about before."

And now a very generous gift ensures that future generations of Pitzer students will have access to Miller's brand of intensive, hands-on instruction.

Miller has been honored as the first recipient of the Distinguished Teaching Chair in Archaeology and Biological Anthropology. This professorial chair was made possible by a \$3.28 million gift by an anonymous alumna and her husband.

"It's just the biggest honor you can imagine to have it come from someone who you taught," says Miller. "Who is in a better position to know if you're effective at what you do? It's the students."

In addition to endowing the chair, the gift provides for two new scholarships, to be named after Miller and fellow anthropology professor R. Lee Munroe. The gift also endows annual summer field research stipends for two students to be nominated by Miller.

That's important, Miller says, because students gain so much when they get their hands dirty out in the field.

Over the years, Miller has taken students to her excavations in Africa to research hunter-gatherers who roamed the land more than 20,000 years ago. Students took part in the methodical work of scraping the earth, under the blazing sun, with the search perhaps yielding animal

bones early hunters threw into a campfire after eating.

"We had some exciting moments, some relative tedium, some moments of fun and some moments of terror," Miller says. "And I suspect no student who went would ever say they were sorry that they went."

Most of the items discovered are, quite literally, garbage. However, Miller says this research has a way of bringing you closer to the ancients. You realize they had to think, plan and prepare like we do. Bring only one spear on the hunt, and you'll lose out when an animal runs off with the weapon stuck in its side.

But as a researcher you also run into the limitations of studying inanimate objects with no voice to explain them. You may figure out their function, Miller says, but not necessarily their cultural meaning.

Miller has also taken her curiosity to the Hopi Indian Reservation in Arizona, where she learned from the women who craft baskets as part of an ancient, intricate culture. This has been a break from the limits of unearthing those ancient objects in Africa. It's a huge help to have someone to talk to, to ask questions.

Finding out what the objects mean to people is what really excites Miller. Example: quilts are another one of her research interests. Studying writings from colonial and frontier times, she learned that quilts provided much more than warmth for the women who made them. Making quilts was a form of community expression or a chance to do something for themselves after a rough day of chores.

Miller's diverse interests date back to her days as a student. She studied philosophy at Oxford before earning her doctoral degree in anthropology at UC Berkeley. She was always interested in answering the question: what does it mean to be human? Anthropology was another way at it. And an exciting one at that.

"Can you imagine holding in your hand something that a person made 100,000 years ago? A million years ago?" she asks. "There's something magical about that."



Miller

Today, Miller tries to spark in her students that same fascination.

Miller has taught Pitzer's introductory course in archaeology and biological anthropology for three decades. But it never gets old because those fields keep evolving and so does her course. "I still point out to them that all the answers are not in," says Miller, who started at Pitzer in 1969.

She added a lab component to her introductory class, a place for hands-on learning.

One artifact students can grasp is a more than 200,000-year-old hand ax, which she calls "the original Swiss Army Knife."

Miller finds good teaching is closely linked to her research. She has never taught a class specifically on a research interest, but it always "seeps in." "It always comes back to the students, the students," she says.

And sometimes the students come back.

Professor Miller was delighted when a student she taught in the '70s paid a visit recently. The alumna pointed to an ancient skull: "This is *Australopithecus* and this is why."

After all those years, the alumna still remembered why. —Mark Kendall

Faculty Notes

ROBERT ALBERT (emeritus/psychology) has been invited to speak at the first lecture series at Green College, The University of British Columbia, on the topic "The Nature of Creativity." The series continues through spring 2002. His entire chapter, "The Contribution of Early Family History to the Achievement of Eminence," from "Talent Development, Vol. II" (Ohio Psychology Press, 1994), is featured on the web site of The Davidson Institute for Talent Development (www.ditd.org). He also has been invited to referee an article for the Journal of Bioeconomics.



Albert

MITA BANERJEE (psychology) presented her paper, "Children's Theories of Mind and Familial Conceptions," on June 16 at the American Psychological Society in Toronto, Ontario. The co-author was Elizabeth Richardson '01, who also attended the conference.



Banerjee

NIGEL BOYLE (political studies) presented his paper, "Varieties of Neo-Liberalism in the Domestic Response to Global Turbulence: Youth Labor Market Policy Under Thatcher and Blair," at the conference "Global Turbulence: Instability in National and International Political Economy" on July 19 at Simon Fraser University in Vancouver, British Columbia.

He also gave a talk titled "Multiculturalism in Europe" on July 24 at the University of Washington in Seattle. The talk was broadcast on July 26 on TVW, Washington's public-affairs network.

PAUL FAULSTICH (environmental studies), along with colleagues **NIGEL BOYLE** (political studies) and **HAL FAIRCHILD** (psychology/black studies), traveled to Botswana in May under the aegis of a grant for Intercultural

Learning Through Technology from the Mellon Foundation. In Botswana, they visited Pitzer's external-studies site, met partnering colleagues from the national university and traveled through the country, relishing their encounters with people, places and wildlife.

Works by **DAVID FURMAN** (art) continue to be exhibited in museums and galleries nationally and internationally, including the World Ceramics Exposition in Yeosu, Korea (August-October); the University of Rochester Memorial Gallery, Rochester, N.Y. (July-October); Sculptural Objects/Functional Art, New York (May-June); the Venice Art Walk (May); the Tucson Museum of Art (April-May); California State University, Los Angeles (April-May); and the J. Cotter Gallery in Vail/Beaver Creek, Colo., his 37th one-person exhibition (March).

Furman was an artist-in-residence at the University of Wyoming in April, and presented a lecture on realism at the National Council on Education for the Ceramic Arts at its annual conference in Charlotte, N.C., in March.

He was appointed recently to a three-year term on the Peer Review Board of the Council on International Exchange of Scholars. In this capacity, he will review and recommend proposals for Fulbright Fellowships in the arts. Furman himself has received three Fulbright Fellowships: to Peru in 1979 and 2000, and to Costa Rica in 1990.

While on sabbatical in Australia (January

to June), **JUDITH V. GRABINER** (mathematics) visited research associates at the Australian National University. She gave invited talks on her research at the Mathematics Colloquium at the Australian National University, the University of New South Wales, the University of Sydney and the University of Melbourne. Her research will be published as "Maclaurin and Newton: The Newtonian Style and the Authority of Mathematics" in "Science and Medicine in the Scottish Enlightenment" (Tuckwell Press, forthcoming).

While at Sydney, she also was invited to speak about how to teach mathematics to non-mathematicians. Pitzer alumni who have taken her Math 1 course may be interested to hear the "Mathematics and the World" approach of that class was of special interest to the University of Sydney faculty, as well as to those who run their "bridge" program for Aboriginal students.

She also spoke at the national meeting of the Mathematical Association of America in Madison, Wisc., on Aug. 2, under the title "Newtonianism in Action: Colin Maclaurin and the Newtonian Style."

An article by **RONALD MACAULAY** (emeritus/linguistics), "You Know, It Depends," was published in the Journal of Pragmatics in July.

During her spring 2001 sabbatical, **KATHRYN MILLER** (art) exhibited a piece in a New York show called "Cross-pollination," in which 50

artists from California and 50 artists from New York were invited to submit work. The show will be at the Los Angeles County Arboretum in Arcadia, Calif., in November and December.

One of Miller's pieces is featured in an exhibit called "Post-Landscape/Nature + Culture" at the Pomona College Museum of Art (formerly Montgomery Galley),



Macaulay

which opened in September. She also spent part of her sabbatical putting together an art-studio course for Pitzer called “Sculptural Objects Functional Art (SOFA).”

Miller was interviewed by radio station KOOP (Austin, Texas) about her ecological art projects for “Soul Talk,” hosted by Chuck Freeman. The interview can be accessed on the web at www.soultalkradio.com. She also is a participant in the web site for environmental artists, www.greenmuseum.org.

Additionally, a project she did in 1992 with sod houses was published in Barry Berkus’ “Architecture/Art-Parallels/Connections” (Watson-Guptill, 2000).

SHERYL MILLER (anthropology) had some entries published in the “Encyclopedia of Prehistory, Vol. I: Africa” (Plenum, 2001). The entries reflect work primarily on Later Stone Age archaeological sites and artifacts excavated in Angola, Zambia and Zaire. The works cover the Nachikufan and Tshitolian cultural traditions, with descriptions and discussions of key sites.

Pitzer alumni participated in Miller’s 1973 excavations at Dinga Klitu, an important Tshitolian site in southern Zaire. They are: Joan Silk ’75, Lynn Mirisch Rogo ’75, Megan Meyer Thompson ’74, Judith Stevenson Glascock ’72, Margaretta Lintz Bertram ’74 and Cheryl Cline ’74.

LEE MUNROE (anthropology) has published a paper, “Father Absence, Social Structure, and Attention Allocation in Children,” honoring his teacher, Beatrice Whiting, professor emerita at Harvard University. The September 2001 issue of the journal *Ethos*, in which the paper appears, is dedicated to Whiting.

KATE ROGERS (organizational studies) in July gave a paper at the Critical Management Studies Conference in Manchester,

England. “Creative Expression in Community Interaction: Critical Community Building at First Street Gallery Art Center” was presented as part of the Art and Aesthetics in Management stream. It was based on work done by Rogers and organizational studies student Heidi Marie Lubin (Scripps ’01). The paper concerns how the gallery, as a place for creative expression, enables artists with developmental disabilities to integrate more fully into their communities.

DAVID SADAVA (biology) gave an invited paper on the use of liposomally encapsulated drugs to overcome drug resistance in human cancers at the International Congress of Chemotherapy in Amsterdam, held June 30 to July 3. He also gave related talks at the University of Leuven and Central Hospital, Brussels.

SUSAN SEYMOUR (anthropology) presented her paper, “Family, Gender, and Educational Achievement in Bhubaneswar, India: A 35-Year Perspective,” at the symposium “A Conversation Between Anthropology and Comparative Education” in March at the 45th annual meeting of the Comparative and International Education Society in Washington, D.C.

