

# Participant

*Pitzer College*

*Summer, 1989*



# In This Issue

## FEATURES

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### Cover

For Alumni Only: It has been said that "the fruit doesn't fall far from the tree." This special 25th Anniversary issue of *Participant* is a tribute to the fruit of a Pitzer education—our alumni. Read about their lives and careers and the ways in which their choices have been shaped by their years at Pitzer.

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# Letter from the President



As Pitzer celebrates an important milestone this year—the marking of our 25th year—it is cause to celebrate, too, that which reflects most clearly the success and character of any institution of higher education—the character of our graduates. For all of us who have been involved in the education of our alums, and for those many Pitzer faculty and staff who maintain regular contact with our alums, it is, indeed, a proud reflection.

In recent years, we have worked as a community to define and articulate Pitzer's educational objectives. What are the educational values we strive to instill in our students, and thereby impart to our graduates? What emerged from that process encompassed the best goals of liberal education—breadth of knowledge; understanding in depth; critical thinking, formal analysis, and effective expression.

Perhaps even more importantly, we sought to define those educational goals that are distinctive to a Pitzer education and which reflect traditions from

our earliest beginnings. What we found was an educational process that can provide students with an interdisciplinary perspective; intercultural understanding and, significantly for a College founded in the 1960s and committed to social awareness and action, a concern with the social consequences and ethical implications of knowledge and action.

It is, however, not in committee meetings, nor the curriculum, the classroom, nor even in our students that the articulation and realization of these educational goals is definitively seen. These goals can be tested in the lives and choices of our graduates.

During the past 10 years, one of my greatest pleasures has been meeting and corresponding with Pitzer graduates. I am proud and privileged to represent Pitzer College. It is gratifying to see how the lives and careers of our graduates reflect our educational objectives. Some of the most enjoyable moments of my work are those times when I have an opportunity to talk about what makes Pitzer College unique in the world of higher education and what Pitzer College has to offer to the world beyond Claremont.

The answers to those queries are, of course, inextricably interwoven—in much the same way as the educational goals of the institution are woven into the values and lives of our grads. Pitzer has long attracted a special group of students: self-motivated, bright, eager to learn. They come to us full of promise and we are gratified when we see and hear that, to some measure, Pitzer helps them fulfill that promise so that they, in turn, impart those values to the larger world. This many proudly do.

This special issue of “Participant” is dedicated to all of our graduates. As we celebrate our 25th year, we celebrate and honor them.

Frank L. Ellsworth  
President and Professor  
of Political Studies

## Inside Story

### Back from Bolivia

Curt Schaeffer '75 returned from Bolivia last year where he managed the technical component of a health education project aimed at reducing infant mortality rates in isolated rural areas that have no medical services. Bolivia's national infant mortality rate is high: out of every 1,000 infants that are born, 170 die before they are a year old, Schaeffer said, mostly as a result of dehydration, acute respiratory infections, malnutrition, and other childhood diseases.

The project aimed to give mothers the means to solve health problems in the home without relying on health services that, in most cases, weren't available to them, Schaeffer said.

Schaeffer lived in Bolivia from 1983 to 1988, and now lives in New York City and works for Cooperative American Relief Everywhere (C.A.R.E.) U.S.A. as regional manager of Latin American programs. In January 1988, *Journal of Rural Health* published his "Bolivian Mothers Clubs as Media: Building on Community-Based Networks." The article was about primary health care intervention, Schaeffer said. *Journal of Rural Health* is published by the National Rural Health Association.

### At the Editor's Desk

In January, Nancy Martin '70 was appointed executive editor of *The Journal of Nucleic Acid Research*, published by IRL Press. Martin, a biology major at Pitzer, has a doctorate in biology from Harvard University and is Preston Pope Joyes Professor of Biochemistry at the University of Louisville. She has held the endowed chair position since 1987.

She teaches biochemistry and molecular and cellular biology, and conducts research in the mechanisms that contribute to normal cell growth. Her research is supported by the National Institutes of Health and the National Science Foundation. Martin's publication credits are too long to list here, but just keeping it to the last two years, she has contributed articles to *Nucleic Acid Research* and *Molecular and Cellular Biology* in 1988 and 1989 and the *Journal of Biological Chemistry* in 1988. We would like to list the titles of those articles, but one would have to have a biology degree to understand them. Congratulations on your new appointment, Nancy!

