

Pitzer College

Summer 1987

Arms Race Linked To Homeless

Two projects on the campus of Pitzer College this week made statements on social problems — the homeless and the arms race — which are really related, according to Tom Manley, political studies instructor. "The plight of the homeless people here in Southern California is a local issue which is related to poverty and the lack of public funding," noted the instructor.

Pitzer College To Unload All S. Africa Stock

Pitzer College announced Thursday it will sell off holdings valued at more than \$2.1 million in companies doing business in South Africa to protest that nation's apartheid government. The decision favoring divestiture culminates a year-long drive by the faculty, students and staff.

LA Police Arrest 5 Pitzer Students At Protest

Five Pitzer College students were arrested on trespassing charges late Thursday night in downtown Los Angeles during a protest organized by Justiceville, a group for the homeless.

The protest had been planned to draw attention to the plight of the homeless people, Justiceville organizers said. A group called SOFAH (Students Organized For America's Homeless) at Pitzer College had spent a night sleep-

Students Deflate Giant Mushroom Cloud

Pitzer college students deflated a giant mushroom cloud balloon sculpture Thursday in a symbolic protest to wipe out the threat of nuclear war.

Pitzer College Voted Sanctuary For Refugees

Pitzer College students have voted to declare their school a sanctuary for refugees from El Salvador and Guatemala. According to totals announced Monday, 80 percent of the students voting on the issue supported making the college a sanctuary. Michael Teahan, Pitzer student body president, said the vote was 60-20.

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Pitzer's Activist Heart: Still Beating?

Activism. The word can mean many things to many people. For some it was a thing of the '60s, for others it was a lifelong commitment. What do today's students feel about activism and their role in it? How about the professors? This insightful story will shed some light on Pitzer activism *today*.

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Pitzer's Direction Defined

Is Pitzer just a liberal arts college, or does the College strive to endow its students with something larger, more distinctive? The newly articulated educational goals set the record straight.

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You Snooze, You Lose

A report on the findings of a survey by professor Stephen Edelson on student attitudes toward make-up exams. And yes, students are just as tough (if not tougher) than professors about this issue.

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Bushnell Returns to Pitzer

1969 graduate Nancy Rose Bushnell returns to Pitzer. No, not to the classroom, but to the board of trustees.

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The Road, Freedom, and a Motorbike

The second of a two-part series featuring the adventures of two Pitzer students during their 50-day motorcycle trip through Mexico.

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Applications are up. Up. UP!

Under Paul Ranslow's direction, inquiries from college-bound students about Pitzer have more than doubled and applications have risen by over 50 percent.

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Synthesizing Nations & Cultures

Making students aware of the differences and similarities which they share with people of other cultures is the major goal of the new international and intercultural program at Pitzer.

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COVER

Against a backdrop of the ultimate
social issue, the Pitzer community
examines a variety of contemporary
concerns. See "Activist Heart," p. 6.

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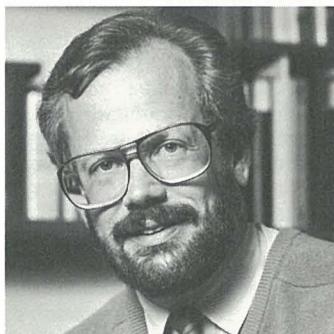
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IN EVERY ISSUE

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From the President



Dear Graduates,

Pitzer ends its twenty-third year with the spirit and activity that have marked the College during your days on campus. Any quality institution is constantly in a stage of development. Our past 1986-87 school year was no exception and eventful.

We began with a campus largely refurbished during the summer. Freshly painted, new furnishings in dormitory areas, new landscaping around the Grove House signaled the advent of an exciting year.

You read earlier of Pitzer's new dean of faculty and I hope by now many of you have met Alfred Bloom. True to advanced billing, Al Bloom lost no time in becoming an important person in our community. Working with scores of faculty, we have adopted Educational Objectives for our students that were unanimously adopted by the

College Council. Student participation in this process was in the best of Pitzer traditions. These objectives are discussed in more depth in this issue of *Participant*. Needless to say this accomplishment will have significant impact on our students and is a superb reflection of a creative and committed faculty.

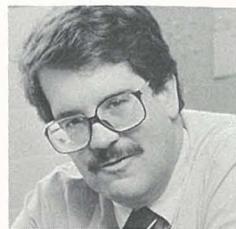
Later in the fall, Carl Bandelin arrived on campus to lead Pitzer's development efforts. Joining with Meg Wilson's successful alumni work Carl has begun shaping a development effort with trustees and our alumni that will be fundamentally important for the growth of the College in every way. The immediate and long-term strength of Pitzer is directly related to the monies we are able to raise.

I need also to alert you to an extraordinary development which bodes well for us. This spring, as we prepare for the 1987-88 school year, Pitzer has attracted the largest number of applicants in the history of the College. Approximately one thousand students applied for the freshman class of 1991. The selectivity this opportunity provides produces both better students in statistical measures as well as a freshman class particularly well-suited for Pitzer education. All of this has meant a very busy time for this community, which continues to emerge as an extraordinarily distinctive College in American higher education of learners and teachers. I urge you to stay in touch with Pitzer — we need your support.

Sincerely,

A handwritten signature in dark ink, reading "Frank L. Ellsworth". The signature is written in a cursive style with a large, prominent "F" and "E".

Frank L. Ellsworth
President and Professor
of Political Studies



Don Brenneis

Inside Story

Trouble and Paradise

"My Troubles Are Going to Have Trouble With Me: Women and Work," is the title of a talk given by sociologist Ann Stromberg as the featured speaker for Women's History Month at Citrus College. Earlier in the semester, Stromberg presented a talk on "Violence in Intimate Relationships" to faculty and graduate students at Loma Linda University School of Public Health.

And how does summer in Asia sound for paradise (or at least a stimulating vacation/study opportunity)? Ann, along with husband Rudi Volti (also a Pitzer sociology professor) and daughter Kate, will spend about six weeks in China with grants from the Durfee Foundation on their American/Chinese adventure capital project. They plan to also visit Japan, and include stops at two Japanese women's colleges with programs at Pitzer.

Pitzer's Night of 1000 Stars

OK, so maybe there weren't 1000 stars, but Pitzer's annual film benefit held at Universal Studios on commencement weekend in May was a shining success and lots of fun for all those in attendance. "Harry and the Hendersons," a comedy/adventure from Steven Spielberg's Amblin' Entertainment and Universal Pictures, starred John Lithgow, Don Ameche, Lainie Kazan, and other luminaries. But the real stars of the evening were Pitzer alumni, parents, and students who turned out in record numbers to feast in the Universal commissary and retire to the plush chairs of the Alfred Hitchcock Theater, or Screening Room 1, for the private preview of the film. And in keeping with the theme of entertainment, Pitzer alumni working in the entertainment business were noted in the dinner program. Now that's entertainment!

It Mushroomed into Something Big

When Harvey Mudd College invited Sidney Drell (scientist, arms control advocate, and co-director of the Stanford Center for International Security and Arms Control) to Claremont to give a talk on "Star Wars," Pitzer's director of special programs, Tom Manley, saw the opportunity for something bigger. And "bigger" is the operative word here. In conjunction with Drell's talk, Manley organized a conference on "Star Wars" that featured panel discussions on the technical feasibility of the Strategic Defense Initiative as well as the arms control implications of the program. But what was really *BIG* about the day's events was the five-story-high, 50-foot-wide black mushroom cloud sculpture that was inflated on the north end of the Pitzer campus. The ominous specter that positively dwarfed nearby Bernard Hall was courtesy of internationally known artist Lee Waisler, who has inflated his warning cloud all over the globe. Placards filled with information about nuclear holocaust were set out neatly at the foot of the giant cloud and Waisler installed a sculpture of cement pedestals topped by black bombs nearby. Television stations, wire services, and newspapers were on hand to cover the event as onlookers gaped at the huge black balloon.

Susan Seymour's Anthropological Vision

Susan Seymour, who recently returned from India where she was continuing her cross-cultural research on women's roles, was honored in May with the 1987 Distinguished Alumni Award from her alma mater, The Branson School in Ross, California. Seymour was presented with the award at a special assembly at the School on Alumni Day and was commended for her "anthropological vision" in working to explain, describe, and understand the roles and status of women both here and abroad.

Don Brenneis: Teaching, Talking, and Jetting About

Don Brenneis has plans for his summer vacation — and fishing, relaxing, and sunning don't appear high on the list. The busy anthropologist will be packing his bags for Cornell University where he will be co-teaching an intensive six-week seminar on "Culture and Miscommunication" along with former Pitzer visiting professor, Ruth Borker. The seminar will be part of the Telluride Associates Summer Program, a residential program for 14 gifted high school juniors and seniors.

After that, it's off to Antwerp for the meetings of the International Pragmatics Association where Brenneis will co-organize a panel on language and conflict in cross-cultural perspective.

And Brenneis has a few plans for the fall as well. He and his wife, Wynne Furth (Claremont's city attorney), are invited participants in a two-week Executive Seminar of the Aspen Institute for Humanistic Studies. They're part of a small group brought in from academia, government, etc., to meet and talk intensively with a larger group of men and women from the corporate world.

Another Pitzer Watson Named

Silvia Gray '87 believes that the allocation of water in areas where it is scarce may just hold the key to the distribution of wealth and political influence — and that's what she hopes to determine as a recipient of a 1987 Thomas J. Watson Fellowship. Gray, who plans to become a natural resources economist, will travel to the Solomon Islands to observe the social and economic institutions associated with the usage of water. She maintains that conventions and institutions which govern emerging and changing water rights reflect the values attached to water, as well as attitudes toward justice and political power.

Gray was one of 80 winners selected from 178 finalists. Fellows are selected for their commitment to a particular field of interest and for their leadership potential.

They Have Our Endorsement

Pitzer gave its official endorsement to a May 30 conference on "Empowering Women for Change." The conference was designed to bring together the leadership of all the women's organizations in the San Gabriel and Pomona valleys, as well as the Riverside and San Bernardino counties. At the conference, the women worked to develop a network and coalition, to implement relevant recommendation of the Plan of Action adopted in Houston in 1977 and in Nairobi in 1985, to develop action plans using local and international models, and to focus on key issues of local and international significance. But, the real Pitzer connection was, in true Pitzer form, the commitment of people. Barbara Bixby, assistant dean and director of career resources, worked on the steering committee and helped to organize the conference. Agnes Jackson, professor of English, served as a workshop resource person. Two Pitzer students interned with OEF International, a non-profit agency that helped fund the conference (one now holds a paid staff position). And, finally, a number of Pitzer people were in attendance.

Kid's Stuff

Pitzer's Summer Collegiate Camp offers children (5-12) a valuable addition to their summer vacation: education that's fun. In small classes, divided by age and guided by accredited teachers, the children discover the fascinating worlds of science and the arts. Each week brings new adventures in learning as they listen, sing, touch, write, read, dance, draw, analyze, build, run, swim, play, and grow. This summer's weekly themes include: Big on Biology, Computer Capers, Summer Samurai's, Knights and Castles, and Magical Mysteries. The dates are June 29-August 7 (9 a.m.-3 p.m. with extended child care available). Alumna Susie Brooks Warren '78 is one of the camp directors. For more information call (714) 621-8104.