She also was discussant for the panel “Anthropological Perspectives on Dowry in India” at the 16th annual South Asia Conference in February at UC Berkeley. Additionally, she was co-organizer and discussant for the session “Feminist Psychological Anthropology”

at the 99th annual meeting of the American Anthropological Association in November 2000 in San Francisco.

Forthcoming are Seymour’s “An



Rogers

Appreciation of Beatrice B. Whiting,” to appear in the journal *Ethos*, and “Family and Gender Systems in Transition: A 35-Year Perspective,” to appear in “Everyday Life in South Asia” (Indiana University Press).

ANN STROMBERG (sociology) was an organizer and presenter in an Academic

Workplace Workshop on Undergraduate Research Training at the 2001 annual meetings of the American Sociological Association held in August in Anaheim, Calif. **PETER NARDI** (sociology) also organized a paper session on “Cities, Social Space, and the Social Organization of Sexualities” and a workshop on “Looking for Jobs, Promotion and Tenure: Gay, Lesbian, and Transgender Issues.”

Five Pitzer sociology students also participated: Jessica Warner ’01 presented her senior thesis on “Perceptions of Family Violence: A Qualitative Study of Self-blame Among Physically Abused ‘Delinquent’ Girls”; Joanna Cuevas ’02 shared her ongoing research on Los Angeles’ homeless in “Homeless to Housing”; Heather Miller ’01 presented findings from her thesis on “Culture and Gender-Based Barriers to Health Care Among Latino Day Laborers”; Amy Kaufman ’01 discussed her research on skate park subcultures in “Fags and Bitches: Homophobia and Sexism at the Crestmount Skate Park”; and Jessica Mols (Scripps ’02, a sociology major at Pitzer) shared findings from her thesis on “Mixed Identities: A Qualitative Study of Biracial Asian-American College Students.”

RUDI VOLTI (sociology) presented a paper at the annual meeting of the Midwest Sociological Association on April 5 in St. Louis on teaching about technology and the future.

He also gave a faculty seminar on April 20 at Lehigh University on “Technology Transfer and Economic Growth in East Asia.”



Munroe

His books, the second edition of “The Engineer in History” and the fourth edition of “Society and Technological Change,” also were published recently.

DANA WARD (political studies) gave the opening address, “Still Hearing Voices: The Persistent Myth of Gendered Judgment,” in September 2000 at the eighth Biennial Conference of the International Society for Justice Research, College of Management, Rishon LeZion, Israel.

In the fall of 2000, he was consulting editor on a six-volume history of the 1960s published in Britain, and his article, “Guatemalan Guerrilla War,” is an entry in the “Encyclopedia of North American History” (Marshall Cavendish, 1999).

In March, he was interviewed on a BBC radio program dealing with politicians’ motivations.

Ward’s web site, Anarchy Archives (www.anarchyarchives.org), has surpassed 400,000 visitors.

His chapter, “Political Psychology: Origins and Development,” will appear in “What is Political Psychology?” (Erlbaum, 2001).

Ward also has been invited to present a paper at a conference on Emma Goldman in November at the University of Paris.

LINUS YAMANE (economics) presented a paper titled “The Labor Market Status of Native-Born Filipino/a Americans” at the Western Economic Association meetings held in July in San Francisco.



Yamane

Videos by **MING YUEN MA** (media studies) — “Mother/Land” (2001) and “Sniff” (1997) — were shown in August at the Locarno Film Festival in Locarno, Switzerland.

Faculty Books

Life: The Science of Biology (Sixth Edition)
David Sadava, William K. Purves, Gordon H. Orians and H. Craig Heller
Sinauer/WH Freeman, 2001

Want to know more about genetics, molecular biology or cell structure? Just ask Joint Sciences Biology Professor David Sadava — he helped write the textbook.

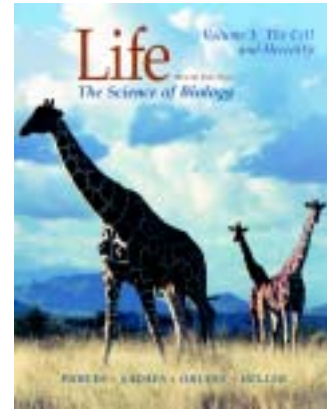
Sadava, who has been teaching for almost 30 years, is a co-author of “Life: The Science of Biology,” an introductory college-level biology textbook widely used in the United States, including at such schools as Harvard, Yale, Stanford, UCLA, MIT and Pitzer.

“Over the years, representatives of publishers came to me and wanted me to get involved in writing a new introductory biology textbook, but I never did it,” Sadava said. “It’s an enormous project to write an introductory biology book.”

About four years ago, he changed his mind. “Our publisher, Sinauer, called me and said, ‘We need some help in the chapters of our book that involve genetics,’” Sadava explains. “It turned out I knew the chief author of this book, Bill Purves, who is retired from Harvey Mudd. So I thought, ‘I can be involved in my teaching and that can feed on, and feed from, my being involved with this book.’”

Sadava’s expertise was put to good use. “I helped to revise some of the genetics chapters and, for the sixth edition, I ended up writing a third of the book — about 20 chapters,” he said.

It took about 18 months for Sadava to complete the chapters, but the one about



molecular biology and medicine is closest to his heart.

“I’m proud of that chapter because it really was the best chapter of its kind in any biology textbook,” he said. “Most biology textbooks are totally inaccurate. This is by far the best.”

Interesting stories and illustrations open each chapter. For a section on how things get in and out of tissues, Sadava used a picture of Venus Williams during a tennis match to describe the process of perspiration. He also uses a picture of embryonic stem cells, and a scenario involving them, to open a chapter about developmental biology.

“This book came out last January and now this is the hottest topic in biology,” he said. “You use stories to catch students’ interest. I’ve gotten a lot of e-mails and feedback from students all over the country.”

The last edition of the textbook sold 90,000 copies.

“It’s kind of humbling,” Sadava said. “If you count used copies, that’s probably 200,000 students over a three-year period reading my work.”

The other authors of the book are Gordon H. Orians, a professor emeritus at the University of Washington, and H. Craig Heller of Stanford University.

Sadava also wrote “Cell Biology: Organelle Structure and Function” (Jones & Bartlett, 1993), and co-authored “Plants, Food and People” (WH Freeman, 1977) and “Plants, Genes, and Agriculture” (Jones & Bartlett, 1994) with Maarten Chrispeels.



Sadava



High-Tech Halls

From organic chemistry to English-as-a-Second Language, from sociology to natural history, Pitzer professors and students are charting a brave new interactive world that is changing education as we know it while retaining traditional academic touchstones. By Denise Hamilton

As soon as students read the syllabus for Ethel Jorge's Spanish 188 class, they know they are in for an unusual experience. After all, how many language classes hand out digital video cameras and require students to shoot and narrate a 10-minute documentary film?

All *en Español*, of course.

"A lot of times when you leave a class, you think, 'What did I get out of it?' — but this was something tangible," enthuses Andy Beetley-Hagler, a Pitzer senior who chose to make a film documenting the lives of Latino immigrants at a day laborer center in Pomona. "Making a film is a great tool, a lot better than writing a paper, and it really helped me understand these people culturally."

To be sure, the filmmaking was interspersed with all the usual reading, writing and conversation one expects from a language class. In the course of the semester, Beetley-Hagler interviewed day laborers and researched the origins and goals of the center. He also wrote his own dramatic narrative voice-over, which he then intoned in Spanish, with English subtitles projected onto the screen.

More dramatically, the Pitzer student captured an unpleasant altercation on film when a Pomona policeman told a day laborer he'd have to either "learn English or go to jail," a sentiment that Beetley-Hagler believes illustrates the discriminatory treatment faced by many day laborers in the communities surrounding Claremont. And when the workers used Spanish colloquialisms he didn't recognize from his Spanish textbooks, Beetley-Hagler took the tape to Jorge, who explained what the day laborers meant.

"The process of learning Spanish and improving language skills in an inter-cultural setting is messy, and that is what's wonderful about it," says Jorge. "We're using technology not only to enhance the process of learning Spanish and the culture, but to deepen understanding. You see the image, and you get not only the voice in Spanish, but the layers and layers of meaning that come out, so that there's an impact on the student who is doing the representing."

Jorge's Spanish 188 class is only one of many programs taking root at Pitzer College that blend pedagogy and technology in innovative and compelling ways. From organic chemistry to English-as-a-Second Language, from sociology to natural history, Pitzer professors and students are charting a brave new interactive world that is changing education as we know it while retaining the academic touchstones that previous generations grew up with.

"It sounds facile, but the MTV generation, they're used to having their focus point change constantly, almost through flashpoints," says Mark Ingalls, Pitzer's director of information technology. "Listening to a 30-minute lecture with a professor standing up at the head of the class, that's not what they're used to. Technology provides flexibility for the instructor to bring a multiplicity of resources into the classroom."

These days, the most coveted space on campus is Pitzer's two multimedia classrooms, where the ancient Socratic method of teaching flows seamlessly into the latest interactive classroom technology.



Segal, left, and Stewart

In these high-tech halls of higher learning, the equipment consists of a Dalite remote-powered screen, a ceiling-mounted Sanyo LCD projector, a Pioneer DVD player, a Panasonic VCR, an Extron digital video scaler and switcher, a Marantz dual-cassette tape recorder, an Elmo visual presenter and a wireless AudioTechnica ceiling-mounted microphone system. All equipment is controlled by a cordless, hand-held touch-panel control.

That way, a teacher lecturing about advertising on the web can give students vivid examples with only a few clicks of the remote.

That way, chemistry teachers can show students 3-D cartoon animation of the chemical reactions that take place when ozone molecules are depleted in the stratosphere, allowing deadly UV rays to penetrate the Earth's surface.

That way classes can tap into "video-streaming," in which realtime footage from other countries allows college students separated by oceans and continents to work cooperatively on projects.

That way professors can digitize their lecture notes on the web and add illustrations, diagrams and photos that students can call up and review at their leisure, post comments, engage in online discussions and even take tests.