### A Social Conscience

Cathryn Vandenbrink '72 is an independent jewelry designer in Seattle, Wash., who balances her jewelry-making with political work.

In a telephone interview from her loft in Seattle's Pioneer Square, which she shares with a painter, Vandenbrink said when she's not making jewelry, she's doing volunteer work for the National Abortion Rights Action League.

"Even though I am making jewelry that only rich people can afford I feel I need to balance that," she said.

"After eight years of Republicans and another four in store, I think it's really important for those of us who can to be out there on the front line." Vandenbrink was a sociology major at Pitzer, and said she was impressed with the way the sociology professors got involved in the community.

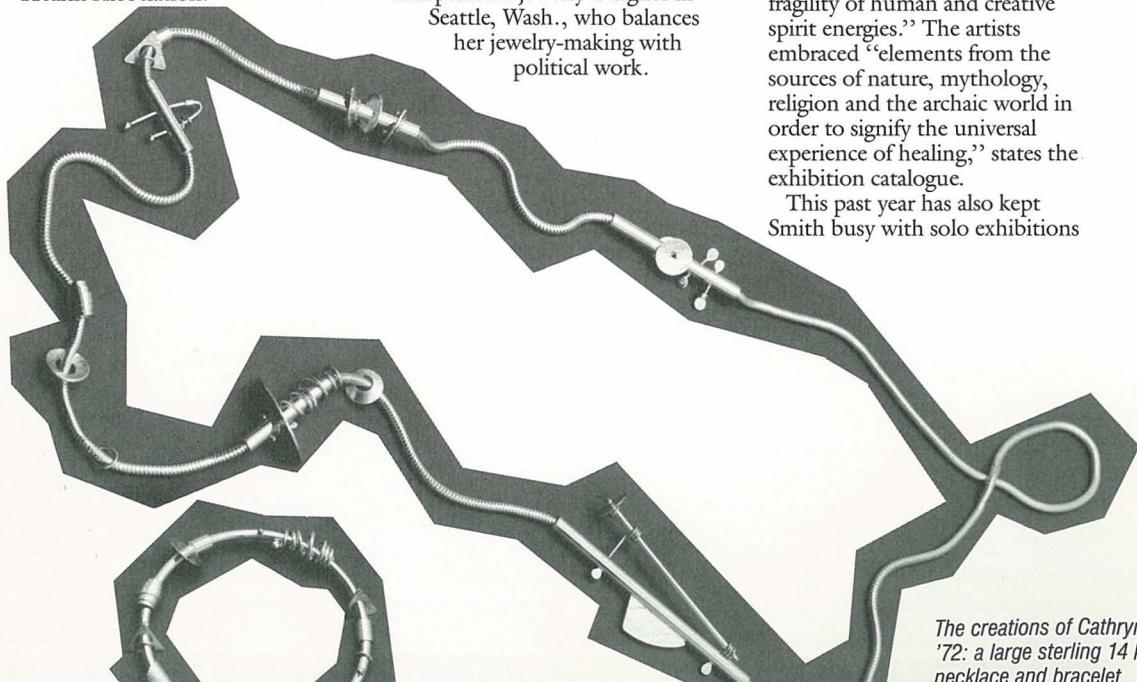
"One of the things I came away from my Pitzer experience with was a responsibility to be active socially and politically."

Vandenbrink was featured in the May/June 1987 issue of *Seattle's Style* magazine.

### Suzanne Smith Embraces Art as a Healing Ritual

When a fellow artist was diagnosed with cancer, six artists, including Suzanne Smith '86, joined forces for "The Embracing Circle: The Art of Wellness," a major group exhibit and healing ritual to "honor the strength and fragility of human and creative spirit energies." The artists embraced "elements from the sources of nature, mythology, religion and the archaic world in order to signify the universal experience of healing," states the exhibition catalogue.

This past year has also kept Smith busy with solo exhibitions



The creations of Cathryn Vandenbrink '72: a large sterling 14 karat gold necklace and bracelet.