Keeping Up The PACE

Students from Italy, Korea, Oman, Indonesia, China, Japan, France, Thailand, Kuwait, and Saudi Arabia will be taking intensive 20 hour-week Programs in American College English (PACE) this summer at Pitzer. In addition to their coursework, they will be taking field trips to points of recreational and academic interest, participating in cross-cultural discussion groups with American students, and working as volunteers for youth and senior citizen groups in the community. Session I: May 25-June 26. Session II: July 6-August 14. PACE faculty members Jill Schimpff, Jenifer Onstott, Lissa Petersen, and Jo Quici will be teaching in these sessions. The program welcomes applications from Pitzer students and alums for positions as discussion leaders. For more information contact (714) 621-8308.

Life and Learning After 60

Pitzer is offering its sixth Elderhostel program this summer for people over 60 years of age. Hostlers come for one-week residential, academic programs which feature three classes taught by Pitzer faculty and an exciting schedule of extra-curricular events. Following Elderhostel's motto of "Studying There Is Half the Fun," the hostlers will live in the College's residence halls and have their meals in McConnell. The first Elderhostel session (June 7-13) will provide its students with courses on "Century of Troubles: U.S. and Nicaragua," taught by Paul Ranslow, professor of educational studies and dean of admission; "Moveable Feasts: Good Life in Our Times," taught by Al Wachtel, professor of English; and "The Historian as Detective: Case of Wolfgang Amadeus Mozart," taught by Thomas Manley, lecturer in political studies and director of special programs. The second session (July 19-25) is called "Fragile Blossoms: The Japan Experience" and will offer an integrated course on Japan which features presentations from specialists in Japanese religion, politics, literature, and language as well as demonstrations by

experts in Japanese floral arranging, cooking, tea ceremony, and other arts. For more information about Elderhostel, call (714) 621-8104.

Japanese Imports

Two colleges in Japan will be sending students to study at Pitzer this summer: Shukugawa Women's College in Nishinomiya and Kwassui Women's College in Nagasaki. The students will participate in three- or four-week programs of American language and culture classes, discussion groups with American students, field trips, cross cultural seminars, and recreation. They will be living with local host families. The College invites you or your friends to host one of the students from July 12-August 2 or from July 26-August 9. Hosting is an extraordinary experience — gratifying to you and the student as you discover more about Japan and help your student gain an understanding of the U.S. Last year two alums hosted students, two alums taught in the program, and 20 Pitzer students worked as cross cultural discussion leaders. For more information contact (714) 621-8308.

David Furman's Recent Past, Present, and Near Future

"Lost and Found: An Archaeological Composition," the multi-media installation incorporating sculpture, recordings of the human voice, graffiti, pottery shards, old tires, and much more, is now part of the recent past. The collaborative effort by David Furman and A.F. Caldiero was on display for most of April and May in the Salt Lake Art Center in Salt Lake City. The multi-room installation was created with funding from a National Endowment for the Arts grant and various corporate sponsors. Concurrent with the installation, works in miniature by Furman were on display at the Gayle Weyer Gallery, also in Salt Lake City. At the present and continuing into the near future, a one-person exhibit of ceramic works by Furman will be on display at the Tortue Gallery in Santa Monica. The exhibition runs through July 14.

Carter Joins Hall of Fame

Norman Carter '74 was inducted into the Pomona-Pitzer Athletic Hall of Fame on April 24, 1987.

Norm graduated with a concentration in political studies and is presently the budget administrator for the city of Pasadena, California. He has a master's degree in public policy from USC (after having begun his studies at the University of Michigan). He was married two and one-half years ago and he and his wife are expecting their first child in May.

He was honored for his work on both the basketball team and the track team.

Glenn Goodwin at Large (and in Eugene, too)

In April, Glenn Goodwin headed to Eugene, Oregon, for the annual meetings of the Pacific Sociological Association and to meet with Eugenic alums. And on the home front, Goodwin was elected as an "at-large" member of the Southern California affiliate of the ACLU for 1987, as well as being elected to the group's executive committee. But that's not all, Goodwin was also recently appointed to chair the 1987 Book Award Committee of the Association for Humanist Sociology.

Paul Shepard: Tracking Animals Around the Globe

Paul Shepard's been tracking animals all over the globe — figures and illustrations of animals, that is. He spent the fall in London researching the role of animals in illustrations of medieval manuscripts at the British Library. This coming fall, he plans to spend some time on leave pursuing the study of animals as figures in expressive culture in Italy and Greece. But, back to the U.S.A.: This May, Paul delivered the commencement week address on "Nature and Madness" at Carleton College, and read a paper on the Greek goddess, Artemis, as heir to the myth of the sacred bear, at the annual meeting of the Environmental History Society.

Questions of Ethics and Equality

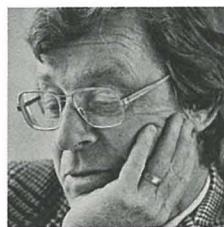
In March, Laurie Shrage, assistant professor of philosophy, presented a critical commentary at the American Philosophical Association Pacific Division meetings on "Epistemology and Ethics." Shrage's comments focussed on a paper which claimed that universal rules govern how speakers describe different types of action. Shrage pointed out that speech behavior must be relativized to specific speech communities — each having widely divergent beliefs, practices, and conversational ends.

At that same conference, Shrage organized a session on "Equality and Maternity Benefits: The Cal Fed Case," for the Society for Women in Philosophy and the Conference of Philosophical Societies. The program focussed on how conceptions of gender difference can underlie employment policies which treat women unfairly.

Meet Miss Stim: Half-A-Million and Worth Every Penny

Miss Stim is the friendly type — user friendly. She's an interactive computer system designed for the education of communication-handicapped children. Stephen Edelson, assistant professor of psychology, is part of a team that designed Miss Stim and which was recently awarded a National Institute of Health grant, projected at \$500,000, to continue their work. The initial and exploratory courseware for Miss Stim was designed by Edelson, who continues to work on the curriculum which is designed to teach basic knowledge skills to autistic children.

Ink Spot



Bob Albert

Further Tales of Women and Work

Hot off the press from Sage publishers is volume number two of "Women and Work: An Annual Review," from sociologist Ann H. Stromberg and co-editors Laurie Larwood and Barbara A. Gutek. This year's volume features a symposium on "Occupational Health and Women Workers."

Tales of Pygmy Mammoths and Giant Mice

You might say that Dan Guthrie has been living in the past. Way, way, way back. The chairman of the Joint Science Department, and biology professor, has bracketed a date between 12,000 B.P. (before present) and 10,700 B.P. for the arrival of humans on California's Channel Islands. The latter date, obtained on shell material from an Indian midden, is the earliest human occupancy date for the Channel Islands, and perhaps for California. Guthrie's investigations will be presented in a paper on "Prehistoric Fauna of San Miguel Island" in a symposium on the California Islands, sponsored by the Santa Barbara Museum of Natural History. The fauna discussed in his paper includes an extinct flightless goose that was killed by early man, as well as pygmy mammoths, giant mice, and a giant vampire bat, also all extinct. The fauna may be gone, but Guthrie's investigations are ongoing.

Brenneis Looks at Performing Passions

Coming soon to academic journals near you — two papers from anthropologist Don Brenneis. The first release will be "Performing Passions: Aesthetics and Politics in an Occasionally Egalitarian Community," to appear in *American Ethnologist* in May 1987. Scheduled for a September 1987 premiere is "Talk and Transformation," to appear in *Man*, the journal of the Royal Anthropological Institute. Look for them in libraries everywhere!

New Developments

Bob Albert and a former student were in Baltimore in April for the meetings of the Society for Research in Child Development. Bob and Mark Runco (a CMC graduate) were there to present two research reports regarding exceptionally gifted boys and their families. Said Bob of his trip: "I know, it's a dark, lonely town but someone had to go."

Dan Segal's Great Paper Chase

Anthropologist Dan Segal travelled to present not one, not two, but three (!) papers this past spring semester. In March, the topic was "Comments on Galison and Woodward: Science, Comparatively Speaking," presented at the American Philosophical Association meeting in San Francisco. The paper, in which Segal argues that criteria presented by contemporary philosophers of science for the realism of scientific theories could equally well establish the realism of many non-Western knowledge systems, was developed in a seminar he taught at Pitzer on "Science: A Cross-Cultural Perspective." "The Politics of Colour, The Politics of Masking: Some Thoughts on Trinidad's Carnival Now," was the topic of a paper Segal presented in April at "Cross Examinations: A Discourse on the Black Americas," sponsored by the Claremont College's Inter-collegiate Department of Black Studies. The examination of costumery and make-up in Trinidad's Carnival focussed on the masquerade bands designed by Peter Minshall, and argued that this masquerade does not so much invert racial identities as establish the possibility of their irrelevance. And finally, in May, Segal presented "Delineating European Nationalities: 'France' vis-a-vis 'Austro-Hungary'" at the American Ethnological Society meeting in San Antonio, Texas. Segal's paper compares the integration of France and the disintegration of the Austro-Hungarian Empire, and traces the integrative nationalism of France to a dialectical relationship between "internal" class organization and the colonization of "external" others.

Tsujimoto Investigates Child Abuse Prediction

Psychology professor Richard Tsujimoto has been researching models that attempt to predict child abuse and has found that some rather difficult ethical considerations accompany the results. At the 1986 meetings of the American Psychological Association, held in Washington, D.C., Tsujimoto presented a paper examining those issues along with co-authors Dale Berger from the Claremont Graduate School and Teresa White Cook of Washington University in St. Louis. Their paper, "Predicting Child Abuse: Importance of Cutting Scores Which Maximize Utility," described a method which would help policy makers decide when attempts to predict child abuse are ethical. The somewhat technical discussion points out ways in which prediction methods may be fallible — considerations which Tsujimoto believes should influence the way policy decisions are made.

And on the Craft of Teaching

An article from Glenn Goodwin, titled "Humanistic Sociology and the Craft of Teaching," appeared in the January issue of *Teaching Sociology* (American Sociological Association Journal). A brief version of that same article will appear in the forthcoming book, "Humanist Sociology and Teaching," edited by Martin Schwartz.

Pitzer's Activist Heart: Still Beating?

"The College should dedicate its resources and skills to the task of building a saner and more just world. Education is a hollow shell if not attached to the needs of people and society beyond the academy."

APPLICATION FOR RE-ACCREDITATION, 1973

No question about it, the development in its students of a social conscience and the promotion of a commitment to "building a saner and more just world" is an important part of Pitzer's heritage. Said Carl Hertel (art professor at Pitzer since 1966): "Pitzer was founded on an action model. In the beginning we used phrases to describe Pitzer such as 'agent of social change'."

And now? As alumna Pam David, '74, queried in a recent letter to the College: "I'm curious about the political leanings and activism of Pitzer students currently. For some of us alumni, political activism was not a phase we went through in the 1970s, but a lifelong commitment to social change!"

What's happened to Pitzer's activist heart? What, if anything, moves today's student? And when they care about an issue, do they act? In keeping with another long-standing Pitzer tradition, there seems to be about as many divergent opinions as there are people to ask. Still, some facts emerge. One, as was recently affirmed by the newly formulated academic objectives (see page 10) Pitzer is committed to fostering in its students an awareness of social issues. Two: at least some students do care about contemporary problems — and care a great deal. And third: some of them act — in as many different ways as there are problems. And students see plenty.

Dana Ward (political studies at Pitzer since 1982) has kept in pretty close contact with today's Pitzer activists. He knows what's on their minds and the issues that compel them to action. He can list more than a few: "For two years now a safe-house for Central American refugees in Los Angeles has been supported by Central American Concern (a five-College organization that started at Pitzer). They've raised enough money to keep it going. A bunch of students are going up to San Francisco this weekend for the big rally. They're hooked-up with lots of community groups. They're working to organize an ACLU chapter on campus. David Straus organized the event on Soviet Jewry. There's Students Organized for Nuclear Responsibility. There's a Claremont Colleges chapter of Amnesty International. There was divestiture. Pitzer was the first private college in the country to declare sanctuary and now there's SOFAH (Students Organized for America's Homeless)."