"Having that room set up has been an enormous boon," says Nigel Boyle, a political science professor at Pitzer. "Not only

do my multimedia presentations run smoothly, but it has also made it easy for me to assign students responsibility for developing multimedia presentations for classes. This experience is going to make me bolder yet in what I assign students to do."

There are those who are bound to ask whether all these bells and whistles are really necessary. At its most elemental, isn't teaching a simple, unadorned act, something that can occur anywhere, without any props, even without classrooms and desks? Doesn't it require little more than a willing group of acolytes and someone to steer them to knowledge? Is there a danger that today's technology will replace the student/teacher paradigm with lots of fancy but ultimately extraneous wizardry?

It's something that many Pitzer professors have wrestled with.

"Technology is no substitute for direct contact," warns Professor Paul Faulstich. "[It] is a slippery thing; on one hand it can distance us from the sensual world of direct experience. Places and personal relationships are masked. On the other hand, technology can foster an appreciation of difference and promote cultural autonomy. It's a big challenge, and our students are positioned to confront it."

Professors, students and high-tech administrators at Pitzer add that technology will never supplant professors themselves. There is a fervent belief that professors play a crucial role in synthesizing and interpreting the huge amounts of data now online.

Rather, Pitzer aims to harness emerging technologies and incorporate them into lesson plans as cutting-edge tools to help students learn in compelling new ways. Pitzer also recognizes that students need to develop fluency in these technologies to compete in the global marketplace of the 21st century. And professors aren't necessarily clamoring for all the latest and most expensive technology, but for solutions to teaching problems.

"Professors don't come to us and say, 'We want XYZ technology,'" explains

Ingalls. "They come to us and say, 'Gee, we've heard that other professors are doing something with this, how can we apply it?' They want to improve delivery of course materials. Technology can help solve those issues and needs."

An example might be the architecture-in-urban-spaces professor who has spent the summer traveling and shooting images and may now have hundreds of slides he wants to show his students. In addition to displaying them in class, the professor may also want to create permanent access so students can use the slides in their course work, research and term papers. In such a case, an information technology staffer at

Pitzer would probably show the professor how to digitize the slides and put them on the web and let students know they are available, Ingalls explains.

As multimedia technology moves into the classroom, Pitzer's academic planners want to ensure that they go beyond merely outfitting classrooms with the latest gadgets and are able to use the technology to foster learning.

Thanks to innovative professors and courses, the technological advances seem to be dovetailing nicely with Pitzer's emphasis on interactive, student-centered learning.

In an environmental studies class, students working on an urban reforestation project used high-speed data projectors to simulate different types of planting. In a population studies class, video conferencing allowed students to communicate with one of China's foremost experts on the nation's one-child policy.

And in keeping with Pitzer's tradition of service and outreach to the community, students returning from external studies programs in far-flung campuses from Nepal to Turkey to Bolivia create CD-ROM presentations based on their host country experiences, which they then present and donate to local low-performing schools as teaching aids.

But Pitzer is finding that obtaining the technology and installing it on campus is only half the battle. The other important component is training faculty to use it and providing support staff to troubleshoot for both professors and students. In

Jorge's Spanish 188 class, for instance, everyone relied heavily on a tech staffer who helped show students how to operate the equipment and edit the documentaries.

Pitzer has done this through its own funding, plus generous grants that are supporting faculty as they revamp courses to incorporate new technology. Pitzer has also been busy exploring how technology can promote international and inter-cultural learning, one of the hallmarks of a Pitzer education.

Some ideas already under way for the coming year: parallel courses with professors and students in other countries; collaborative assignments conducted through web crossings; e-mail and web conferences to foster relationship-building and cooperative learning; video-conferences to provide face-to-face, real-time Internet discussions, mirrored web sites and web-based teaching. Pitzer professors and staff believe that with the right planning and development, all of these could serve as valuable stand-alone classes, as well as classes that students could take before and after they visit a host country.

From the beginning, Pitzer officials have seen technology as an important tool to complement its wide-ranging external-study programs. Nationwide in 1999, fewer than 10 percent of U.S. baccalaureate students studied abroad, and males, students of color and students from science, engineering and related majors were also chronically unrepresented.



Boyle



While participation is much higher at Pitzer, where almost half of the students engage in some type of external-studies program, the College wants to give all students — even those who don't go abroad — a way to connect firsthand with students, cultures and issues in other nations.

With that goal in mind, grants from the Andrew W. Mellon Foundation have enabled Pitzer professors to develop a series of pilot projects and web templates that would link Pitzer students to other communities around the globe.

Using the latest computer and digital technologies, the grants have allowed professors to draw up curriculum and travel plans to establish partnerships with counterparts at other institutions that agree to take part.

Today's projects reach far into the social sciences, with many of the Mellon-funded programs involving social sciences, media, history, political science and even philosophy.

Consider the "Nature, Movement and Meditation in Qi Gong" class that Pitzer Professor Sharon Snowiss will teach in Spring 2002 using a mixture of cutting-edge technology and millennia-old beliefs.

Qi Gong is an ancient Chinese tradition that involves synthesis of matter, energy and information, especially by using breathing, meditation and movement to direct the qi, the natural force that animates all life.

Plans call for Snowiss to link her class for an entire semester with the Beijing Uni-

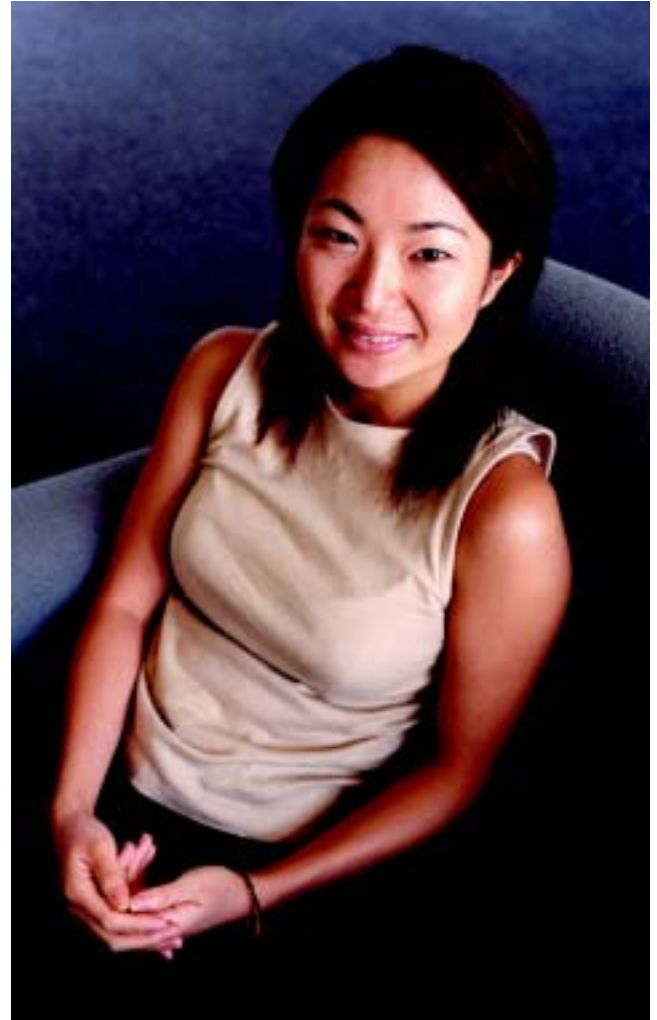
versity Medical School. Pitzer students will interact with their counterparts in Beijing, watch lectures by Chinese professors via video-streaming technology and use digital videoing to enter Chinese clinics of traditional medicine and observe treatments.

"They're going to be learning all this intellectually, and we're also going to do an eight-minute drill in class to open up the channels of qi in the body, because this is all about the inter-relation of mind and body," Snowiss says.

Snowiss, who has visited the Far East numerous times and is a longtime Qi Gong adherent, will be returning to China to meet with her professorial counterparts at Beijing Medical School and set up the necessary partnerships and equipment. This is also an exploratory journey for Snowiss, who admits she herself is just learning how to use the technology.

But Snowiss believes these high-tech tools can provide great insight into students from both cultures. For instance, many Chinese find it fascinating that modern America is so interested in traditional Eastern healing. For Americans, it may come as a revelation that traditional medical clinics in China are often housed not in hospitals but in old homes, where treatments take place informally, over much talking and milling about, unlike the sparkling and sterile hospital rooms we know in the West.

In addition to comparing and contrasting different styles of medicine and healing, Snowiss will also delve into Chinese philosophy, the integrative approach to healing and even Chinese politics, espe-



Kikkawa



cially how the government crackdown on the Falun Gong, which practices one of the more than 1,000 forms of Qi Gong, has affected how the ancient tradition is taught in Chinese medical schools.

By contrast, students in Professor Halford Fairchild's "Special Topics in African-American Psychology" will be whisked onto a different continent as they embark on a multi- and interdisciplinary examination of health issues in Botswana and black America, focusing especially on HIV and AIDS.

As part of their course work, students at Pitzer will "partner" with a student at the University of Botswana, helping

them understand each other's experiences by using the students as resources to delve into the historical, cultural, political and economic issues that influence HIV transmission.

Throughout the semester, students will post their individual and joint research, engage in discussions and chronicle their learning and achievements on a specially designed multi-media web page.

Likewise, a political studies class taught by Professor Boyle, titled "Introduction to Comparative Politics," will connect Pitzer students with counterparts in Turkey and Botswana via "parallel" courses at the Middle East Technical University in Ankara, Turkey, and the University of Botswana.

Working together, all three groups will look at how regional economic integration via the European Union, NAFTA and the Southern African Development Community has affected sovereign states. Students on all three continents will then join in creating three web sites and modules, delivering their results via web, CD, video-streaming technology and collaborative projects.

Projects such as these have great potential to bring students from around the globe together. But as Pitzer professors have learned, what sounds great on paper doesn't always translate into a dynamic classroom experience unless it is accompanied by extensive preparation and planning, visits to the host countries, glitch-free technology and the ineffable chemistry that can occur over fiber-optic cables when an idea catches fire across three continents, electrifying students and leading to passionate discussions, debates and research.