Early Outreach Coordinator  
Henrie Watkins

at The Claremont Graduate School, where she did an outdoor installation; and at California State University, Bakersfield, where she was a visiting artist and one of four national sculptors awarded a prize to execute an environmental sculpture, which she installed on the campus.

### **Watkins Reaches Out**

Henrie Watkins '88 has returned to Pitzer to develop the Early Outreach Program for the College. The program is designed to encourage minority students to strive for post-secondary education and emphasizes giving personal attention to each student.

A political studies major at Pitzer, Watkins reports that public policy interests him "because it affords me the opportunity to help others in a creative way. And being an Afro-American, I am especially interested in policy that can enhance the condition of minorities in our society." He credits his participation on the Faculty Executive Committee, while a student, with exposing him to the "crisis of minority participation in higher education, both on the faculty and student level." Watkins believes his exposure on FEC led him to take the idea of early outreach and apply it to the Pitzer community. "Through Pitzer Early Outreach I want to make the concept of a college education a reality for more minority students," he explains.

And, he'd love some help from fellow alums! Watkins encourages anyone interested in being a part of Pitzer's Early Outreach Program to contact him at (714) 621-8000, extension 2625.

### **Out of Afghanistan**

If you caught the "MacNeil-Lehrer News Hour" in December or in March you may have seen the three mini-documentaries created by Jeffrey Carmel '78 and his partner Edward Girardet. The two started their own company, IBEX Associates, to produce documentaries. The company is based in Rancho Santa Fe, Calif., near San Diego.

Carmel also produced a video program in the summer of 1988, "Operation Salam," for the United Nations, showing the human and environmental tragedy that has befallen Afghanistan.

Carmel and Girardet are about to head overseas again on a two-year expedition along Africa's seven-nation wildlife belt (Namibia, Botswana, Zimbabwe, Zambia, Malawi, Tanzania and Kenya) doing documentaries on different subjects in each of the countries they will be visiting.

The documentary business is a new venture for Carmel. He has spent most of his years since graduating from Pitzer in the print side of journalism. Talk about working your way up, Carmel started at the *Christian Science Monitor* as a copy boy in 1979 and was editor of the international edition of the *Monitor* by the time he left the newspaper in 1987.

Carmel said he hopes to visit Pitzer soon and give a talk about his experiences in Afghanistan. We're looking forward to it!

### **Saving the Forest for the Trees**

Vicky Sturtevant '72 has been working on a survey of people who live in Oregon's "urban wildland interface," the area between the cities and the forest. A lot of people from California have been moving to Oregon, she said, because of what they perceive Oregon to be, and are surprised by what they find when they get there. Folks who buy up acres of land are dismayed when the adjacent forested land is harvested of its trees. "They say, 'what happened to my view?'" she said.

What she found was that people who have lived in the forest for years are happy with the timber industry whereas people who have moved to Oregon recently think the woods need to be preserved. Newcomers see the woods as valuable aesthetic and tourist attractions, her survey showed. Sturtevant said she is getting a lot of local press and is traveling throughout Oregon giving talks about her survey.

She is also working on issues concerning poor women and got together a consortium of employers who are working on providing child care.

"I feel like we're finally moving somewhere on family needs," she said, adding that employers frequently refer to child care as a women's issue rather than a family issue.

Sturtevant is the department chair and an associate professor of sociology at Southern Oregon State College.

### **Designing Woman**

Patti Podesta '78 can be found teaching a film and video class at Art Center School of Design at Pasadena.

She was the editor of a major book on video art, *The Resolution: A Critique of Video Art* published in 1986 by the Los Angeles Contemporary Exhibition. We should be able to see her work on television soon when a pilot called "Kitty Hoy" is broadcast. Podesta was the art director of the pilot.

She's also directing a video about Joan Burroughs, wife of writer William Burroughs.

### **Rent Control Battles**

Rosemarie Ibanez '86 is currently involved in a legal battle between the City of Los Angeles and a corporation that owns a large mobile home park in the city. Ibanez is fighting on the side of the city, doing research to back the city's defense against the corporation's legal challenge to Los Angeles' rent control law.

It's Ibanez' mission to prove that the mobile home court owner could have made more money than it did under the rent control law, which applies to rental properties built before 1978.