Clearly, in the past few years, Pitzer students have found a variety of issues that they feel need addressing — and a variety of ways to demonstrate their concern. Two years ago a group of students opened a store in Claremont to sell donated art, books, and clothing in an effort to aid African famine relief efforts. In the spring of 1985, Pitzer students led the private schools in the nation in declaring Pitzer a sanctuary — a symbolic statement to show their solidarity with Central American political refugees. Later, when they wanted their support to be more than symbolic, they networked with other Southern California campuses to open a safe-house in Los Angeles. Their efforts attracted much media attention and, just a few months later, the City of Los Angeles declared itself a sanctuary.

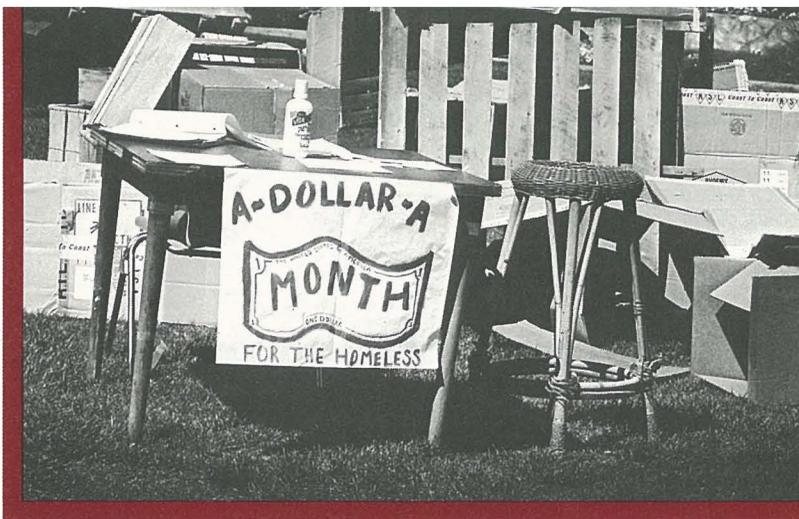
Divestiture was an issue that in '85 and '86 involved faculty, students, administration, and the board of trustees in a process of examining issues of apartheid, and in determining what stance the College should take against

oppression in South Africa. The College divested funds from corporations operating in South Africa after a year-long examination of the issues. There was community-wide discussion, both pro and con, involving the College in an educational process that led to the final decision.

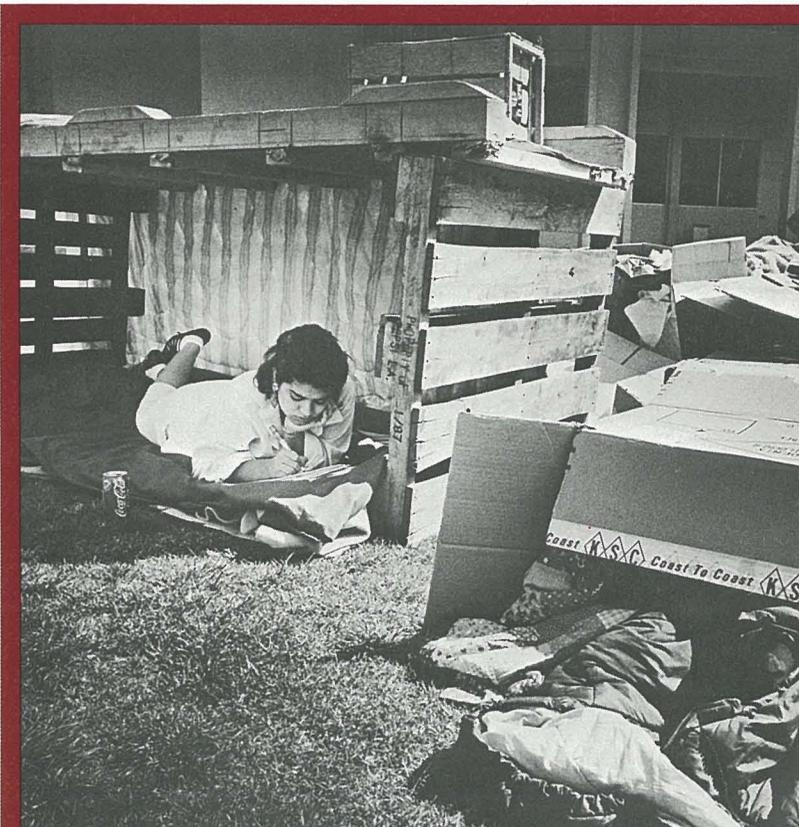
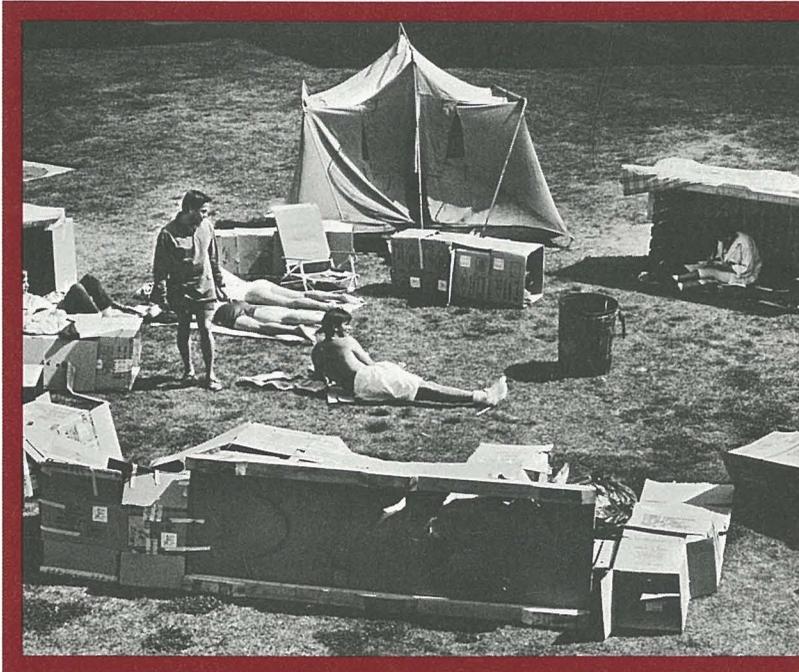
The issues which have involved the campus in activism in 1987, too, are closely linked to the educational process. SOFAH was organized as an off-shoot of Homer Garcia's social problems class. Students were put in charge of investigating specific contemporary social problems and then "teaching" the class about the issues. The task group assigned to the problems of the homeless were so affected by what they found that they formed Students Organized For America's Homeless.

They immediately set to work planning Homeless Awareness Week. The students raised thousands of dollars, held a conference on homelessness, lived in boxes on campus to draw attention to the problems, collected clothing, held a five-College fundraising dance, and organized a five-College fast — convincing the campus food service to donate the dollar equivalent of the unused meal cards to Los Angeles homeless. Interestingly, during the week in which students were living in boxes, international artist Lee Waisler was invited to inflate his five-story-high, 50-foot-wide black mushroom cloud sculpture on campus. The inflation was held in connection with a Pitzer conference on the arms control implications of "star wars." The result was a bleak and bizarre juxtaposition, creating a world in which, for a day, people lived in boxes in the shadow of nuclear holocaust.

But, the issues that move and motivate the heart of today's activists are not all global. Many are more intimate, more personal. "I have been here for eight years," says Pitzer President Frank Ellsworth, "and if one talks about activism in terms of time



Living in boxes, fasting, fund raising, and consciousness raising, were all part of Homeless Awareness Week, organized by Pitzer Students to draw attention to the problems of homelessness.



and energy expended by individuals and groups, there's more now than at any time in the past eight years. I see students today organized on matters that are very personal — support groups for drug abuse or eating disorders. I see people caring and looking out for each other in very personal ways." Homer Garcia (sociology and Chicano studies since 1982) concurs: "This is definitely the best year in terms of student involvement. I'm sick right now because I'm worn out from trying to keep up with them. But, I'm loving it — seeing how committed they are makes my job enjoyable." For professor Garcia, "keeping up" this spring semester has meant sleeping in a tent with the SOFAH group and attending a large number of events planned by students in his social problems course.

"Yesterday I went with my students to the Chino penitentiary because they had set up the visit for our class, and today I had to get five of them who were protesting homelessness in Los Angeles out of jail."

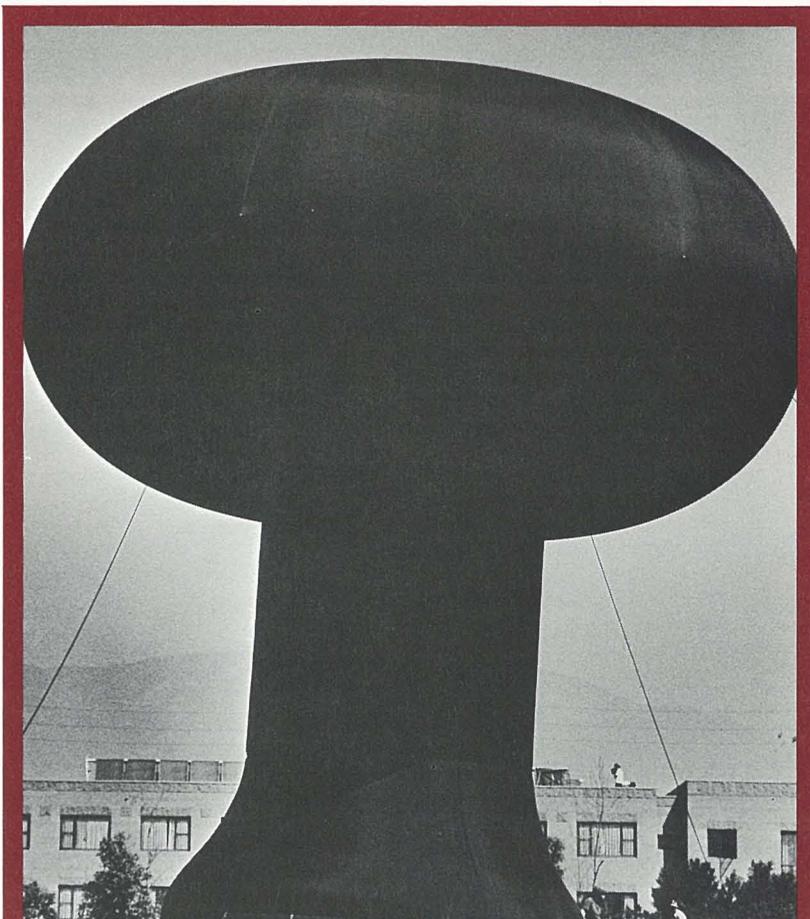
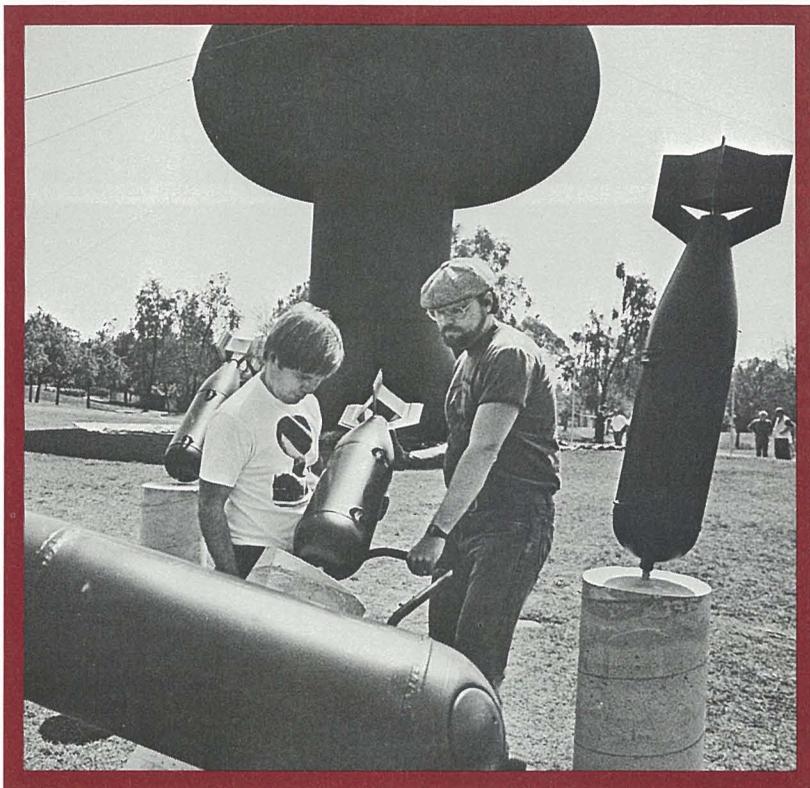
Jailed Pitzer protestors? Shades of the 1960s? A Pitzer time-warped? Some comparisons do apply. In fact, it's nearly impossible to broach the subject of activism at Pitzer today without inviting comparison to the activist heyday of the late '60s and '70s. There's a great deal of nostalgia for the "good ol' days," and many of the comparisons are not favorable to today's students. Reflecting on the recent activities of SOFAH, Albert Schwartz (sociology since 1965) commented: "If there had been a movement back in the '60s to help the homeless, it wouldn't have been a fundraising drive or students sleeping in boxes to see how the homeless live. Students would have dropped out, organized a social agency, or demanded that dorm space be given to the homeless. It would have been raised from a charitable venture to a political issue."