Pulling all those elements together into a successful class offering is something that Pitzer professors are slowly learning to do.

Boyle, for instance, says that live video-conferencing can be tricky, often hampered by malfunctioning equipment, labored discussions and time lags that make spontaneous discussions difficult. Coordinating meeting times and assembling classes on

two continents can also be costly if things don't go smoothly.

Boyle recalls a video-conference on the topic of environmental racism that he organized between Pitzer students and counterparts at a Japanese university. At first, the Japanese students had a hard time understanding the concept. Then, one student brought up a well-known Japanese disaster from the 1950s in Minemata when many poor fishermen were poisoned by eating fish tainted with mercury leaked from a nearby metals plant. Many of those poisoned were burakamin, or Japanese untouchables. All of a sudden, the Japanese students began to understand what the Americans were talking about.

But other video-conferencing link-ups have been less successful, and Boyle is now spending more time laying the groundwork on both sides and exploring other venues such as video-streaming.

Many professors point out that using technology in the classroom doesn't require advanced equipment, special training and loads of money.

As ESL professors in the PACE program for foreign students, Pitzer professors Gregg Segal and Paul Amiel Stewart were searching for innovative ways to get students involved in language.

Sitting around one day at lunch, they discussed how Segal had written movie screenplays and Stewart had used theater drama to get students to appreciate the cadence, rhythm and drama of language. They also knew that with the growing availability of simple and relatively cheap digital video



Faulstich



Snowiss

cameras, filmmaking was suddenly accessible to students.

So they decided to assign their students to make documentaries. Segal, who is also a professional photographer, had spent time shooting retired missionaries and ministers who lived in an unusual retirement home in Claremont called Pilgrim's Place. Many of these residents had been missionaries abroad and still lead active, full lives. They opened up their hearts to the students, who divided into groups of three and shot 10-minute films documenting what they found.

"The whole idea was to get them out of the classroom and into the community, interacting with native English speakers, in a more natural environment," Segal says.

Adds Stewart: "Creating a video is like writing a thesis. They had to come up with an outline. They had to have a main point of view and they had to argue it and illustrate it."

In addition to conducting interviews, the ESL students engaged in long discussions — in English, of course — about how to narrate their films, what music to use and how to edit the footage. They stayed up all night to complete the films.

Impressed by the students' enthusiasm and the videos they produced, Segal and Stewart are now planning to apply for a grant to expand the program. They even presented their video-enhanced curriculum at a recent International Conference For Teaching English as a Second Language (TESOL,) where it drew wide interest from other participants



who asked questions and requested copies of all their teaching materials.

Sachie Kikkawa, a junior from Scripps who took the class, said she was initially surprised to learn that she would be making a film. But now that it's over, she would highly recommend such a teaching method to other ESL students.

"Usually when international students think of ESL, they think of grammar or reading or writing in class," she says. "By creating the video, we learned how to express what we think and how to communicate. And I got to talk more with my classmates about the process. Plus, it was really interesting to interview people at Pilgrim Place."

Kikkawa, who is originally from Japan and made her film with French and Italian students, says that in addition to improving her English, she learned how to use Adobe Premier, a video-editing software program she has since used in other college classes.

She adds: "I can say that it was the most interesting class I've taken in my whole life." ❄️

Hamilton is a former Los Angeles Times reporter and author of a best-selling novel, "The Jasmine Trade."

The Changing Face of Academic Technology

In recent years, Pitzer, like most other colleges nationwide, has developed a technological infrastructure that has strengthened the ability of faculty and students to engage in teaching and research.

Through the campus-wide information network, the World Wide Web, Intranet and e-mail, students and faculty can access research data, conduct library searches and hold class discussions at all hours of the day, independent of class meeting times and building operating hours.

“The whole notion of ubiquitous access so students can integrate technology into their lives is really important,” explains Mark Ingalls, Pitzer’s director of information technology.

For instance, Pitzer recently spent \$150,000 to update the residential portion of its network capacity, making high-speed Internet access many times faster in the dormitories on campus.

The investment illustrates the constantly changing face of technology. When the dorms were initially wired in 1995 and 1996, students used the Internet mainly to swap text files. Now, however, it’s overwhelmingly more graphical in nature with multimedia files, from MP3 music files to video clips, chatting and streaming audio-and-video, all of which require more network resources or bandwidth.

Pitzer has also outfitted two teaching spaces as multimedia classrooms. The first, located in Broad Hall 214 and seating up to 50 students, was completed in September 2000 and quickly became one of the most sought-after teaching spaces on campus. Work on converting a second classroom started in summer 2001, and Pitzer is now exploring ways to upgrade all of its teaching spaces.

Outfitting a traditional classroom in the latest technology doesn’t come cheaply. Outfitting a new multi-media classroom can cost between \$50,000 and \$75,000. Equipping Broad Hall 214 was made possible by a generous grant from the Ralph M. Parsons Foundation.

Multimedia classrooms are increasingly more necessary, since many Pitzer faculty have already integrated their curricula with technology, and new ones are moving to more fully utilize technology in the classroom all of the time.

The small, private school’s technology budget is tight when compared to the long lists of technology-related projects on campus. Pitzer’s information technology budget is around \$1 million annually, according to Ingalls. This sounds like a significant figure, but when technology is involved, the budget never seems to cover all of the things the College needs to do.

That means Pitzer doesn’t always have the most cutting-edge software and that the school often tests the waters with small pilot projects. Once those prove successful and

gain broader interest, Pitzer can then seek additional funding to expand those programs.

“We try to prioritize and make sure that any academic projects that have more than one professor interested gets what is needed,” Ingalls says. Still, he adds, “We can’t afford to be on the ‘bleeding edge,’ it’s hard for us to be early adopters, we have to wait until technologies are proven as we can’t afford to make mistakes.”

When it comes to software licensing, Pitzer is fortunate to share many licensing fees with other members of the Claremont consortium. In addition to cooperative efforts via the consortium and funding its own tech programs, Pitzer also seeks out grants that can marry technology to its longstanding tradition of promoting inter-cultural, community-based learning and service.

Says Professor Paul Faulstich, who embraced computer and digital technology early on as a tool for teaching environmental studies: “Our task is to use technology in ways that genuinely promote positive change and equity and honor diversity.”



Ingalls



Voices

Originally, we planned to publish in this space the fascinating replies we received to the question posed to readers in our summer issue: What do you think of student activism now vs. when you were in college? But something occurred on Sept. 11 ... something we felt needed to be filtered through the unique lens of the Pitzer community to begin to bring these alarming events into proper focus. Following are the responses we received from alumni and students (and one parent) — some of whom witnessed the destruction first-hand — a few weeks after the terrorist attacks in New York and Washington. We have edited some of them for clarity and brevity. We will bring you the perspectives on student activism in our spring issue.

Nicole Hamilton '91: I was on Broadway and Canal Street the morning of the attacks and saw the damage to Tower One immediately after the first plane hit. ... The human loss suffered among people I know is far reaching. Wives, brothers, uncles, friends. It is all made even more unbearable by the senselessness and brutality by which they died. The gaping hole and debris where the World Trade Center stood is such a profound, physical representation of the pain felt from this human loss. It is like staring at your own heart, torn up in pieces.

Philippe Cohen '77: I can say that I want the participants in Sept. 11's "crime against humanity" brought to justice, but the means do affect the ends. If the ends are to preserve our freedoms, the rights of individuals, the integrity of our humanity, and the qualities of our lives that we most cherish, then how we get there is integral to where we go.

I don't even have to judge whether war is good or bad to know that if innocent lives are turned into collateral damage by both sides, neither one is following a path I want to traverse. I, too, feel an urge to get even. But I don't want to satiate that urge at the expense of any reasonable sense of justice or at undermining the integrity of life.

Zach Putnam '03: Sometimes it can seem like the purpose of a liberal-arts education, especially in the social sciences, is to teach us that the U.S. government and its corporate allies have spent the last two centuries inflicting irreparable harm upon the "developing world." It could be argued that capitalism and corporate colonization have created the third world; raping poorer nations of their natural resources in exchange for underpaid jobs and installed leaders. It would be immoral for the U.S. to murder a single innocent person in an attempt to reach an enemy it has birthed from its own greedy womb.

Tiffany Huisman '97: In this time of great sadness, it is time to stand with our fellow brothers and sisters in our great nation and show terror that we will not be put down. We will rise from the ashes and grow stronger. I feel great pain for the individuals that lost their lives, for their families and for us all. I hope that we survive this attack on our way of life and that we shall draw closer together in this time of strife. My thoughts are with you all.

Ben Flora '89: It's tragic that an event such as this stirs a nation into action. However, I would like to see the U.S. really take the lead in the world and promote peace and justice through non-violent means. This is an opportunity that could change humanity forever. Let's use it wisely.

Adele Mkua '75: So long as the United States attempts to force its often-questionable "values" upon other nations through the imposition of sanctions on more than one-half



of the world's population, such events shall continue and, even escalate.

Robert W. McCanne '05: When I was first told that terrorists had attacked New York, I didn't know what to think; I still don't. The only response I have now, far from a need for vengeance and a tough stand on terrorism, is a hope that everyone, every human, every man, woman, and child, can stand together as brothers and sisters, as friends and neighbors, and say unto the world, "This is wrong." I hope fervently that no further bloodshed is required for the world to see just what a mess we've gotten ourselves into. My reaction is not just pain and fear: my reaction is to hope for the love all of us so desperately need.

Martin Moreno '86: I do not subscribe to the notion that we as a people have brought this horror upon ourselves due to the policies of our government. The fact is that all people of goodwill must be able to disagree on issues affecting our various communities without resorting to violence and terror directed primarily at innocent civilians. The perpetrators of the attacks ... may have achieved their operational objectives, but as has been evidenced since the attack, they and their sympathizers can find little or no support among the family of nations. They have won for themselves a temporary victory, which it is hoped will mark the apex of their achievements and signal the end

to their ability to wreck havoc and destruction on humanity.