A similar legal battle was recently fought in Santa Barbara and the court sided with the corporation, Ibanez said.

"For us it's a big deal because they have a precedent now and they'll try to see how many cases they can win," she said.

Ibanez also worked on the three-volume *1988 Rent Stabilization*

*Review* as part of the Los Angeles city staff, doing research with a consultant firm. The review studied the effects of 10 years of rent regulation in Los Angeles.

Ibanez recently had a reunion in Los Angeles with Robin Lee '87 who was on her way to Basel, Switzerland, where she received a one-year contract as a research assistant for a medical research institute.

### **Smells Like a Dog**

Michel Raviol '85 has gone to the dogs...dog perfume, that is. In 1987, at age 24, Raviol's "Les Poochs" fragrances for the classy canine hit the stores in New York City. His creations are Le Pooch, for male dogs, and La Pooch, for female dogs. The fragrances are "light elegant scents" and feature two conditioners to keep the dog's coat healthy, soft, and shiny.

A year after their introduction, the fragrances "outperformed many of the top 'human fragrances' in Bloomingdales," according to a press release from DePavel International, Inc.

"It's such a hit at Bloomie's that we got nationwide TV coverage and dozens of magazine articles," Raviol wrote in a letter to *Participant*. "Just goes to show what us Pitzerites can do!!"

### **Hot Off the Press**

Amanda Mecke '73, the New York office chief of the University of California Press, said being in publishing in New York City doesn't have to mean being on the fast track.

"Being in scholarly publishing is different than trade publishing," she said. "We're publishing books for the long run."

Mecke has worked for the University of California Press, one of the top five university presses in the country, for the last eight years. She spent three years at Harcourt Brace Jovanovich before that. She received her doctorate in literature from UCLA.

She said she spends about half of her time on the phone and the rest of the time doing follow-up letters.

"I couldn't function without my computer," she said. The two-person office handles publicity and subsidiary rights. Her job also involves sales and other types of promotion.

At any given time, she's working on about three different types of projects, either advance publicity for a book, publicizing a book that's currently on the bookstore shelves, or publicizing books that have been on the market for a while.

Because of the California connection, her job is bicoastal in nature.

"That's one of the things I like about my job. I enjoy living in New York, but I enjoy having a connection with California," Mecke said.

She comes to California about once a year and was scheduled to attend a sales conference in Berkeley in May.

She does have reminders of Claremont from time to time, though. The Press is publishing a book by Pomona College English professor Thomas Pinney, *The History of Wine in America*, about the history of the U.S. wine industry up to prohibition.

She will also be promoting *Golden Inches* by Grace Service, a missionary who was in China in the 1930s and who later retired to Claremont's Pilgrim Place. The book will be published in October.

When she's not on the telephone or in front of her computer keyboard, Mecke is involved in two organizations. She is on the board of the American Association of University Presses (AAUP) and is a past president of Women in Scholarly Publishing (WISP), which helps women with career development, education, and training.

### **Can't Get Enough**

Several Pitzer College graduates have had a chance to experience life at their alma mater from the other side of the desk, so to speak.

Burt Isenstein '78 is one of them. He returned to Pitzer to teach ceramics for the spring semester. "I'm teaching in the studio where I took my first class," he said.

The experience was strange at first, he said, but "when I got to know the students it seemed more normal."

Since Isenstein graduated in 1980 from the School of the Art Institute of Chicago he has kept a studio going, shown his work, sold his work, and done odd jobs which he described as "various money-making schemes."

He had a show last December at Hokin/Kausman Gallery in Chicago in which nine pieces of his sculpture were exhibited.

What's it like to be back at Pitzer?

"I guess I have a general impression of Pitzer that it hasn't changed that much. Basically I found the quality of students to be good, better than the last place I taught," he said.

Also on campus for the spring semester was writer Ari Sherman '85. Sherman said he found his teaching experience at Pitzer very enjoyable.

"Pitzer is a unique place to teach," he said. He described the students as "still curious, adventuresome, and fairly independent thinkers."

Sherman was the recipient of a Thomas J. Watson Foundation Scholarship to study the effects of the Holocaust on writing today in Europe and Israel.