Artist Lee Waisler's five-story-high and 50-foot-wide mushroom cloud and his "Time Bomb" installation drew attention to the threat of nuclear holocaust during a conference on "Star Wars."

Carl Hertel, too, sees today's activists responding in different ways: "With protest today there's a different style and mode of operating. With the feminist issue, instead of rallies you have symposia or conferences. With environmental issues you have people in three-piece suits talking to corporate representatives person-to-person. Now, with activism you tend to have small groups operating in constrained ways, versus a community effort. It's not necessarily bad, it's just different." Even Dana Ward, who is very supportive of today's student activists, observes, "It seemed to me that activists in the '60s were better informed. Today's students have a tendency not to do their homework and that can be embarrassing." And the students can be their own sharpest critics. David Callies, a senior and organizer of SOFAH, complains, "I'm very unhappy about the level of activism at Pitzer. Today what I see is apathy. Not only are students not willing to get involved — they're not even willing to look at issues."

Sharon Snowiss (political studies since 1969) offers this analysis of the changes: "Comparing any period of activism to the '60s is going to make it pale by comparison. To understand the current students' attitudes toward activism, you need to understand their particular political history. Vietnam, Watergate . . . that's in the past. Look at what it is for current students. It hasn't been traumatic events. It's been Reagan and a rise in attitudes of patriotism. There hasn't been an atmosphere of critical thinking. People are encouraged to be concerned with issues but not to see them as being systemic."

Frank Ellsworth (President since 1979) was himself a '60s activist. He, too, can draw comparisons between students then and now, and he likes the changes. "How real was the activism then? I meet with alums all the time. We talk about the



good ol' days, but I don't think they really involved, in a meaningful way, that many people. Many of my own contemporaries used activism as an excuse for not confronting themselves. We said 'Let's mobilize!' We didn't learn too much about ourselves. The kids I see around me now are much more real. What they can see doing is personal. We wanted to Change The World! Changing the world doesn't seem real in 1987. What is real is me and the people around me. I think that's a healthy development."

Sandy Corbett, a senior history major, shares similar sentiments with President Ellsworth. "Activism can be on so many different levels, and it doesn't have to mean civil disobedience," she asserts. "The root of the word is 'active.' You can be active on a personal level. Helping another human being, correcting a wrong in any small way, giving up your seat to an older person — isn't setting a personal example saying that you care? If everybody did that, maybe it would change some things. Isn't that activism?"

Of course, there are those students who don't seem to care on any level — the living, breathing product of the "me generation" and the "culture of narcissism." And, yes, the predominant concern of many is getting that high-paying, high-prestige job. Rick Frey, a Pitzer freshman, puts it bluntly: "I think the majority of Pitzer students, as well as students across the country, are extremely future-oriented and, therefore, are concerned primarily about grades. They want to get a good job and make good money in the future. That's how all my friends are." But Dana Ward would put it in this context: "People forget, it's never been a majority of people that are activists. In the '60s, maybe only 10 percent were active. The majority of people are apathetic, but that's always been the case." And for another

historic reality-check, there's this quote from Pitzer's 1972-73 Bulletin: "Listening to historian Allen Greenberger talk, at least among his friends at Pitzer, you wonder why he hangs around the place at all. He groans at the teaching load, complains about student apathy, an anti-social faculty, ineffective community government, social malaise, and hypocrisy."

But, is it simply a question of whether or not today's students have lost or not lost interest in social issues and activism? Sure, times have changed and students have changed — but has Pitzer changed? How far has the institution itself strayed from its early commitment to building that saner, more just, world? And what about the faculty? Once again, the answer depends on who's talking. Professor Schwartz sees the difference as systemic: "It's not so much that students have changed, but that, among the faculty, conventionality has won out. It's natural, too, for the administration to support that kind of conventionality. It's really hard in a place like Claremont to be experimental and to work with students on social issues." David Callies would concur. "I don't think the professors are doing a very good job of promoting activism. In the classroom, yes, but as far as outside stimuli such as real involvement or discussion of solutions, there's very little."

Not all would agree. David Straus, who organized a five-campus movement to aid Soviet Jewry, credits professor Greenberger with encouraging him. "I think the world of the guy. He supported me in my work, but made me figure things out for myself. He was like a mirror I could bounce ideas off of. It's funny, I still don't know how *he* feels about the problem." First year student and homeless activist Sheryl Droge senses support, tempered by reserve: "I thought a lot more of my professors would get involved in what we're doing, but they're not. They are supportive in that they respect what we're trying to

do but I think they're skeptical. They're kind of sitting back and looking." Professor Garcia, too, brings the level of activism back home to roost with the faculty: "If there is less activism now than some of the faculty want to see, they should ask their students why they aren't engaged — and the faculty should ask themselves, too, why this has happened and what role they play."

Good questions. They've been asked in the past, and they continue to be asked. It's not by accident that the newly formulated educational objectives reaffirm Pitzer's commitment to fostering social awareness in its students. The College community continues to engage in meaningful dialogue about where it's been and in which direction it wants to go. And, to a great extent, the direction in which Pitzer wants to go seems to be the same direction. "For all the changing national attitudes," says professor Snowiss, "what Pitzer has maintained in its course offerings and general ambience has been a much greater concern for social issues than what you tend to see at most other colleges and universities."

Questions. Disagreement. Dialogue. It's part of the process at Pitzer — especially when the discussion centers on an issue in which the community is invested. Activism at Pitzer is that kind of issue. And sometimes the only way to close that kind of topic is to leave it open. As President Ellsworth puts it: "When everything is said and done, we see what we want to see and hear what we want to hear. When I want to see educational growth and a concern for the welfare of others at Pitzer and in the students, I see it. What's important is to have in place the mechanism to enable our students to see and to hear. We do."

— Josephine DeYoung

Pitzer's Direction Defined

Educational Objectives of Pitzer College

Breadth of Knowledge

The human experience is at the center of a Pitzer education. By exploring broadly our programs in humanities and fine arts, natural sciences and mathematics, social and behavioral sciences, students develop an understanding of the nature of that experience — its complexity, its diversity of expression, its continuities and discontinuities over space and time, and those conditions which limit and liberate it.

Understanding in Depth

Through the study of a particular subject matter in depth, students experience the kind of mastery which makes informed, independent judgment possible.

Critical Thinking, Formal Analysis, and Effective Expression

Through juxtaposing and evaluating the ideas of others and through participation in various styles of research, Pitzer students develop their capacities for critical judgment. Through exploration of mathematical and other formal systems, students acquire the ability to think in abstract, symbolic ways. Through written and oral communication, students acquire the ability to express their ideas effectively.

"Direction and definition" seems to be the key phrase involved in the impetus and formulation of the new and first set of educational objectives for Pitzer College.

As of March 1987, we have a cohesive, well thought out vision for the future. A vision, not only shared by the College Planning Committee (who did the ground work and formulation), but one that was unanimously and enthusiastically approved by the faculty and student representatives.

"These are not new objectives for Pitzer," explains Al Bloom, dean of faculty and a major player in formulating the objectives; "they are evident in the courses we teach and in the way we advise students. But we have identified and articulated them and have received the backing of students and faculty. With the objectives we can proceed more confidently and deliberately to communicate and build upon our distinctive strengths."

One thing the objectives will do is give direction in the student advising process. Currently, field groups are going through their offered classes, seeking and

singling out the ones that meet each of the objectives. This way advisors will have guidelines to assist in making recommendations to incoming freshmen as well as continuing students.

Defining the College more distinctly to prospective students, faculty, and donors is a major purpose of the objectives. The objectives also allow the College to respond to a request of the Western Association for Schools and Colleges, the agency responsible for accreditation. "They wanted us to articulate more clearly the educational aims of the College," explains Bloom. "This does that."

And finally, the objectives provide guidelines for shaping the future curriculum and indicating directions of growth.

"This is how this issue came up," explains Bloom. During the 1985-86 year, the College Planning Committee began discussing a general education program. During the summer, two faculty workshops met and continued the discussion. College Planning Committee focussed its attention on the issue as soon as the school year began. "It didn't take long to realize that before we could

we had better articulate what our educational goals were," says Bloom.

So, the Committee set about to reexamine and articulate the distinctive educational vision of the College and its longer-term curricular goals. To do so they reviewed prior discussion of the general education issue at Pitzer and approaches to general education at other institutions, including traditional distribution requirements and core curricula. They looked at the possibility of clusters (courses grouped upon areas of interdisciplinary interest) and examined Pitzer's status quo. Lastly, the Committee reviewed the actual patterns of course selection made by Pitzer students in relationship to the various models of distribution described above. "We were pleasantly surprised to discover that even though Pitzer doesn't have required courses," says Bloom, "our students are generally taking well-rounded programs."

After months of hard work, questioning, and thought, what finally emerged on paper was, first, a set of goals true of a liberal arts education in general.

The first, breadth of knowledge, is central to liberal

arts education. By taking courses across the humanities, social sciences, and natural sciences, students gain confidence in being able to work within any area of human endeavor and add exciting and significant dimensions to their lives.

The second, depth, provides the experience of mastery of an area and an understanding of what it means to be able to make informed, independent judgements.

Critical thinking, effective writing, and skill at analyzing with the aid of formal, eg., mathematical or statistical, techniques are abilities that are important for students to develop during their college years.

Apart from these goals, reflective of liberal arts education in general, there are three educational goals the Committee feels particularly reflect the unique quality of education at Pitzer: interdisciplinary perspective, intercultural understanding, and concern with the social consequences and ethical implications of knowledge and action.