Alan Sokolow (father of Morgan Sokolow '04): When our family heard that our daughter Morgan had been accepted to Pitzer, we were very happy. The small size of the Claremont community was most attractive, and we were not the least bit concerned about the distance, since we knew we could hop on a plane and be there within a few hours.

Sept. 11 everything changed. But not in ways that we might have predicted. We have been through much as a family, since I was working in the World Trade Center at the time of the attack, and only barely managed to escape without physical harm. We now endure inconveniences that would have seemed unbearable a few weeks ago. But we still have each other, and we know that that is most important.

The profound change in our family, our community, and the country, is what has made all of this somehow worthwhile. Home is an expanded concept. The entire country is our home. America is now our neighborhood.

Dr. Sokolow, chief medical officer for Empire Blue Cross Blue Shield, was on the 28th floor of Tower One when American Airlines Flight 11 hit. It took him nearly 30 minutes to reach the lobby. Once he reached the ground, Dr. Sokolow, a former ER physician, volunteered at the triage station until he was overcome by debris from the collapse of Tower Two.

Allyson McAuley '02: The situation makes me feel proud of this country's people, who can pull together to help each other when they're in trouble, especially in a big, tough city like New York. It makes me feel proud to live among people who can put aside their differences to help total strangers around the clock like they have been doing there, and it reminds me to help the

folks around me a little more every day, not just in disasters. My first reaction to this was to call my family — just to keep in touch is important.

Linda Lewis '99: I'm a high school teacher and often use newspapers in my warm-up exercises. On Sept. 12, I had the L.A. Times, Orange County Register and the Long Beach Press-Telegram on the tables. ... I got out scissors, paper and glue and asked the students to cut out a picture that they can relate to, glue it onto a paper and write their feelings about what had happened. I teach nine classes and every one of them worked the entire class period on their "representations." Many of them stayed after school to finish. I have an entire wall that is a memorial. ... People walk into the room and usually say something like, "Oh my God, how sad." It makes us feel better, though.

Johanna Siegmann '79: In all fairness, the U.S. is in the unenviable global position of being damned if they do and damned if they don't. But it is precisely because of our extraordinary wealth and power that we must be more sensitive about how and where we tread. If any positive change is to take place, our nation must acknowledge that we, too, have morally and legally questionable behavior when it comes to our international activities, policies and diplomatic relationships. That as long as we resist any development and evolution of al-



ternative power sources, we are going to be over a barrel in our relationship with the Middle East. Our moral hands are tied because of our economic dependence on countries where our enemies live.

Ryan Ausanka-Cruess '04: Because terrorists, by nature, are not tied to any specific country, any war waged against terrorism is doomed to be no more successful than the other war we are currently waging — the war on drugs. If the Bush administration and the American people truly want to end terrorism, they must address the true issue, why America is so hated by our fellow man. Only then will we truly defeat terrorism.

David Khani '00: The pictures you see on the television of this travesty do not even begin to convey the magnitude of what occurred. No words could possibly describe the frightening scene that I witness each day as I walk to work. They say that if you look hard enough you can find the good in everything, even a tragedy such as this. I pontificated over this idea for many days until it finally became clear to me. We really live in the greatest country on earth. Never before in my life have I been as proud to be an American as I am today. I've witnessed strength and humanity in people that I did not even know existed. From seeing the firefighters toil mercilessly through tons of debris, to total strangers looking out for one another, to the outpouring of love and support from across the globe, I am truly humbled. I hope that we as a people only grow stronger in our resolve to make this world a better and safer place for us and for future generations.

Khani works on Wall Street, two blocks from Ground Zero.

Drew Kronick '85: I attended the funeral yesterday of my very good friend Doug

Cherry. Doug was 38, at the top of his game in the insurance industry and has an incredible wife with three small children, ages 8, 5 and 3. Doug's wife is one of the few who will have a body to recover. Most of Doug was found. In three chilling days, we went from thinking Doug was on a survivor list to searching the hospitals to receiving that concluding phone call that, indeed, he had been killed. Nevertheless, through all the pain and confusion, our community has shown a genuine outpouring of emotion and love that I can absolutely attest the eastern part of this country has never seen. Our world will be different. And if there is one thing that I take away from this, it is that you better plan for the future, yet live for each day. Pay attention to what is really important in your life and get rid of everything else. Qualify the importance of life and live like there is no tomorrow!

Kronick lives and works in the New York area.

Meri Irwin Rogoff '75: It seems as though this tragedy has been felt by all who live in the United States. Even here in Southern California, I have a colleague who lost a brother-in-law in the WTC, a daughter whose friend's father was on one of the hijacked planes headed back to L.A., and my husband's family all living in Manhattan and Jersey City directly across the river from the WTC. The park where our niece and nephew play is now being used as a temporary morgue, so I shudder to think of the memories these children will have.

Karen Hamilton '02: We should unite as a nation, not with flags and ribbons, but in search for the answer to why this happened and in reflection of what we can do to prevent more violence.

Suzon Forscey-Moore '77: The attack on America is said to have "changed" things. But the mobile phone has also changed things. We now have a pretty good idea of what people facing imminent death find important.

Many mobile phone messages have been reported in the press. On the Camp David-bound plane, a caller said they were going to fight their hijackers with disposable cutlery. But the most common message, from planes and towers alike, was "I love you." The people who found death in a Pennsylvania field fought Stanley knives with plastic ones but not primarily to vanquish a foe. Their dying, but not doomed, wish was to save the lives of innocent people on the ground.

Others who knew they were about to die did not waste their breath on an enemy. They told their parents, their sweethearts and spouses, "I love you." As far as we know, not one victim said, "Avenge my death."

They said something far more prosaic and profound: "Give the kids a kiss for me."

These mobile phone users were not reformers or social workers, nor were they preachers and rabbis. Most of them appear to have decided that the business of making money was the life for them. Yet in their last moments what they found to be more important than all else was to express their love for others. On Sept. 11, they spoke clearly and, as far as we know, unanimously. The question rising out of the rubble is: Will the wisdom of the victims be respected?

If this is considered, the best that can be expected from smart bombs, with their unmistakably low IQs, seems not worth having.

The piece above by Suzon Forscey-Moore was published on Sept. 19 in the Philadelphia Inquirer. Suzon is an organizer of Action for Justice and Campaign for a Fair Hearing in Cambridge, England. ✨

Alumni Notes



Come Home to Pitzer!

Classes of 1972, 1977, 1982, 1987, 1992 and 1997: Your Reunion Weekend will be here before you know it.

Friday through Sunday
May 3-5, 2002

Mark your calendar now, and plan to join us for this fun-filled weekend of old friends and new memories!

Alumni from Pomona, Scripps and Harvey Mudd also will be revisiting their campus that weekend.

Contact Jessica Carey in the Alumni Office at (909) 621-8130 or Jessica_Carey@Pitzer.edu to get more information or to volunteer to be on your reunion committee.

1969

Marcia Green (Albuquerque, N.M.)
I successfully tried my last medical malpractice case in December, and now am devoting full time to the great job of Tribal Court Judge for the Pueblo of Laguna, N.M. My eldest son will be a sophomore at Northwestern University, and the younger one will be a senior in high school. Wonderful young men! I spent the last weekend in Big Sur with **Sarah Michael '68**. She's on the Board of Supervisors in Sun Valley, Idaho. We rode the Big Dipper in Santa Cruz, Calif.

Irene Harwood (Los Angeles)
Received her Ph.D. from Southern California Psychoanalytic Institute and Society in June.

Christine Rosso (Chicago)
My son has just started his freshman year at the University of Michigan; my daughter has returned to Georgetown for her junior year; and my husband and I are moving to Milan, Italy, where he is heading up the Italian office for his law firm, Jones, Day, Reavis and Pogue. This came rather suddenly, so I have just given notice to the Illinois Attorney General's Office, where I have been heading up the Public Interest Division, supervising the Antitrust, Public Utilities, Civil Rights and Disability Rights bureaus. I will sure miss the job, but I know living in Milan for five years will be exciting!

1971

Kristin Olsen (Wheaton, Ill.)
I enjoyed touching base with the people and place of Pitzer at the reunion last spring. I got to look through the last PZ newsletter on my weeklong break from conducting tours in Scandinavia for Tauck World Discovery. I am in my 10th year of a supposed three-year stop-out from my (now former) university/college administration career. I led three tours

throughout Norway, Sweden and Denmark from May through September. My favorite includes four days on the famous Coastal Steamer to the North Cape. November into December, and then again February through April, I will work two different itineraries in Australia and New Zealand. I also specialize in the West-tours of Texas, Arizona and western Canada. In between tours, I'm learning all those first house-garden-mortgage lessons. Love learning all that home improvement stuff! It's a life well suited to this stage of my life.

1972

Reunion: May 3-5, 2002. Class reunion chair: Morris Graves, phone (650) 723-2733, e-mail: mgraves@leland.stanford.edu

1974

Sue Fisher-Yellen (Chicago)
I am happy and healthy in Chicago with my husband, Larry, and our 15-year-old, Maggie. Hello to all my classmates from the class of '74! We'll be looking at colleges next year, and hope to find an excuse to visit some of you!

1977

Reunion: May 3-5, 2002. Class reunion chair: Jean Prinvale Swenk, phone (760) 739-5430, e-mail: jswenk@nu.edu

1979

Jim Arhelger (Wakefield, Mass.)
Susan and I are pleased and overjoyed to welcome our son, Evan James Arhelger, to the world. He was born March 10 and is doing great.

Adi Liberman (Encino, Calif.)
After six wonderful years of service to Los Angeles council member and former City

Council President Ruth Galanter, I am taking on new and different challenges. I have several excellent opportunities before me and I plan to say more about the next chapter in my life quite soon. In the meantime, you can contact me at adilberman@att.net.