"It ended up being an international conversation on racism and writers' response to it," he said.

The "coup" of the year was his conversation with Italian writer Primo Levi a year before Levi's death. Levi was a pre-eminent writer on the Holocaust, Sherman said.

Out of the experience he wrote a series of poems called "Poems for Anni of Riga," which he said were his attempt at "finishing" the poems of a 16-year-old victim of the Holocaust.

Sherman was splitting his duties at Pitzer this spring with another English teaching job at Mount San Antonio College in Walnut.

He would eventually like to get his doctorate, but in the meantime



Ceramics instructor Burt Isenstein '78

is working on a novel and "just writing poems as usual," he said.

Poet Maurya Simon '80 came back to Pitzer to teach in 1984 and liked it so much she did it again in 1986 to teach poetry workshops and literature.

The experience was wonderful, she said.

"I really enjoyed it. One of the advantages of education at Pitzer is the classes are really small," allowing more time for interaction with students, she said. "Both of the times I taught there were several talented writers in my classes."

She also enjoyed a different relationship with her former instructors, who became her colleagues.

Tom Burk dall '80 taught English at Pitzer in the fall of 1988.

"I enjoyed it," he said. "It was nice to work with the small classes and I had some very good students."

Burkdall is at the University of California Los Angeles teaching part-time and writing his dissertation on James Joyce and film theory.

"I think there's some connection between his writing and films in general," he said.

Burkdall was on two panels last June in Venice, Italy, at the 11th Annual James Joyce Symposium. He was scheduled to go to a national conference on Joyce in Philadelphia in June, moderating a panel and presenting a paper.

Burkdall is going for his doctorate at UCLA and wants to go back to teaching English at the college or university level.

He said his goal is to be a "Joycean."

#### **She's Elected**

Mary Ann Jackson Eger '69 was recently elected to the board of directors of the Association of National Advertisers, Inc. for a three-year term. Eger said the ANA is the only organization that

defends the interests of national advertisers on legal and regulatory fronts in Washington, D.C.

One issue that's before the ANA right now is the possibility that advertising may be taxed, Eger said.

"Eventually the cost of those taxes is going to be borne by the consumer. The bureaucracy that would have to be put in place to track advertising would be incredible. The implications are very far-reaching."

Eger is the vice president and director of national corporate advertising and communications for Citicorp/Citibank in New York City. She's behind the Citicorp/Citibank campaign known by the slogan, "Citicorp: Because Americans want to succeed, not just survive," which was launched in September 1987. Her next major marketing project is Geography Awareness Week, the second week in November, in which Citicorp/Citibank, as the sole corporate sponsor in conjunction with the National Geographic Society, will provide 150,000 teaching kits at high schools across the country.

She and husband John have two sons, ages 3 and 5. She said her life is ruled by the schedule of the train which takes her from her Stanford, Conn., home into the city.

#### **Mergers and Motherhood**

Linda Zimbalist Smith '75 didn't plan on being a stock picker. When she graduated from Pitzer she had a dual major, English and psychology, and was basically leaving her options open.

"Some people have their lives all planned out," she said. "I didn't."

After graduating from Pitzer she took a trip to the East Coast and was dazzled by the world of finance. She had pretty much decided on going to business school by then, and went on the the University of Chicago, graduating with a master's of

business administration degree in finance in 1979.

In February 1988 her story landed on the pages of *Money* magazine. She was in the news because the brokerage and securities research business she had started with her husband five years earlier had attracted a loyal following of 50 top money managers.

The firm concentrates on the relationship between stock prices and merger value, she said. Twice a year, the company publishes a list of stocks that are undervalued, which she said has been picked up by the *Wall Street Journal* for the last year-and-a-half.

"We're trying to help money managers, institutions in particular, outperform the market," she said.

She juggles her interest in the firm with her duties as a mother of 4-year-old Brian, and says she is excited by both roles.

"It's important to me to balance being a mother and being a business person," she said.

In the *Money* magazine article, she was portrayed as starting work at 5 a.m. and going until 10 p.m. Things have eased up a bit since then, she said. She now gets up at 6 and doesn't always work until 10 any more. She said she now has more help at her Westport, Conn., home.