“Leading students to draw upon diverse disciplinary

Interdisciplinary Perspective

Through bringing together the perspectives of several disciplines, students gain an understanding of the powers and limits of each discipline and of the kind of contribution each can make to a range of significant issues.

Intercultural Understanding

Through learning about their own culture and placing that culture in comparative perspective, students come both to appreciate other cultures and to recognize the ways that their own thinking and actions are influenced by the culture in which they live.

problems and issues which surround them helps them to appreciate the distinct contributions of disciplines, to see the larger picture, and to make the intellectual transition from disciplinary study to the world outside the academy,” explains Bloom.

Students might, for example, bring together biological, psychological, sociological, and political perspectives toward a better understanding of drug abuse and how to deal with it; or historic, literary, artistic, economic, political, and anthropological perspectives to gain a deeper understanding of the Arab world.

“Through particular encouragement of intercultural understanding, we help students develop their appreciation for other cultures, within and outside the United States, and help them analyze and explode biases inherent in their own thoughts,” says Bloom.

The formulation and implementation of the international/intercultural program (read more about this exciting program on page 18) is just the first step.

The last goal, concern with the

Concern with the Social Consequences and Ethical Implications of Knowledge and Action

Through examining the social consequences and ethical implications of the issues they explore, students learn to evaluate the effects of individual actions and social policies and to take responsibility for making the world we live a better place.

implications of knowledge and action, is very close to Pitzer’s heritage and the way the institution defines itself. To make use of the knowledge students gain from their studies toward understanding social realities and developing personal responsibility and direction for action is one of the things Pitzer has always strived to do.

Before the final draft was completed, the first draft of the educational objectives was presented to the community by way of a faculty meeting and a town meeting where students expressed their concerns and ideas. The final draft was then unanimously approved by College Council, the governing body of faculty and students.

With the educational objectives now in place, the College turns to its next task — translating the goals into practice. “We are reaffirming our place in American education as a school that, in addition to encouraging students to develop needed skills,” says Bloom, “promotes interdisciplinary understanding, sensitivity to other cultures, and a commitment to responsible social action.”

You Snooze, You Lose —

A Survey Of Student Attitudes Toward Make-up Exams

Almost all of us took a make-up exam sometime during our college careers. Excuses ranged from regrettable family emergencies to sleeping through the alarm's obnoxious drone. Stephen Edelson, a sociologist at Pitzer, decided to find out what 72 Pitzer students thought of the make-up examination process through a questionnaire consisting of multiple choice and open-ended questions.

One important issue Edelson wanted to find an answer to is whether or not an excuse is considered acceptable. The majority of students felt that personal or family problems, test conflicts, and serious illness were legitimate excuses to miss a midterm examination.

And what about *when* that excuse is given to the professor? Did that make a difference to the students? Overall, more excuses were considered legitimate when given *before* the test than *after* the test. Specifically, students felt that excuses such as job conflicts, mild illness, personal and family problems, and test conflicts should be given prior to the exam. However, a transportation problem is more acceptable after the midterm test rather than before the test. In addition, 90 percent of the students did not feel that oversleeping was a legitimate excuse.

As far as the content of the make-up exam, 74 percent of the students felt that the make-up should be different than the exam that was missed. Only a small percentage of students felt that the same exam or a more difficult exam should be given (15 percent and 5 percent, respectively).

Most of the students, 90 percent, thought that the make-up exam should be given within one week after the missed exam. Furthermore, 57 percent of the students felt that when a person misses the make-up, he or she should receive a "Fail" on the midterm, while 31 percent felt that the final exam should be given more weight on the overall course grade.

Interestingly, of the students participating in the questionnaire, there were no differences between those who have taken a make-up exam and those who have not, based on their year in college, grade point average, or sex.

One thing many students feel strongly about is that the make-up process should not be rigid, subject to standard rules and regulations. Rather, they feel it is important for professors to view each case individually.

— Chandre Kipps '85

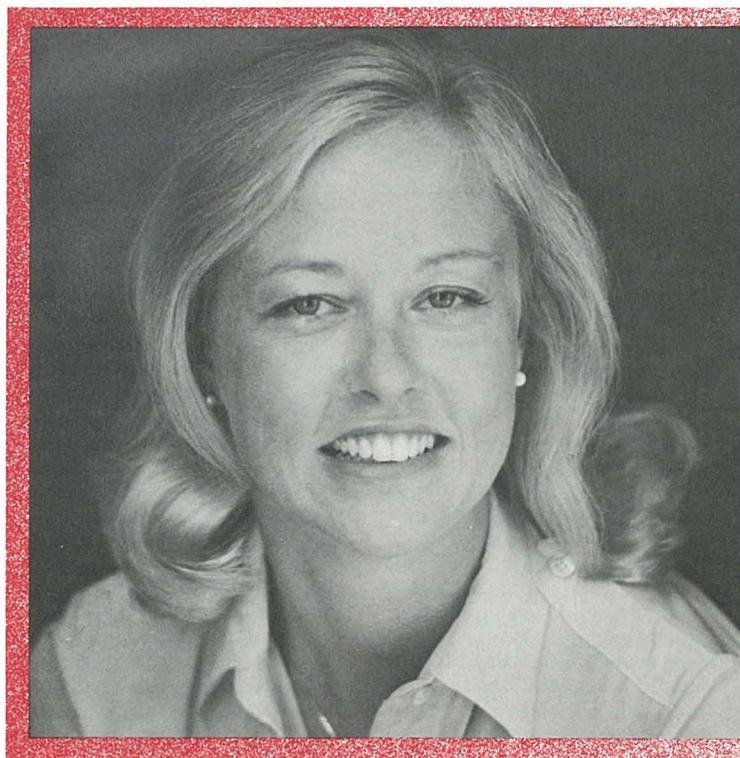
Bushnell Returns to Pitzer

"It was an exciting time and an exciting place to be," comments Nancy Rose Bushnell '69 about those years of Pitzer's infancy. Bushnell came to Pitzer, just two short years after its creation, from Westridge School in Pasadena.

"We (the students) felt we were a part of forming and molding the College into what it would be," she remembers. The dynamic excitement Bushnell felt two decades ago is a major factor in why she has returned to Pitzer, only this time as a member of the board of trustees.

"I'm concerned about the general quality of education that is available now," says Bushnell. "I'm also worried about how people are paying for an education these days. Just what are colleges giving students today that justifies spending so much?" Bushnell's sincere concerns about today's educational costs are well founded. According to the 1964-65 catalog, tuition, room, and board came to \$2500 for the first year Bushnell attended Pitzer. Today, by comparison, the cost is \$13,342. No wonder Bushnell is wondering what the future holds for independent colleges.

These overall concerns for education, along with her fond memories of Pitzer, are what



prompted Bushnell to answer an enthusiastic "yes" when Peter Gold, chairman of the board, asked her to serve as a trustee.

When asked the unfair question, "What are the three things you enjoy most?" Bushnell exclaimed, "I only get three?" and went on to name her marriage as number one. She and her husband, David P. Bushnell, founder of Bushnell Optical Corporation, live in their Laguna Beach home, a home that is ranked on her "three favorite" list.

If you knew this woman, you wouldn't be surprised that being physically active is her other passion. An avid tennis player, Bushnell also enjoys golf and water sports. Along the same vein, but with a slightly different twist, is her appetite for seeing and experiencing different cultures and lifestyles.

"It all began with a tour of Greece led by classics professor Stephen Glass and the year I spent at the University of Madrid when I was at Pitzer," she remembers. This exciting introduction to travel has since led Bushnell to seek out new adventures all over the world. This woman isn't content just to sit leisurely on a bus while a tour guide skims over the sights. Her

excursions have taken her to the Antarctic on an Argentine polar vessel and hiking through India and New Zealand (just to name a few).

Bushnell is also persuaded to leave her beach-front home to volunteer for various philanthropic concerns, most prominently for Designing Women, the main support group of The Art Institute of Southern California.

Since 1979, Bushnell has participated actively in "Color it Orange," an Orange County juried art show for children grades kindergarten through 12. She is an active member of the Chopin Chapter, one of the guilds that helps to raise funds for the Orange County Performing Arts Center. Clustered amongst these continuing responsibilities, Bushnell will now be finding time for her new role as trustee.

"The years I spent at Pitzer were so dynamic and alive . . . I feel it's time for me to start giving back to the times of my life that were so special," concludes the attractive Bushnell.

— *Chandre Kipps '85*

The Road, Freedom, and a Motorbike

Here is the second part of the "Mexican Adventure," written by Leonardo Magni '87. Leonardo is an Italian citizen whose family is currently living in Monte Carlo. Before coming to the United States four years ago, Leonardo spent one year studying language in Cambridge, England. "My family never stopped travelling so I feel connected to many different countries and cultures. Europe, China, Nepal, and the United States are some of the places I am very attached to," he explains.

It was strange getting back on a motorbike again. I had never expected to be allowed to return to it, having learnt through those months of pain and immobilization six years ago how dangerous riding was. During these past six years I had also learned the value of life and what losing it meant. But in January 1986, I was dreaming again. I had to find out if the death that stroked the heart of my family had completely killed the joy of life and discovery which were essential parts of me. I wanted adventure. I wanted it to shock me deeply and immeasurably. I wanted to experience a spectrum of emotions again. I knew that if I could be there again, with them, they would lift me up, give me new eyes and powerful new hands to look inside my mind and my heart — to rearrange and to rebuild my last two years properly.

It was late February when I talked to Dominique about it. Dominique was looking for the victory of light over darkness because to him, as well, life did not always smile. He was even more enthusiastic than I about the trip. From that moment on, Mexico '86 was no longer my idea and work, it was also his — our adventure, our search for what we had lost.

We began gathering books, guides, road atlases, and maps. We were listening to other travellers, their experiences, and their friendly advice. We spent hours in the poetry room at the Grove House, looking at and studying the map which completely covered the large wooden table. With each new idea that came up, we tested it, threw it back and forth. "Should we buy climbing equipment here? Or rent it in Mexico City?"

We decided to buy the motorbikes at the very end of the semester. We knew how much time we would have to spend on them and didn't want to neglect our studies. We made several trips to La Canada, a small city about 40 miles from Pitzer, where our favorite sports shop is. We had a list of what we needed, and little by little the number of items on it decreased. At Pitzer, finals were over and the time to buy the motorbikes was approaching. Dominique and I met with professors Carl Hertel and Jack Sullivan who became our faculty advisors for our summer of independent study. In addition, through professor Jim Lehman, another independent study was arranged for the following semester.

The motorbikes were beautiful. We knew we had to learn how to treat them so that they could treat us well. The roads in the Angeles Forest were perfect for learning: slow and medium speeds, curves, downhill, and uphill where we could learn how to shift our weight, brake, open up the gas, lean from curve to curve, and use trajectory efficiently.

On the 23rd of June we were on the road. The motorbikes were loaded — on each of them were all of our possessions. On the handlebars hung large camera bags, the most precious items of all. Tank bags covered the tanks and flat behind our backs were expedition-size backpacks. Inside them were clothing for all kinds of weather, camping gear, a first aid kit, etc. On the top sat our sleeping bags, the tent, and an insulated bag containing 72 rolls of film.

On the highway the party began. We and the motorbikes were the object of drivers' emotions and desires. Some of them slowed down and stayed with us for a few seconds, looking and smiling. In the eyes of some I could read that glimmer of curiosity and maybe some good old envy and happiness for something they had probably dreamt about themselves. Then they would pass us, waving their hands.