Johanna Siegmann (Los Angeles)

Thanks to Greg Saks [director of alumni and parent relations] for all his efforts at keeping us alumni informed and in touch with our old alma mater. Just in case my fellow students might be interested, my book, "The Tao of Tango" (and the workshop based on it), are doing really well. The workshop especially is beginning to gain momentum. It is highly effective and applicable to a wide range of uses since it specifically addresses communication skills (and who couldn't use some improvement in that area). I've done them for couples, sales forces and executives. I'm also looking into doing them for people in anger-management programs. It also vastly improves teamwork. Anyone interested in getting more information on the workshop should contact me through the site (www.TaoOfTango.com). I'm also beginning my second book, so I'm thrilled to discover that I have more than one in me!

1982

Reunion: May 3-5, 2002. Class reunion chair: Rhonda Bennett Foster, phone (310) 632-7782, e-mail: evanleigh@earthlink.net

Katie Wheeler (Reading, Mass.)

After many years of wanting children, I gave birth on July 23 to twins — Alexandra Alma and Christopher Colin Wheeler. I love being a mom and being on maternity leave. As much as I like my job, going back to work as director of the Girls' Coalition of Greater Boston will be hard.

Johanna Siegmann '79 Finds Balance in 2/4 Time



For years, Johanna Siegmann '79 pursued balance in her life. Exercise, meditation and diet helped, but the Los Feliz, Calif., resident never truly felt happy in herself.

Not until a chance encounter with a 100-year-old dance.

Siegmann was born in New York, but was raised in Mexico. She and her family took part in celebrations in their small town and she never forgot the kindergarten recital in which she danced the twist in front of the community.

She returned to the U.S. for her college education, receiving her B.A. in English and American literature from Pitzer. She went on to study philosophy and psychology at Cornell. She also studied creative writing at Hunter College and playwriting at The New School.

Siegmann returned to Mexico as an advertising copywriter, but her career brought her to New York. After four years, she was drawn back to the stage and pursued acting.

Following a divorce, she took up the Argentine tango in 1995. The dance not only helped to change her life, but it also led to a renewed career in writing.

"I did not originally set out to 'write a book,'" she says. "My experience with tango in the very first minute of the very first class I ever took was so extraordinary that I went home that very night and began to take notes. These evolved into a sort of journal because I was applying what I was learning to life and experiencing enormous personal change."

"The Tao of Tango," published last year, is Siegmann's method for achieving balance in one's life. Even if a person cannot dance, they can learn to bring together their opposite — or male and female — energies through simple exercises and Siegmann's insights.

Tango did for her what meditation, tai chi and yoga could not: it balanced her "energies."

Siegmann describes the benefits of the dance on her web site, www.taooftango.com: "In Tango, even if the male leads (active energy) and the woman follows (passive energy), the man must then wait for the woman to finish the step he's led: the energies are shifted. This creates the perfect learning environment for both people to experience both energies."

The self-published book has been featured in many newspapers, on the radio and the Internet, and still is gaining momentum.

"My brother told me that a very good friend of his bought 10 books and is giving them away as gifts to his friends," she says. "He desperately wants me to find a publisher because it's the only book he's read that 'makes sense.' Men are thanking me for writing a self-help book that they can understand, use, and doesn't ridicule them."

Siegmann also gives lectures and workshops based on the book, which have led to many breakthroughs. "Because 'The Tao of Tango' affects everyone on a very basic and emotional level, the poignant moments have been countless," she says. "The overall most poignant thing about it is the people I meet who've read it, thanking me for expressing their own feelings so eloquently."

"A woman came up to me after I was introduced at a meeting and hugged me, tears in her eyes, saying that the book had changed her life. She could not understand intimacy and had issues with it, until she was able to understand it because of what I had written."

So, does she have plans for another book? "Actually, yes," she says. "I have begun preliminary work on a new project, which I'm calling 'Embracing Silence.' Part of the book's format is to include comments from successful people (any industry, who have achieved economic and personal success), and what silence means to them, and how it has been instrumental to their success." —*Bridget Lewison*

Alumni Careers: Photojournalists Click with Aplomb

Judy Griesedieck '75: Spontaneity is the Name of the Game



It was a rare moment that Judy Griesedieck '75 didn't have a camera. While enjoying a relaxing weekend at a bed and breakfast, she noticed a woman outside hanging

linens, standing among a crisp white maze of sheets. Griesedieck knew she had to record it.

Running to her car, the Pitzer alumna rummaged through the trunk and found an old camera she had rescued from a trash bin at the newspaper office where she worked. Fortunately, it still had film in it.

Pointing it in the direction of the sheets, she managed to get a few frames out of the roll. The romantic image she captured is — to this day — the most-frequently-requested photograph in her portfolio. It's that kind of spontaneity that Griesedieck loves about being a photojournalist.

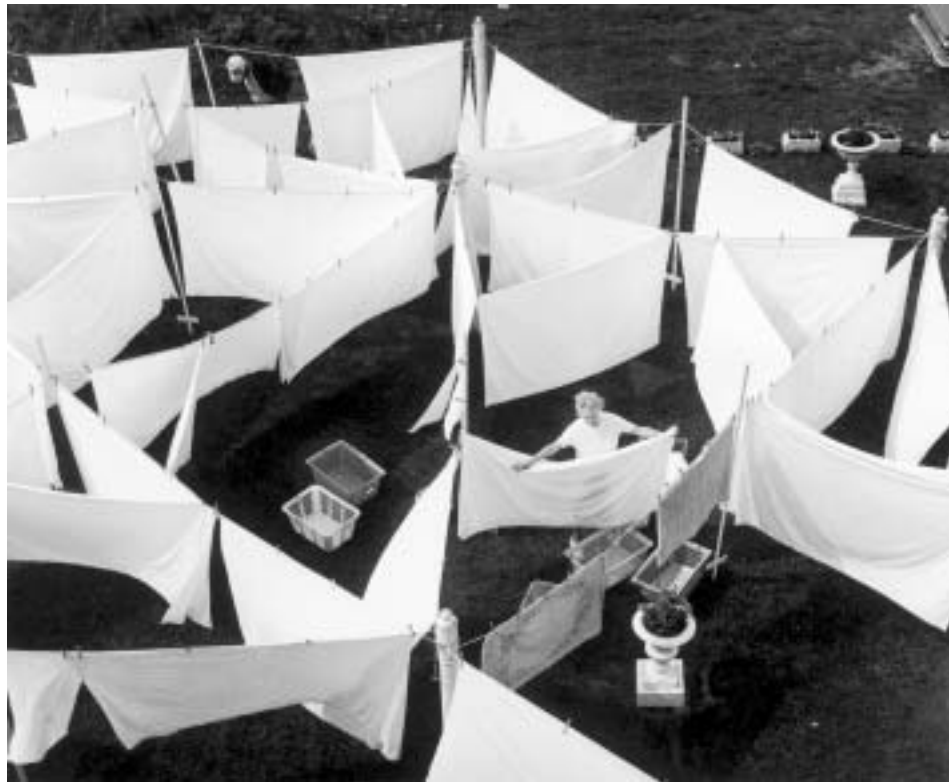
"You just don't know what's around the corner," she says.

As a general assignment photographer at the Minneapolis Star-Tribune, Griesedieck often has found herself looking at history-in-the-making through her lens.

"I like the element of going to an assignment and not knowing what will come out of it," says Griesedieck, who in 1989 was in Beijing's Tiananmen Square for China's political crisis.

At the time of her comments, Griesedieck was — like many photojournalists — charged with documenting local reactions to the terrorist attacks in New York and Washington, D.C., then transmitting the digital images from her cell phone.

"That kind of technology really has



made things different," says Griesedieck, who remembers hauling three trunks of darkroom equipment to photograph the 1988 Winter Olympics in Calgary. "Now all you need is a camera and a laptop."

Griesedieck first got involved in photography at Pitzer, writing and shooting her own photos for *The Collegian*. The photo editor at the time, Julie Gould '76, "taught me a lot," Griesedieck says.

Griesedieck proved to be a natural, and landed on staff at the Hartford Courant,

and later the San Jose Mercury News. Her award-winning photos have appeared in *Time*, *Life* and *Sports Illustrated*, and she has had several book projects. Her most recent is "Game Face" (Random House, 2001), a 224-page book documenting women athletes. A photo Griesedieck took of the first female Globetrotter appears in the book, which is being exhibited at the Smithsonian Institution in Washington through January.

Griesedieck has found that motherhood (daughter, Taylor, is 8) "has changed my shooting habits and schedule." Her current photo project involves shadowing medical students at the University of Minnesota. She was inspired by husband Mike Healy's own medical-school experience. By shadowing the class after his, she hopes to capture from start to finish "what it's like becoming a doctor."

Says Griesedieck, "I want to be getting better all the time and doing different things, and not staying in one place."



Max Gerber '96: Capturing the Heart of the Moment



In his junior year at Pitzer, Max Gerber '96 took a ceramics class just so he could have a coffee cup. He must have been a natural.

His professor, David Furman, suggested Max

tack on art to his dual major in music-philosophy. So he did. Max had taken photo classes at Pitzer since his freshman year, and decided that now was the time to go full-throttle with his hobby.

Later that summer, Max had a life-changing experience. Through family showbiz connections (his mother once managed singer Carly Simon, who remains a family friend), Max scored an internship in New York with renowned photographer Mary Ellen Mark. The experience taught him what textbooks never could.

"It was a big wake-up call," says Max, 28. "It gave me the idea of what was acceptable as the standard for photography."

The 'tween times — shooting friends in bands and then moving into straight portraiture with helpful gigs for the Los Angeles Times, The New Times, The Washington Post and Warner Books — sharpened Max's lensing abilities.

After returning to New York following graduation, Max learned all things technical about photo-taking from celebrated photographer Gregory Heisler (Time, Life, GQ), and apparently has made good use of his free-for-hire investments. The "Broken Hearts Club" spread in the Aug. 17 issue of L.A. Weekly revealed a tender series of portraits Max had photographed of children with varying degrees of heart maladies.