Zimbalist Smith said she sees more of the same in her future. Her company has found its "niche," she said.

"We perceive staying where we are," she said. "We want to do what we do really well."

#### **Networking with Lesbian Alumni**

Diane "Dee" Mosbacher, M.D., Ph.D., reports that she finished her psychiatry residency at Harvard Medical School in June 1987.

"I traveled around the world with my lover of 13 years," she said. "We are now settled in San Francisco, where I work as the medical director at Mission Day Treatment, a facility for acute and chronically mentally ill patients.

"Research is still an interest of mine and I am currently involved in two projects: one is a longitudinal study of lesbians who

choose to have children and the other is a study of substance abuse among heterosexual, bisexual, and lesbian women."

Mosbacher is on the board of trustees of the Union Graduate School and of the Lyon Martin Clinic, which she said provides inexpensive, quality health care for women.

Mosbacher received a doctoral degree in social psychology from the Union Graduate School in 1979 and a medical degree at the Baylor College of Medicine in Houston in 1983.

In 1987, she won a playwriting contest for her work, "The Price."

"We are interested in networking with lesbian alumni of Pitzer," she said. "We know you are out there!" She asks interested alumni to call or write: Diane "Dee" Mosbacher, M.D., Ph.D., 3570 Clay St., San Francisco, CA 94118, (415) 346-2336 or Eugenie Yaryan '70, 293 Via Del Rey, San Rafael, CA 94901, (415) 485-1034.

### Exhibiting Whimsy

Paint, beads, stitching, fabrics, buttons, and more come together in the sculptural creatures of Tammy Lavanty '86. Lavanty was a featured artist this past December in Del Mano Gallery in Pasadena and Los Angeles, and Elizabeth Fortner Gallery in Santa Barbara. Her 12- to 30- inch creatures can be found doing mischievous things in galleries across the country, including the Mind's Eye in Scottsdale, Arizona, and The Signature Gallery in Atlanta, Georgia. Lavanty is also experimenting with a variety of colors and textures in other fiber forms on her wallpieces and quilts.

### Helping the Mentally Ill

Bill Schnapp '72 was recently appointed vice chairman to the Texas Interagency Council on the Mentally Retarded, Developmentally Disabled, and Mentally Ill Offenders by Texas Governor William Clements in 1988.

"I have a bill before the Legislature to shorten that name considerably," he said of the council.

It is a six-year appointment. The council, which is newly created, will analyze issues relating to mentally impaired offenders in Texas and make recommendations for their solution, Schnapp said.

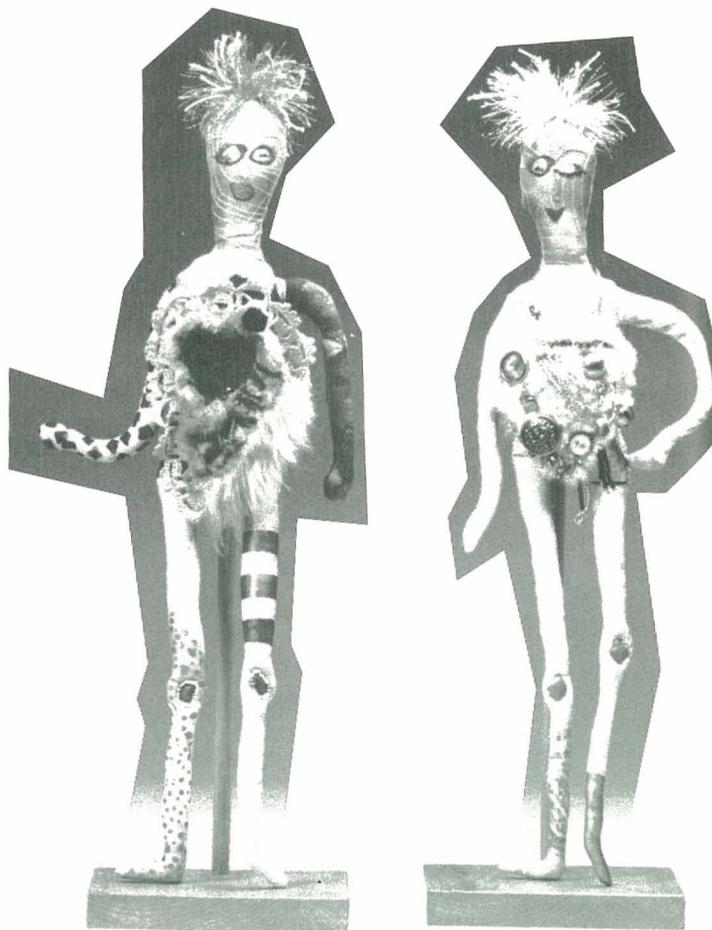
The council is involved in several research projects and pilot service programs, including a diversionary program for non-violent mentally impaired offenders.