The motorbikes were perfect, running smoothly, heavy but stable. The gasoline in Mexico, of a slightly inferior quality, gave us some minor problems. Early in the morning when we had to kick start the engine, it would take a few minutes for it to stay alive. Nevertheless, we could reach 80-95 miles per hour, but most of the time we travelled between 60 and 70.

Day by day it seemed like my motorbike was transforming itself. It became a wonderful and perfect lady out of a powerful object. She needed respect, care, and love. We were with the bikes for hours and hours, for hundreds and hundreds of miles at a time. Often, in the noisy silence of the helmet, I was talking to her. I was opening my heart to her. She seemed to understand me.

At times it seemed as though we were reminiscent of the words of the old marriage ceremony, "To honor and obey . . . in sickness and in health." I knew that in reality, that particular reality, in that particularly noisy silence of the helmet, I was following her. I was attracted not only by her beauty and strength, but also by the freedom she was giving me. She had a way of telling me, "If you don't treat me right, if you don't respect me, I shall leave you." She was free, independent. She knew when she could go faster or when she could lean closer to the ground. She knew how to tell me, "Watch out, I am going to drop you down . . ." And once she did.



Pitzer student Leonardo Magni '87 stops for a rest high in the mountains of Mexico.

It was after six thousand miles, when she had almost no rubber left on her shoes. It was a beautiful day and the air was hot. The wind was carrying the smell of the Caribbean and made the palm trees tremble. There was a crossroad up ahead and Dominique was in front of me. As a rule we were never out of each other's sight. On the left and right corners of the crossroad there were two small restaurants made out of wood and palm leaves. I knew that inside them it was cool and dark and that I could find fresh fish, soft drinks, and peace.

The throttle was closed and I was at walking speed. There was some gravel in the middle of the road, so I went farther right. In less than a second I was on the ground with my foot trapped under the backpack. The gravel must have hurt her feet so sharply that instinctively she reacted unpredictably. She did not leave me time to notice anything, and there I was on the ground. Nothing happened to her. Dominique ran up to me. I was there waiting for him, with a strange bitter taste in my mouth. He lifted the bike while talking to me, making sure I was fine, which I was sure for a scratch on my left arm.

But all this happened toward the end of the trip. An earlier ride from Tepic to Guadalajara was a true adventure. We rode through high hills and "cerros." Suddenly the day became dark, the clouds low and black. We had already experienced the rain — sometimes it was scary. The beautiful, tropical, and at the same time semi-alpine, forest was also black. Dominique had a gift for riding under the rain.

It was beautiful to look at him. His trajectories were perfect. How could he lean so safely, with such precision, closer and closer to the ground? By what kind of magic was he able to lift the motorbike up again? I do not yet know. His riding form was rich in linear gesture. He conducted his bike through the rhythmic rain with *adagios* and *veloces*. I still don't know what it was, but sometimes I had chills go through my body.

Near Acapulco, the road was large, clear, and fast. We took advantage of it. I was ahead. Through the mirror I could see Dominique close behind; we were shifting down and up almost simultaneously, reducing the space needed for braking. Speed was captivating — fifth, fourth, and, very rarely, third gear. We were going fast but never taking chances.

Dominique passed me. We were riding very close to each other. Sometimes I thought we were racing. "I can pass him, right now he is over there

Let's go! Let's go! . . ." But I never let myself get too close to him, it would have been too risky. He and I were leaning and shifting together like we were on the same motorbike. He was riding very fast. His lines were still perfect and they looked almost as if they were drawn with a compass, fast and demanding. The asphalt became bad, we both noticed it and knew that soon we should slow down. Dominique was about to take the last fast turn. It was getting dark. I saw him, once again perfect, aiming toward the middle of the road to lean into the curve of which we could not see the end. But instead of leaning inside, the motorbike jumped a little.

Dominique was too late. He was going toward the left, out of line. It seemed like minutes but it was a second. By the end of the curve he was off the road in the grass, and then the motorbike fell down. He didn't hurt himself, only his ankle was painful. He told me, as a man does, that he was as scared as I was. But, he was calm. Now he knew what it was that I had felt six years earlier.

While he was riding that day, he told me he had heard the voice of his father telling him to be careful — not to go too fast. He had the feeling that this had to happen. It was a lesson that prevented us from risking a bigger and more tragic accident.

Dominique, the motorbikes, and I are now bodies and souls. We are friends, the kind of friends that never will let each other down. We lived together a story that is hard to tell. A story where self-interest and selfishness could not exist. We had to stick together to make it, with no competition and with humility. It was a challenge to find what we had lost. We succeeded. We proved to each other that life could hold happiness again.

— Leonardo Magni '87

Applications are up, Up, UP!

Both inquiries and applications for admission to Pitzer are up. Way up.

Three short years ago Pitzer received about 5,720 inquiries from interested high school students and 792 actual applications. That was before Paul Ranslow. Today, under his guidance, the College has received 13,000 inquiries and 1,146 applications for admission to next year's class. These dramatic increases clearly signal Pitzer's emergence from obscurity to a top-ranked choice among America's college-bound high school students.

How has this happened? "I have a great team of people," explains Ranslow, who is dean of admission. "Everyone's ideas are valued and every member of the team is encouraged to come up with new and creative ways to best represent Pitzer, and to operate an admissions program that works in the best interest of the prospective student." For the admission office, that means matching the *right* student to Pitzer. "Pitzer's a special place. It doesn't do the institution any good to recruit students who will be unhappy when they get here."

The "Team" consists of three admission officers (in addition to Ranslow) and three support personnel. The team is well-acquainted with spending weekends at the office or in some far-off restaurant talking with a prospective student. Late nights, jet lag, the crucial knowledge of how to pack a suitcase in 30 seconds or less, and most importantly, how to communicate to parents and students what Pitzer is all about, come with the territory.

Maintaining a high level of energy and enthusiasm are not the only goals of the admission office. Among the many changes implemented in the office, there has been increased usage of the College Board's Student Search Service to target students according to "demographic parameters: PSAT scores, GPA, intended majors, and ethnic background," explains Ranslow.

Admission officers have become more involved with national admission organizations, giving them more chances to find out what other offices around the country are doing to promote their colleges.

Admission publications such as the catalog, viewbook, and search piece were rewritten and more photos were added to give a clearer articulation of what Pitzer does and does not do.

In addition to these changes, Ranslow has made a significant effort to step-up programs to get students to visit the campus. Organized efforts such as On Campus Day, held April 20th this year, enable the prospective student to visit classes, walk through dorms, and talk face-to-face with professors, financial aid personnel, and students. "They can experience Pitzer in a way no publication can communicate," says Jon Parro, associate dean of admission.

Policy decisions such as these and Ranslow's administrative approach are obviously paying off. The statistics look good, but what is the feeling on campus about the work being done in admission? Anthropology professor Don Brenneis, for one, is impressed. "I've been involved with the admission office for 13 years," explains Brenneis, "and I now see a high level of morale and enthusiasm in the office, as well as an increase in the amount and quality of student participation." And Bob Albert, a psychology professor, feels that the fine work of the admission and development offices has contributed significantly in making Pitzer a nationally known college, rather than one that is known well only in Southern California. Albert's observations are held up by the facts — more applications were received from Massachusetts than any other state, except California.

With the praise also comes suggestions from some sectors of the community. While Brenneis appreciates the job the admission office is doing, he would definitely like to see an increase in the number of minority students that attend Pitzer.

Homer Garcia, a professor at Pitzer, agrees with Brenneis to some extent. "I feel that the admission office could be using new creative strategies to bring in more minority students. At this

point, they just aren't doing enough."

This idea mirrors that of Consuella Lewis, who works in the office of Black Student Affairs. "We need to establish a better rapport with inner-city high school counselors in the Los Angeles and Pomona areas," says Lewis. Lewis strongly believes that inner-city Blacks should be given more of a chance, especially with the good track-record these graduates have shown in their chosen careers.

Despite these concerns, actual minority applications for this year are up. As of March 5th, 39 more Asians, seven more Hispanics, and 13 more Blacks have applied for admission than last year. In addition to this improvement, Pitzer enrolls more minorities than any of the other Claremont Colleges, with one-third of its students coming from minority groups.

Agnes Jackson, professor of English and Black Studies, agrees that Pitzer is the most diverse and least racist of The Claremont Colleges; however, she insists that more work is needed. "I believe that the President and dean of faculty genuinely want to achieve a community at Pitzer that reflects for everyone the greatest possibilities in our society. And I trust," she continues, "that all of us working at Pitzer will help to achieve that goal."

Lucie Gonzales, a Latina and assistant dean of admission at Pitzer, concurs. "We are actively recruiting minorities," explains Gonzalez. She believes that, as a Latina, she is both a role model for other minorities and has the distinction of being able to personally relate to their situations. "We are trying to get the message across to these students that independent, private education is a viable option for them."

Minority recruitment brings us directly to the issues surrounding SAT scores. One of the distinct problems/advantages of increased applications and the same class size is that the College has to be more selective. Ranslow speculates that some 50 percent of the applications will be accepted. This percentage is a key

indicator of a college's level of competition for admission, and this year's figures contrast sharply with those of the past decade, when between 65 and 75 percent were admitted.

As it stands now, the College sees SAT scores as a secondary consideration when reviewing applications. "Students with high SAT's have been turned away," comments Katie Leighton, assistant dean of admission, "just as students with lower SAT's have been accepted."

Racial Background Freshman Inquiries

	1985	1986	1987
White/Caucasian	5690	7189	12,983
Black/Negro/Afro-American	119	218	362
American Indian	10	21	53
Asian-American/Oriental	388	634	943
Mexican-American/Chicano	286	467	869

Racial Background

	Pitzer Freshman '86	Other Four Year Highly Selective Colleges
White/Caucasian	81.5	91.2
Black/Negro/Afro-American	2.7	3.1
American Indians	.5	1.0
Asian-American/Oriental	5.9	3.8
Mexican-American/Chicano	9.2	0.9

Ranslow maintains that it is of utmost importance to match the best qualities of the student to those of a college, and that to operate in the best interest of the students is, in fact, to operate in the best interest of Pitzer. A list of the qualities the four admission officers look for when considering a prospective student are: self-motivation, independence, open-mindedness, social and political awareness, brightness, creativity, evidence of outside interests, and comfort with the relative lack of structure at the College.

Ranslow stresses that diversity is an important element in the overall selection of the freshman classes. And diversity has certainly become "truly Pitzerish, Pitzeresque, Pitzoid-like, or whatever you want to call it," in the exact words of Brenneis.

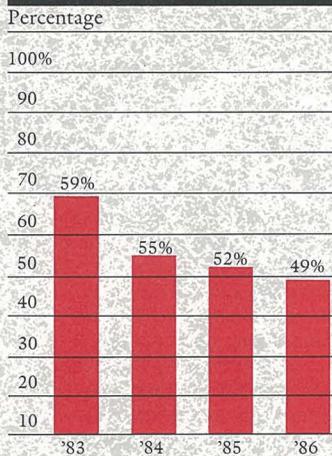
Predicting academic success is a viable goal, though hardly a scientific method. The admission team uses a variety of methods, but, "when you get right down to it," according to Parro, "what classes the student took in high school and how well s/he did in

them will always be the most significant factor."

Aside from having grown exponentially over the year, the applicant pool has changed in other, equally important ways. The quality of the students has changed, with higher GPA's and SAT scores, "including those of minority students," adds Gonzalez.

Geographic areas apart from the West Coast are becoming better represented, and the South has finally been opened up with

Percentage of Students Enrolling From California



applications from Tennessee, Georgia, and Florida. Interest from students from the East Coast grows every year. "Most of all," reports Leighton, "students seem to be applying for the right reasons, having a true sense of what Pitzer has to offer them."