Dylan, left; below, Micah

"I never knew it would take this long, or be this expensive," says Max, who has invested 2 1/2 years in the project, flying or driving to wherever the photos beckoned. Three of the children lived in Arizona, including 11-year-old Micah, pictured several times in the spread. (Micah died last April, and the family flew Max to Tucson for the services.)

The inspiration is personal. Max was born three months premature and received a pacemaker when he was 8, due to an abnormally low heart rate. His photos of the children collectively show an ironic strength of heart among the subjects, and

are expected to appear in an upcoming issue of DoubleTake documentary magazine — a dream realized for Max.

"DoubleTake was started at the same time I was a senior in college, and it's put out by a group of people that I've always wanted to be included with."

Max hopes the photos lead to a book deal, but in the meantime he has enjoyed watching his subjects grow up in front of him. "Something I've learned from these kids is that I'm going to be a much better patient." — *Alissa Sandford*

(Max S. Gerber welcomes letters from Pitzer alumni: max@msgphoto.com)



1983

Thomas Brock (New York)

My partner, Kevin Bothwell, and I celebrated our anniversary in August. It's been 15 years since we first met in New York, and 10 years living together.

1984

Katrellya Angus (Sierra Madre, Calif.)

On June 16, at the Southern California C. S. Lewis Society meeting at Fuller Seminary in Pasadena, Calif., I gave a presentation on C. S. Lewis' views in opposition to vivisection, and how these views are expressed in Lewis' fiction. The presentation went very well and I will be delighted to give this presentation to any group upon request.

1987

Reunion: May 3-5, 2002. Class reunion chair: David Greensfelder, phone (510) 525-3232, e-mail: dgreensfelder@longs.com

1988

Rick Weideman (Dallas)

My wife, **Saskia (Van Zandt) Weideman**, gave birth to our second daughter, **Rose VanZandt Weideman**, on Jan. 16 in Dallas. Saskia is teaching preschool at our church, and I am doing something called "knowledge management" for Siemens. It's like writing a book that is never finished, which is a certain kind of job security!

1989

James Lange (San Diego)

After 11 years in the Washington, D.C., area, **Desiree (Herbert) Lange '90** and I are moving back to California. Jim has accepted a position as coordinator of Alcohol and Other Drug Initiatives at San Diego State University. He also will continue work on his NIH-funded research. Our two sons, Clayton, 2, and Harrison (new baby) are excited to be moving closer to family. Desiree, however, is not excited about taking another bar exam.

Tracy Nordheim (Folsom, Calif.)

Tracy and her husband, Mark, welcomed

Elyse Noelle into the world on Dec. 13. She joins brother **Nicholas** at home. **Tracy** keeps busy as the membership director of the Sierra Moms Club, a nonprofit support group for 250 local families with young children.

William Polese (Manchester, Mass.)

William and Beth Polese '90 would like to announce the birth of **Elaina Marie Polese**, born at 12:20 p.m. on Aug. 4. She weighed 7 pounds, 13 ounces, and was 19.5 inches long. **Samantha** loves being a big sister. We are all doing well.

1990

Gregg Silver (Toluca Lake, Calif.)

I will be leaving Universal City Studios on Sept. 14 to start my own real estate investment company. Best regards to all Sagehens!

Elaine Waldman (Los Angeles)

I've begun work as the director of the Community Outreach Services Unit of the L.A. County Sexually Transmitted Disease Program. Our team provides workers with STD/HIV prevention education, counseling and testing at day-labor sites throughout Los Angeles and facilitates the Latino Recent Immigrant Coalition. I'd like to get in touch with other alums working in public health. I'm at (323) 931-1155.

1991

Tim Christian (Los Angeles)

After nearly four years at UCLA, I took an opportunity at Angles Gallery in Santa Monica. I am the administrator, which means I do all the administrative work to keep work on the walls, enthusiasts coming in and the doors open. I work closely with the director, **Lilli-Mari Andresen (Scripps '92)**, and the owner, **David McAuliffe**. I will be learning a lot about fine-art dealing and hope to make a curatorial contribution starting in 2002.

Bryan Gibb (Washington)

I am the new executive director of The Washington Campus. I joined the organization as an associate director 15 months ago, and my new position was effective April 2. I live in the District of Columbia and still hang out with my old

Sanborn Hall roommate, **Seth Leibsohn**, who lives and works in the District as well. For more information on the Washington Campus, you can check out www.washcampus.edu

Max Smith (Cincinnati)

Max Smith and **Wendy Parker** had a second child, **Zoe Cassandra Smith**, born June 13. She and their son, **Austin**, who turned 2 in August, make for a very busy home. They say life in Cincinnati is good, though it doesn't lead to many Pitzer connections. **Max** says he wishes he could have made it to the 10-year reunion.

Lisa Taplin (Bass Harbor, Maine)

On Aug. 6, **David Murray** and I had a beautiful baby boy. **Sean Benjamin Murray** is wonderful and gorgeous (and all of the other non-objective things you can say about your first child)! We are so glad we bought a house last August. We still live on Mount Desert Island in Maine, dodging tourists, but managing to do some sailing and hiking this summer. We hope to get **Sean** out on the water at least once this fall.

1992

Reunion: May 3-5, 2002 Class reunion chair: **David Glickman**, phone (415) 776-8455, e-mail: glickman@pobox.com

Karla Held (Houston)

In late August, I'll be taking an extended trip to Mexico and the Caribbean until the money runs out and/or I find work there. Anyone is free to e-mail me advice and visit along the way. I can be reached at karlaheld@hotmail.com.

1993

Kate Dominus (New York)

I got married two years ago, and I am about to start my last year of law school.

Barbara Mendell Brown (Orlando, Fla.)

It's been a hectic year. I moved from San Antonio to Orlando in order to take a position as in-house counsel to a publicly traded company in the field of telecommunications, ISP and web hosting. My two furry boys, **Nicholas** and **Trevor**, 7 and 6 years old, respectively, came with me, and they love the lakes in Orlando. I

highly recommend golden retrievers to anyone.

1994

Noriko Ban (Tokyo)

I am very happy to inform you that I have found a new job that I am interested in. I will have to move up to Tokyo from the Osaka (Kobe) area, five to six hours away by car. It is going to be one of the biggest challenges in my life. It is in the Tokyo Office of an American nonprofit association. I will be the Japan representative because I will be the only person in the office! The Tokyo office is sharing the office space with the state of Washington because of the many jobs and projects being done together. I will have at least one business trip to the U.S. per year, mainly to Seattle. I hope it allows me to have some free time to stop and see everyone in Claremont.

Christy Hetherington (Bristol, R.I.)

Christy was awarded a \$500 scholarship from the Roger Williams University Law Alumni Association. The award recognizes academic excellence and financial need of second-year law students. Christy, who received one of two scholarships awarded, is a law clerk in the litigation department with Tillinghast, Licht, Perkins, Smith, & Cohen, LLP, Providence, for the summer. During the academic year, she is the notes and comments editor for the Roger Williams University Law Review, a semi-annual scholarly journal.

Freya Prowe (Los Angeles)

I married Jeffrey Bedrick four years ago in the Bay Area, where we lived until 2000. We moved to Los Angeles last year and have a 1-year-old amazing daughter. I opened my own floral design studio this year, having worked in the field for the past seven years. I also continue to paint and sell my artwork at Hang Gallery in San Francisco and Palo Alto (www.hangart.com). Check out my site at www.freyaprowe.com/.

1995

Jesika Samuelson (Portland, Ore.)

I got married in March to a wonderful man, Enrique Gavilanes. We had a bilin-

gual service and a mariachi band to help us celebrate. We were surrounded by lots of family and friends.

1996

Juan De Lara (Ontario, Calif.)

Juan and Veronica Carrizales are the proud parents of a baby daughter born Aug. 22. She weighed 7 pounds, 1 ounce, and was 18 inches long. Congratulations can be e-mailed to jdalara@ile.ucla.edu.

Ethan Ruskin (San Jose, Calif.)

On May 26, Ethan received his Master of Public Health degree from San Jose State University, College of Applied Sciences and Arts.

1997

Reunion: May 3-5, 2002 Contact: Jessica Carey, phone (909) 621-8130, e-mail: Jessica_Carey@Pitzer.edu

Elif Ozmenek (New York)

After I left Pitzer, life has been very crazy for me. I went back to Turkey and did a one-year M.A. program at Bilkent University. I worked on refugee issues and Turkish-refugee policies. As a result of my thesis at Bilkent, I got an acceptance from Columbia University's School of International and Public Affairs to do a two-year M.A. program. Years fly and here I am now with American International Group (AIG) as a political risk analyst covering emerging markets. I live in New York and I see Handan Hizmetli quite often. After finishing her M.A. degree at City College, she started working at Bronx Community College as a researcher. She is doing fine.

1998

Jon-David Settell (Latvia)

I never did leave Eastern Europe, even after finishing my Peace Corps service. I am working as an English lecturer at the Stockholm School of Economics in Riga, and as Spanish lecturer at the University of Latvia. I can't believe I've been here so long, but it doesn't look like I'm coming home anytime soon. Latvia is an incredible place. I'd love to hear from long-lost friends, and anyone traveling through the Baltics is welcome to stay with me in Riga.

Attention Pitzer Parents: Save the Date!

Join parents from CMC, Scripps and Pomona colleges for this special weekend just for parents!

Family Weekend

Feb. 15 and 16, 2002

For more information, please contact Jessica Carey, Office of Alumni and Parent Relations, at parenthelp@pitzer.edu or at (909) 621-8130

I live in the 800-year old city center, or old town. Write to jon-david@sseriga.edu.lv or call, when in Riga, at 00-371-7224486.

1999

Jonathan Tan (Glendale, Calif.)

I just completed my master's in psychology program at Pepperdine University this summer, and will go on to my Psy.D. this fall. Starting practicum placement in September as well, most likely as a school counselor. God help us all!

2000

David Khani (Pacific Palisades, Calif.)