Schnapp is an assistant professor at the University of Texas Medical School at Houston and director of Community Psychiatry Training for the Department of Psychiatry and Behavioral Sciences at the UT Medical School.

The director's position is primarily a teaching position, Schnapp said, involving consultation and education with the community at large. Schnapp teaches administrative psychiatry and the history of public mental health systems.

Schnapp received his doctoral degree in psychopolitics from the Union for Experimenting Colleges and Universities in 1982.

He and wife Sherry announced the birth of their first child, son Noah, on July 9, 1988.



The dolls of Tammy Lavanty '86 can be found in galleries across the country.

# Ink Spot

## A Classic

Charles W. Hedrick, Jr., '78 is a classic...a master of the classics, that is.

He recently had an article, "The Temple and Cult of Apollo Patroos in Athens," published in *American Journal of Archaeology*. The article, about the cult of the ancestral Apollo, appeared in the April 1988 edition of the journal, which is published by The Archaeological Institute of America. The article is dedicated to the memory of Harry J. Carroll, Jr., late professor of classics at Pomona College.

Hedrick is an assistant professor at the State University of New York at Buffalo. Last summer he led a session of the American School for Classical Studies in Athens, instructing graduate students from all over the world.

## Why Do We Have Chins?

We're the only primates who have chins, and David J. Daegling '82 wants to know why. Daegling was scheduled to present a paper on the mandibular symphysis of great apes to the American Association of Physical Anthropologists in San Diego in April.

"The big question is, why do we have chins?" Daegling said. "I'm trying to look at if there's a mechanical explanation as to why we have a particular configuration."

The chin question is part of his dissertation topic at the State University of New York at Stony Brook.

Daegling said he is "in the process of being in the process of writing his dissertation." He said he is hopeful the paper he was to present in San Diego will end up being a chapter in the dissertation.

Daegling is doing research and teaching at Stony Brook. A "boiled-down version" of the paper, which, in 1988, won him the Mildred Trotter Award by the American Association of Physical Anthropologists, is currently "at press" and he is expecting it to appear this year in the *American Journal of Physical Anthropology*. The paper will be titled "Biomechanics of Cross-sectional

Size and Shape and the Homonoidal Mandibular Corpus." His award-winning paper dealt with the mechanical design of the lower jaw of apes, humans, and fossil humans.

Daegling went to Turkey last summer to do field work in a location rich with ape fossils and plans to return there this summer.

After graduate school, he is planning "more of the same," but said he's not sure if he'll concentrate primarily on writing or research.

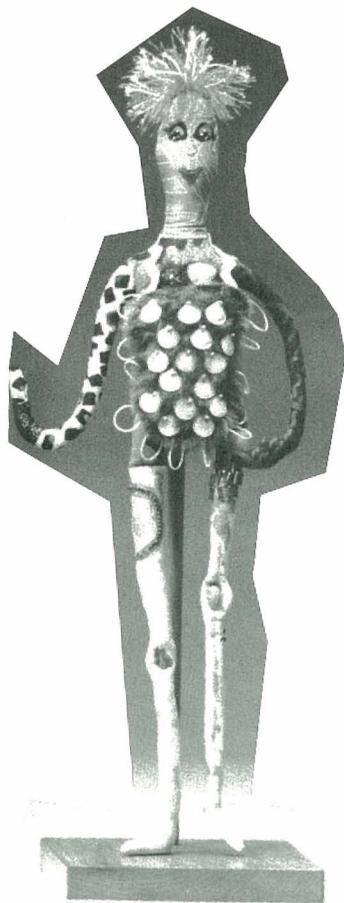
"I'm sure I'll be doing a little of both—when you get your degree in archaeology, you can't be too picky," he said.