It is without doubt an easier job to enumerate ways in which the applicant pool has changed than it would be to try to get Pitzer administrators and faculty to agree on how heavily the SAT's should be weighted. Opinions vary from "It's not weighted heavily enough," to "It's given just the right amount of weight," to "It's weighted too heavily."

Representing the "not enough" camp is Werner Warmbrunn, a history professor who has been at the College since its founding. Out of his concern that the College needs better students, Warmbrunn wishes that Pitzer would emphasize the SAT's more heavily. He would rather see a decrease in the size of the school than a diminishing quality in the student body. Ranslow is quick to counter this criticism. "With

SAT is the most widely misused test in the history of mankind. Everyone knows that the SAT is culturally biased." Ranslow also points out the crucial trade-off between not being able to raise the SAT's and the number of minority students able to be admitted.

The viewpoint held by the admission office, in the "just right" camp, is also shared by professors Brenneis and Albert. One member of the "too heavily" contingent is Homer Garcia, a

Freshman Inquiries 1976 - 1987



professor concerned with minority admission. Garcia feels that placing priority on attracting students with high SAT's is not necessarily good for the College. He agrees with Ranslow that the test is culturally biased and that placing emphasis on it decreases the chances of minority admissions.

The Pitzer community is pleased and impressed with the work Paul Ranslow and his team have done. Both the quantity and the quality of students the admission office has attracted to the School has taken a dramatic upswing. "For the future," says Ranslow, "we want to continue improving the quality of the student body and achieve an even greater diversity of geographic, ethnic, and religious background among the students. We will continue to need the help and support of Pitzer faculty, alumni, students, and staff in our work."

— Research by Kimberly McNear '88
Text by Chandre Kipps '85

Synthesizing Nations and Cultures

“In an era when events on one side of the globe have immediate and powerful repercussions on the other, and when such events have markedly different effects on different cultural groups, it is important that students acquire some international intercultural understanding.”

So begins the introduction to a new program of study, offered to students for the first time this last fall, called international and intercultural studies. The primary focus of this program is to give students an awareness of the differences and similarities which they share with people of other cultures. Thomas Ilgen, associate professor of political studies and chair of the program’s coordinating committee, stresses that this program is not a new area of concentration. “This program should be seen as a way of broadening and enriching a student’s major area of study.” He cites the example of a Pitzer junior who plans to concentrate in Spanish, but has a strong interest in Latin American politics and women in developing nations. The program gives her the opportunity to combine these interests in a cohesive program of study.

Susan Seymour, professor of anthropology and co-instructor of the first introductory course in international intercultural studies, agrees. She explains that the college experience for many students consists of a scattering of courses among disciplines, with no structured way of seeing the relationship between disciplines. “This program will serve as a synthesizing experience — creating a means to see the relationship between art, history, economics, and political studies among different cultures.”

This program has much in common with the international relations concentration, but both Ilgen and Seymour are quick to point out differences. “Although most IR programs are interdisciplinary, they often are not pulled together,” says Ilgen. Seymour finds that the greatest difference lies in the emphasis of the programs. “Traditional international relations majors often focus entirely on a country’s economic or political systems. The program in international and intercultural studies seeks to provide students with a broader perspective.”

Seymour continues by pointing out that students begin the program with course work from three different areas (history, intercultural studies, and international affairs). After students complete a synthesizing essay on their entry-level course work, they are required to gain working knowledge of a foreign language and to complete a “challenge semester.” This semester gives students the opportunity to study abroad, totally immersing themselves in a foreign culture, and to apply knowledge learned in the classroom to real life experiences. The final requirement is a senior colloquium, which serves as a means to think critically about their course work and their experiences abroad.

And what about post-Pitzer opportunities for this program? Because this is its first year, no students have completed the program yet, but professor Ilgen believes it will serve as ideal preparation for master’s programs in international relations, which, he notes with interest, are growing immensely in popularity. But both professors agree that this is not just a preprofessional program in international relations. Professor Seymour feels that the program “should be preparation for all kinds of work that involves other nations, cultures, and subcultures of our society — from international business to teaching in American classrooms, which are increasingly multi-ethnic. This program is an effort to encourage students to have both some understanding and appreciation of other cultures.”

— Katie Leighton '84

The Scoop

BIRTHS

ROBERT W. BARNES '76 and MINDA FRIEDMAN BARNES '76 (Sherman Oaks, California), are pleased to announce a new son, Joshua. Both are lawyers; Robert works with Greenberg, Gousker, Fields, Claman & Machtinger and Minda is in semi-retirement, mothering.

JON PARRO '81 and DIANE WATANABE PARRO '80 (Upland, California), are pleased to announce the birth of their beautiful, bouncy baby boy, Joshua, on March 14. "Having a child is a wonderful experience that we highly recommend! Thanks to all our friends at Pitzer for all their friendship and support." They will be moving east next year as Jon begins his doctoral program at Harvard Graduate School of Education in the fall, 1988.

KAREN SONTAG STABEN '80 (Phoenix, Arizona), and husband Paul have welcomed Jared into the world at a home birth with his sister, Kate, and Grandma in attendance. "This is our second homebirth. We're both committed to midwifery — it's great!"

DEBORAH PATTON '69 (New York, New York), reports, "My son Maxwell Anderson Montgomery (my husband's name is Jon Montgomery), was born on July 17, 1986. I'm associate creative director, that's, marketing support of advertising sales, at the *Readers Digest*. My most recent book, *Bed and Breakfast Inns of New England*, was published in March. Prior to

that, I wrote Morgan Fairchild's *Super Looks Beauty Book* and the *Collection of English-Language, Gault Millan Guides*. My husband is vice president of Hase Schonnen Research, a marketing consultant in New York City. We are enjoying our roles as new parents, making up for what we lack in stamina with resourcefulness as we edge into 40!"

AMY ROSEN CARDEN '76 and husband Tim (New York, New York), have announced the birth of their second daughter, Chloe, who arrived in time for the winter holidays.

BUDDY WISEMAN '74 and KIAMARA SIOBHAN LUDWIG '81 are expecting their first child. In anticipation of that, EILEEN FAGAN '83 and GEORGIE PRICE '79 (San Francisco, California), are planning a baby shower in the San Francisco east bay area. For further information call 619/451-0407, 415/626-9520, or 415/563-2747.

KERRI SHWAYDER GREENBERG '81 (Denver, Colorado), has just had her second child, a boy, named Zachary.

LAURIE GREENWOOD MAYNARD (San Diego, California), after working 10 years in social services, is currently taking time out to take care of her new blue-eyed, red-headed baby girl, Sarah, who was born August 31, 1986. To keep herself busy, she has recently begun to take on a few private clients.

DAVID MIKE HAMILTON '73 and CAROL MCKENNA HAMILTON '77 (Palo Alto, California), are the proud parents of a daughter, Caroline Ellen Hamilton, born February 24, 1986. *The Tools of My Trade*, written by David, was published January 1987 by University of Washington Press.

DEATHS

Word has been received from MARY HOLDER '83, of the passing of her friend and classmate, BABS BOWMAN DURNING '73, of cancer, December 26, 1986, in Tucson, Arizona.

CLASS OF 1966

FRAN SIBAL SHORT (Flagstaff, Arizona), reports she is currently doing yoga and meditation as a result of recent breast surgery. Also, she has started tap lessons so that she can sing and dance in next year's Arizona Civil Liberties Union Follies!!! She is continuing with her teaching at Flagstaff Jr. High, while taking pleasure in watching her son, Ray, thrive at Yale and her daughter, Lisa, thrive in the 8th grade. Husband Bryan is writing on Herman Melville and she hopes to join him at the University of Tübingen in July.

CLASS OF 1969

The January 5, 1987, issue of *Time Magazine* lists Stanley Saitowitz's design for the Quady Winery, in California's San Joaquin Valley, as one of the top designs of 1986. Stop by to visit LAUREL WEIGHT QUADY (Madera, California) at her beautiful and award winning winery.

CHRISTINE KEEDY REEDER (Pasadena, California), reports she is busy with Junior League. She has two children, Scott, 10, and Robert, 8. Christine is a librarian for the City of Pasadena, at the Linda Vista Branch.

CLASS OF 1970

SUSAN ANN BROCK (Minneapolis, Minnesota), has recently begun her own human resource consultant business, Brock Associates. In addition to her consulting business she is also a psychologist.

LESLIE DASHEW ISAACS (Atlanta, Georgia), reports, "I am enjoying a well-rounded life having moved into a new home (trying to make it have a southwest feel), providing organizational development consultation to many companies, hospitals, etc., as well as maintaining an active psychotherapy practice. I've served this year on the board of directors of Women Business Owners, Inc."

CLASS OF 1971

KATHEY MARGARET RUPP HAAS (Huntington Beach, California), continues to take travel classes at Coastline Community College and gather firsthand knowledge with trips to Hawaii, Carmel, and St. Louis, Missouri, planned for spring and summer '87. She is still involved with Girl Scouts as an adult volunteer. Daughter Heather is completing 6th grade this spring, and husband Will (HMC '71) has recently celebrated 10 years working as an engineer for Rockwell International in Seal Beach.

CLASS OF 1972

MAGDALENA FAGERBERG (Uppsala, Sweden), is currently working as a lawyer in Stockholm. She reports she cannot make the reunion this year but sends greetings to all her friends.

DAVETTA M. WILLIAMS (Los Angeles, California), reports she is reading *This Book Is Not Required* by Inga Bell, and also she is getting some practice at the Office of Black Student Affairs as a Black alumni liaison for the Claremont University Center.

CLASS OF 1973

LINDA SPIEGEL ALLEN (Saratoga, California), reports she is currently home caring for son Matthew and daughter Sharon. "After doing micro-economic budgeting at Stanford last year, I'm thinking about writing a lemonade stand version of an economics textbook for use in elementary schools. Anyone want to help?"

CAROL HECKER DAVIS (Wakefield, Massachusetts), says "I'm having a wonderful, if insane, time, much like Alice in Wonderland running very fast and staying in one place! I have a successful dog training business; 4 dogs of my own; 2 small, but wild and crazy boys (2 and 5 years); a horse that I do eventing with; a house with work in progress; and, last but not least, a husband who is an environmental lawyer and just as busy as me!"

PATRICIA ZABELLA (Santa Cruz, California), was a speaker for the Women's Studies Colloquium series on Monday, April 20, 1987, at Pitzer. Pat received her B.A. from Pitzer and Ph.D. from UC Berkeley in Anthropology. She is currently assistant professor, Community Studies Board, Merrill College at U.C. Santa Cruz, where her teaching interests include the anthropology of work, especially women's work; Chicano culture, kinship, and social organization; feminist theory; and women in cross-cultural perspectives. She has spoken and been published widely on the issues of gender, work, and family in Chicana communities. A recent article entitled "The Impact of 'Sun Belt Industrialization' on Chicanas" (*Frontiers*, Winter 1984), is to be reprinted in *The Women's West* (U. of Oklahoma P.). Her own book, *Women's Work and Chicano Families: Cannery Workers of the Santa Clara Valley* (Cornell U.P.), will be published later this year. The recipient of many grants and fellowships, Pat is a consulting editor of *Feminist Studies* and serves on several committees, among them the National Research Council, Panel on the Impact of Technology on Women's Employment, and the National Chicano Council on Higher Education.

CHRISTIE MERCER PLATT (Berkeley, California), reports she has finished her course work at the California School of Professional Psychology. She is working on her dissertation for a Ph.D. in clinical psychology. Her husband, Roger, is an attorney.