I relocated to New York City a few months ago. I'm working at the New York Mercantile Exchange as a proprietary trader at Andover Brokerage. Things have been working out very well for me here in the big city. I guess that's about it. Hope all is well at Pitzer.

Daniel Williams (Washington, D.C.)

I'm back in D.C. after my stint in Anahuack, Texas, working in the fish fertilizer industry. I'm working for an environmental justice group, Federal Laborers Against Bio-toxins. We work with government employees to remove toxic substances from federal buildings. Bio-toxins are stored in the body in fat cells, and I work on expanding our fitness and weight-loss programs. I counsel government employees on dieting and teach a jazzercise class twice a week. I've seen quite a few alums here. **Nazar Altun** and

Kate Volti are both living with me. Nazar is working at Comix World in Georgetown, and Kate is looking for work on Capitol Hill. Michael Collins also is here. He is working for Congressman Tom Udall, D-N.M. Theodore Sidell is going to be passing through here soon as well. I haven't really heard from anyone else, but please tell them to get in touch with me. My e-mail is wileywilliams@hotmail.com and my new phone number is (202) 364-2459.

2001

Eric Baudry (Walnut Creek, Calif.)
I would like to announce my wedding engagement to **Rebecca Boyle** (CMC '00). The ceremony is scheduled to take place in the spring of 2002.

In Memoriam

Andre Bolen '94 (Mill Valley, Calif.)
Andre Bolen passed away June 4 of complications from a spinal-cord injury and a rare medical condition called neurofibromatosis, type 2. Last year he became one of the first people in the world to successfully undergo a cutting-edge medical procedure called an auditory brain stem implant that restored his hearing. Bolen attended Pitzer in 1994, and was the brother of **Melody Bolen '92**. Donations in Andre Bolen's memory may be sent to the House Ear Institute, 2100 W. Third St., Los Angeles, CA 90057.

Belated Acknowledgment

Our summer edition failed to give credit to **Gilbert Frazee '98** for the photographs he shot at Alumni Weekend last April. For this oversight, we apologize.

Poetry

The Creation of the Question Mark

By *Maurya Simon '80*

From "A Brief History of Punctuation," a limited-edition offprint from *The Georgia Review*, Vol. 53, No. 3, 1999.

It grew slowly, atom by atom, curving
its serpentine line around a doubt.
For eons it hung suspended in the air
like a shepherd's crook, an ebony cane
a blind woman hung out at midnight
on an invisible clothesline.

It did not form itself from Adam's mouth,
it did not sprout as a kinky white hair
from Gilgamesh's never-trimmed beard,
it did not electrify loose ganglia
into syntactic fright in God's mind,
nor curdle the earthworm, nor shape
the sickle that mows down everything.

Like a lily, it roused itself to life,
Unfurling into reason's limbo quietly,
and it left in its wake a single teardrop,
a tiny pinprick of dew, a dab of salt
for the minions of air to lick eternally —
that minute mirror begetting wonder.



Simon

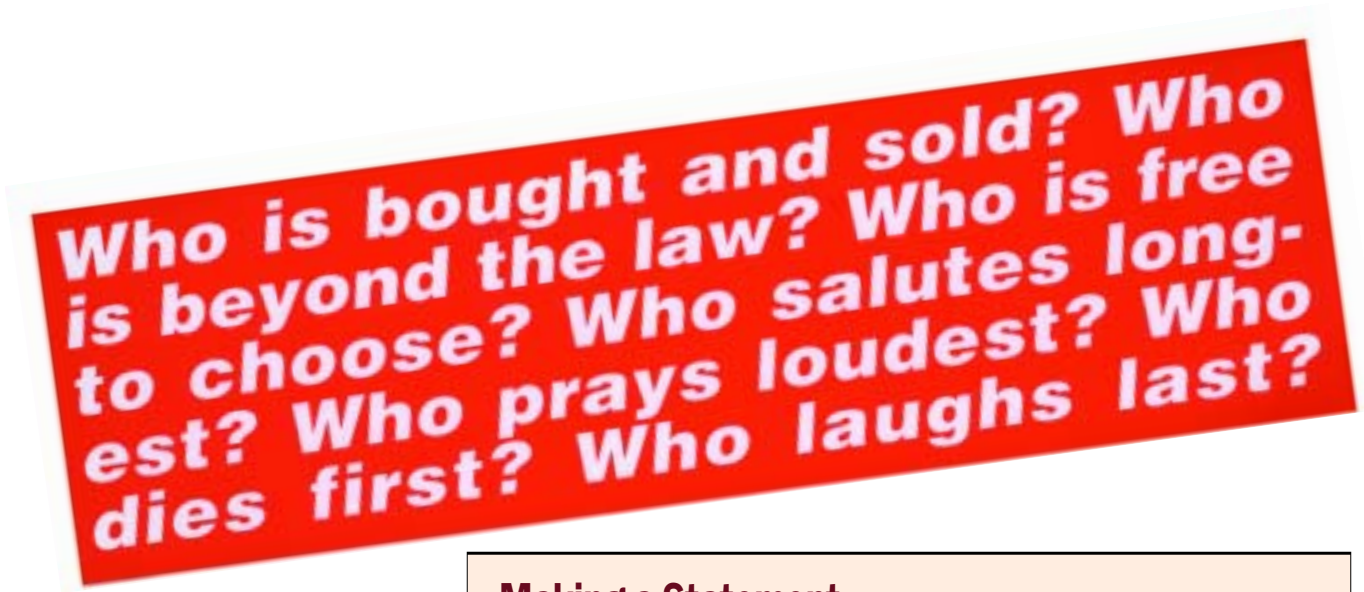
Simon received her M.F.A. from UC Irvine. Her fifth volume of poems, "Weavers," (Black Bard Press), will be published in 2002. Her other collections are "The Golden Labyrinth" (University of Missouri Press, 1995), "Speaking in Tongues" (Gibbs Smith, 1991), "Days of Awe" (Copper Canyon Press, 1990) and "The Enchanted Room" (Copper Canyon Press, 1986). She received an NEA

Fellowship in Poetry for 1999-2000. Simon's poems, essays, articles and reviews have appeared in The New York Times Book Review, The Georgia Review, Poetry, the Los Angeles Times Book Review and many others. She is a professor of creative writing at UC Riverside and lives in Mt. Baldy, Calif.

In My Own Words *I never much liked the World Trade Center.* The twin towers' overweening size and their cold, slick skin of steel and glass made the whole unsightly, untouchable, inhuman. The vast walls were repellant in another sense — they created a powerful wind tunnel that literally swept away pedestrians as if they were the leaves, hot-dog wrappers and newspapers that daily swirled in the dark, 110-story canyon. ¶ My dislike of the center's architecture is tangled up, I must confess, with a modest grudge I bear for some of those who poured its foundations and hammered it into being. In early May 1970, with construction in full swing, many of the workers on the cavernous 16-acre site were given an unusual holiday; the unions cut a deal with the construction companies to release hundreds of workers to go to Wall Street. Their task? Bust up an anti-Vietnam War protest that Students for a Democratic Society, and a coalition of other peace groups, had sponsored. ¶ On that May morning, thousands of activists rallied in lower Manhattan with the august (and ultimately unrealized) goal of shutting down the nation's financial capital. Two friends from high school and I joined those marching in the streets; at noon, we buttonholed stockbrokers, clerical staff and passersby in search of those who might help end the war. The discussions, often heated, were nonetheless a remarkable display of democratic discourse at the most intimate of levels — face-to-face dialogue among people who did not know one another, but who were willing to interrupt their daily business to talk about the central issue then confronting the nation. ¶ For the hard-hats, such talk was cheap, or at least unpatriotic. And when they arrived at the close of the lunch hour, marching en masse behind an American flag, they immediately began to provoke fights with the protestors. As they bludgeoned those standing on the steps of the old customs house, and cleared the street before it, the badly outnumbered police hastily moved a set of wooden barricades to seal off the intersection of Nassau and Wall — right at the Stock Exchange — and thus to separate the two groups; anti-war demonstrators, in whose ranks were woven the simply curious and the hungry, filled up the block that backed up to Trinity Church on Broadway. Tension along the dividing line increased; words and fists flew across the thin blue wall of separation. Then, with a surge, the workers broke past the police, and a *mêlée* erupted. ¶ Caught in a tight mass of humans in panic, stunned as we watched a secretary trip over her heels and be trampled by those fleeing the workers' onslaught, my friends and I did the only thing we could recall from marshal training (a decent consequence of attending lots of previous demonstrations): we pivoted to face the crowd, put our hands on peoples' chests, looked them in the eyes, and urged them to slow down. It didn't help. When my buddies were carried off in the rush, I found myself alone, in a weird moment of suspended animation; the thunderous sound of hundreds of feet pounding the pavement slowly receded into silence. This was not good. But without thinking, I put up my arms to restrain the next person who came towards me. When I awoke, I was lying in a nearby gutter, a policeman's knee on my chest. "Don't fight back," he yelled. (As if). ¶ My retaliation for the swift punch that decked me? To disdain that which the anonymous, powerful arm helped construct. Yet some of my long-nursed animus vanished the last time I caught a glimpse of the World Trade Center. On the evening of Monday, Sept. 10, aboard a much-delayed TWA flight making its final approach to Newark Airport, I stared through a rain-streaked window at the New York City skyline. Slipping in and out of the fog, back-lit by the flash of distant lightening, the twin towers shimmered invitingly. Twelve hours later they were gone. —**Char Miller '75**



Char Miller '75 is professor and chair of the history department and director of Urban Studies at Trinity University; he is author of "Gifford Pinchot" and "The Making of Modern Environmentalism" (Island Press, 2001) and editor of "On The Border: An Environmental History of San Antonio" (Pittsburgh, 2001).



Making a Statement

What's black, white and red all over Pitzer? T-shirts and bumper stickers featuring the work of internationally renowned artist Barbara Kruger, which were handed out the first week of fall classes. Kruger has been noted for her thought-provoking artwork commenting on social issues. For more on this story, see Campus News inside.

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