CLASS OF 1974

STACY M. SPROWL (Los Angeles, California), is currently a sales representative for a company called Jetabout, which is a South Pacific Tour wholesaler. She finds herself doing a lot of travelling with her job.

CLASS OF 1975

DIANE SHAMMAS (Newport Beach, California), says "My Pitzer background, graduate school, and various jobs I've had in the last 10 years all contribute to my success now in business." She has her own business, Diane, in Newport Beach and she says, "Come visit."

SUSAN KNIGHT (Evanston, Illinois), has moved from Chicago to Evanston and is expecting her baby boy to arrive May 28, 1987. She'll keep us posted.

ELLEN ALPERSTEIN (Santa Monica, California), reports, "My Australian husband and I are settling into a comfortable marriage, although we remain, to paraphrase a previous wag, two people separated by a common language. Trips down under are increasingly frequent."

ANNE STARK MCENTEE MILLER (Claremont, California), was married to Robert Miller of Long Beach on March 28, 1987. Anne is presently a counselor at the California School for the Deaf in Riverside and is also enrolled in the master's of public health program at Loma Linda University.

CLASS OF 1976

PIERRE RATTE (Concord, Massachusetts), reports, "Gail and I are presently living in Concord, which has provided a wonderful introduction to Boston's historic small town charm. I have been doing some independent consulting work which has worked well. I just finished a comprehensive sales and marketing plan for selling farm properties in the 11th district of the Farm Credit Bank System. It has been an opportunity to add my two cents to a multi-billion dollar national problem. Right now I am trying to assist in the development of an offering of farm properties for public investment through Wall Street while pursuing potential long-term business opportunities in the Boston area. Although my next business step is still undetermined, I am hopeful of the possibilities and glad to have the opportunity to pursue them."

MARY LEE (Los Angeles, California), is currently working as an attorney for the Western Center on Law and Poverty in Los Angeles.

CLASS OF 1977

BOB BARRY (Brooklyn, New York), is a self-employed artist, and is presently preparing ceramic sculpture work for exhibition at the Hudson Gallery in New York for the summer.

CHERYL POLK (Oakland, California), is continuing to work in the area of child abuse/neglect. She will begin work on a doctorate in clinical psychology in September. Cheryl says, "Life is great!"

SCOTT CITRON (West Hollywood, California), recently returned from his honeymoon in Hawaii. Scott and his bride, Judy, were married on Sunday, April 6, 1987, before a contingent of family and friends. Scott is currently assistant vice president at Wedbush, Noble, Cooke, Inc. in Los Angeles.

CLASS OF 1978

ROGER SUTTON and MICHAEL BICKS '80 send their greetings from Chicago and New York. Roger was in the New York Times recently, and Michael is producing an ABC news segment about the blues in Chicago. "We hear a lot! How much is true? About: JULIE STERN AND RUTH SAKS, do they really want to be yuppies? RUTH KETCHUM '79, FRED PAUL '79, do they still rock? Pitzer College — does it remember the meaning of the initials B.A.? Frank . . . Ellin . . . Ann . . . Harry . . . ?"

CHARLES SAVOCA (Santa Cruz, California), is currently studying acupuncture at the 5 Branches Institute.

BETH M. LEVIN (Denver, Colorado), was married in August to Mark Samuelson. She is product manager for the Intermountain Jewish News located in Denver.

MARK D. SHEPARD (Hoboken, New Jersey), has recently completed his master's at Columbia University and taken the position of administrator/assistant to the dean at Mt. Sinai School of Medicine in New York.

SHERI HUTTNER RAPAPORT (Los Angeles, California), reports she is home playing mommy with her 15 month old son, Willi Max, and having a wonderful time! She hopes to see all of her friends at the reunion next year.

ELLEN P. RUBIN MORRIS (San Antonio, Texas), reports she recently has married Peter Morris, and they have been travelling in Australia.

SUSAN S. DAWKINS (Los Angeles, California), has been doing part-time administrative work for UCLA.

PHIL BEAR (Des Moines, Iowa), is just finishing his cardiology fellowship at Cleveland Clinic in June. He will then be joining a cardiologist in Des Moines in July to begin private practice in cardiology.

CLASS OF 1979

PAUL FAULSTICH AND SUZANNE HASHIM FAULSTICH '81 (Honolulu, Hawaii), moved to Hawaii in January. Paul is a fellow at the East-West Center and Suzanne is a research assistant for the Environment and Policy Institute also at the East-West Center.

JANET SUSLICK (Sundsvall, Sweden), is a journalist for a local daily newspaper in Hudiksvall, Sweden. She vacationed for two weeks in Gambia, Africa, before she and boyfriend Matt spent time in the U.S. and returned back to Sweden June 5th. It was her first trip back to the States in three years.

CATHERINE SELFRIDGE KING (Venice, California), was married to Daniel King, in March 1986, and works as an editor at *Architectural Digest*, moonlighting as an actress. She reports, "I'd love seeing old Pitzer friends, although my schedule is hectic."

CLASS OF 1980

STEVEN D. MURANE (Lawton, Oklahoma), is planning to make the army a career. As captain, he is staying in the States for one year, then on to Germany. Shortly thereafter, he is going to move overseas, possibly to Korea.

MARK GOLDBERG (Glencoe, Illinois), reports he has been working on a computer program for burn units in conjunction with the University of Chicago's plastic surgery department. If successful, he plans on publishing the results. He is currently in the surgery department at Michael Reese Hospital and has published several papers in vascular surgery as well as co-authored a chapter on mediastinoscopy.

DOUGLAS GARANT (Wayne, Pennsylvania), has begun a postdoctoral fellowship in clinical and basic epilepsy research at the V.A. Hospital in Coatesville, Pennsylvania, and at Thomas Jefferson Medical School. He has joined in a project attempting to develop a biochemical classification of epilepsies, so that drug therapies in the future can be more targeted than the current approach of tranquilization.

CLASS OF 1981

LORRAINE TERRELL HAYES (Compton, California), is currently community chairman for the Compton Campfire Girls Council. She has two children, ages 2 and 3 years.

SUZANNE HASHIM FAULSTICH and PAUL FAULSTICH '79 (Honolulu, Hawaii), have recently moved to Hawaii. Paul is a fellow at the East-West Center and Suzanne is a research assistant for the Environment and Policy Institute also at the East-West Center.

ELIZABETH HERNANDEZ FRATER (Pacifica, California), says, "After graduation, DIANE BELTOYA '80 and I got this crazy idea to move to London to be near the progressive rock scene (Di's idea). We found a flat on King's Road and both worked at a swank restaurant to pay the rent. In our spare time we interviewed rock celebrities (Bill Nelson). Diane stayed one more year and became a D.J. on London's 'Radio Caroline.' I returned to San Francisco to marry a Scotsman, Laurie Frater. I am currently a third year student at Hastings College of Law and still chum around with BARBARA RICCIUTI-GURZA '80 and LISA WEISENFELD '81."

CLASS OF 1982

TILLIE FONG (Sacramento, California), reports, "I am back home again, trying to finish my master's thesis (in journalism at UC/Berkeley) and working part-time in the Sacramento bureau of the Los Angeles Times as a reporting intern (at least until June)."

KEVIN FLOOD (Galveston, Texas), is in his third year of medical school at the University of Texas. He is exploring mainstream American white culture. He says he is a pacifist, surfer, and in love with a beautiful woman. He is considering pediatrics as a speciality. "Hi to all!"

PAUL POPEJOY (Claremont, California), is currently attending CGS and also works for Airjet as a computer programmer.

VALERIE LYNN KRIEGER (Arlington, Virginia), is graduating from George Washington University Medical School, May 1987. She plans to be married in San Francisco, May 24th, to Thierry Jahan. She will be moving to Los Angeles to begin a pediatric residency at L.A. Children's Hospital.

BRENDA LEIGH KESSER (Pittsburgh, California), was married April 18, 1987, to Leonard Goodrum. They honeymooned in the Bahamas.

CLASS OF 1983

ANTHONY SALVATORE GUARDINO (Commack, New York), is currently working with Abeles-Schwartz Associates in New York City, as an urban planner.

CLASS OF 1984

CHUCK SMITH (Upland, California), is currently a student at CGS. He is working for his master's in information systems and plans to graduate on May 16, 1987. He is also working as an independent computer consultant.

JAMES STANLEY (Oakland, California), recently joined the Actors Equity Association (stage actors union).

KATRELYA ANGUS (Sierra Madre, California), is continuing to work in the M.A. program in English at Cal State LA, where she is also studying modern dance and medieval history. This February, she made her modern dance debut in a solo entitled "Hamlet's Agony" and in a group dance, "Plate Tectonics and Vampires," at the Cal State dance concert. She presented a lecture on Dracula to the Goodden School in Sierra Madre. She is still continuing to write and has just finished a research project on medieval nuns.

NIRA MAGDELINE LAM PHONGSA (Los Angeles, California), has just returned from a trip to China.

FRANCINE KAPLAN (Venice, California), has been working for a post-production sound house in Burbank called Dimension Sound since last March. Every week the company edits two television series, "Moonlighting" and "The New Mike Hammer." In addition, she edits an occasional Disney television movie and/or a network mini series. She was hired to organize, edit, and computerize the company's sound effects library.

CLASS OF 1985

MARIA BALLESTEROS (Chula Vista, California), continues in the master's program at San Diego State in rehabilitation counseling.

LYNNE MILLER (Davis, California), is currently at U.C. Davis working for her Ph.D. in anthropology (primate conservation). She says, "There are many Pitzer people here at Davis even though I rarely see any of them. Mostly I just see monkeys! Monkeys playing, monkeys foraging, and monkeys practicing sociobiologically efficient mating strategies. Plans for the coming summer include a trip to Rwanda to see the mountain gorillas while there are still mountain gorillas to see! That is, however, after ROSA LIU's wedding on June 20 — hope to see lots of Pitzer people there! Long-term plans include completion of this horrendous degree, and then — who knows — maybe I'll come back and teach at Pitzer. Perhaps Drs. S.

Miller and L. Miller could teach a class together. Now that would be a dream come true!"

JEANNINE T. CHANG (Detroit, Michigan), is currently in her second year of graduate school at Wayne State University.

CLASS OF 1986

BRIAN RUSLER (Pomona, California), reports that he tried his luck at modeling in Japan, but because the cost of living was so high he returned to California. He is a management trainee for May & Midkiff.

MICHAEL SMITH (Rolling Hills, California), sends his love and best wishes to all his friends.

CHRISTOPHER PECK (Portland, Oregon), will be spending a month in the Greek Islands.

DEBORAH SUTCLIFFE (Milwaukee, Wisconsin), is currently attending the Medical College of Wisconsin.

VERONICA FORBES (Montclair, California), has accepted a position with UCLA in the construction and project management department.

CHRISTOPHER JEROME (Bondville, Vermont), taught skiing in Vermont for the winter.

ROSEMARY ESTHER MCINTOSH (Ontario, California), is the owner of Weird Thrift and is still interested in correctional science.

MARCELO D'ASERO (Hawaiian Gardens, California), has just completed his first year in graduate school at USC, on his way to a Ph.D. in philosophy.

MARK LOPEZ (Austin, Texas), is currently working on his master's of public affairs at the Lyndon B. Johnson School of Public Affairs, University of Texas. He will graduate in May 1988.

COLLEEN S. MORRIS (Pomona, California), reports she is an admission counselor at Woodbury University.

SUSAN KLEIN (Newport Beach, California), is currently a quality assurance associate for the Institute for Biological Research and Development.