## Of Jade and Ancient China

Elizabeth Childs-Johnson '70 has been so busy that we could devote the entire issue of *Participant* to her activities. Her most recent publication credit appears in the March 1989 issue of *Art Bulletin*, which features a review she wrote of the book, *Shang Ritual Bronzes in the Arthur M. Sackler Collection*, by Robert W. Bagley. *Art Bulletin* is published by The College Art Association of America.

Childs-Johnson also wrote an article that appears in the April 1988 issue of *Orientalism* magazine, which is published in China, called "Dragons, Masks, Axes and Blades From Four Newly Documented Jade-Producing Cultures of Ancient China." The article came out at the same time Childs-Johnson was putting on an art exhibit of ancient Chinese ritual jades at the China Institute of America in New York City.

She was asked to put on the exhibit as the result of work she did in 1986-87 in China studying early historic Chinese ritual art. She did the work while on a China Scholar Exchange in the People's Republic of China, which Childs-Johnson said is comparable to a National Endowment for the Humanities grant. She studied recent excavations which, she said, are "changing our whole understanding of ancient China" and helping to define ancient Chinese culture and its relationship to modern China.



The latest book by Hunter Lovins '72 is a lighthearted novel.

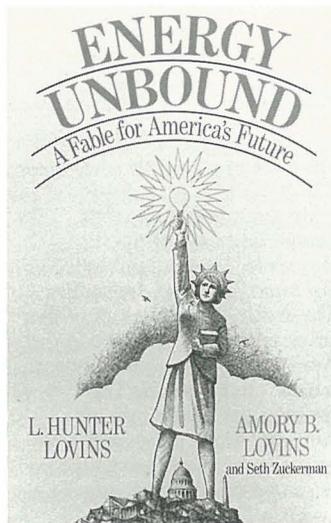
In 1987, *Artibus Asiae* ran an article written by Childs-Johnson called "The Jue and Its Ceremonial Use in the Ancestor Cult of China." It was about the function of a ritual wine vessel based on literary evidence from oracle bone inscriptions, which were a form of divination used by ancient Chinese kings and diviners to communicate with ancestor spirits, Childs-Johnson said. *Artibus Asiae* is published jointly by the AMS Foundation for the Arts, Sciences and Humanities and the Arthur M. Sackler Foundation.

Childs-Johnson said her latest accomplishment is a J. Paul Getty Postdoctoral Fellowship in the History of Art and the Humanities, which she will use to complete research on the ritual arts of ancient China. She will be affiliated with the Institute of Fine Arts of New York University. She plans to return to China this fall—she goes there once or twice a year—and will be giving a paper at a symposium on the Shang culture of ancient China. She just returned from another conference in China in November.

### Hunting for Energy Solutions

Hunter Lovins '72, lawyer, political scientist, sociologist and forester, has another book out, *Energy Unbound: A Fable for America's Future*, published in 1988 by Sierra Club Books. According to her co-author husband and partner in her environmental pursuits, Amory B. Lovins, the book is a "popular novel about the lighthearted adventures of a housewife who becomes the head of the U.S. Department of Energy and runs it as if she were running a bake sale."

Lovins and her husband travel the world carrying on their work in energy policy. They created the Rocky Mountain Institute in 1982, an independent, nonprofit research and educational



foundation, to foster efficient resource use and global security. They were on their way to Greece in April so Amory could receive one of the world's two top environmental awards, the Delphi Prize from the Onassis Foundation in Greece, for innovative approaches to energy problems.

In 1984 the couple was pictured in *Newsweek* building their alternative dream house in Old Snowmass, Colo., as a showcase for energy saving.

Lovins is the co-author of two other books: *Brittle Power: Energy Policy for National Security*, published in 1982, a technical study written for the Pentagon about the vulnerability of the U.S. energy system and what to do about it; and *First Nuclear World War*, published in 1983 by William Morrow about what is causing the proliferation of nuclear bombs and what to do about it.

### Iris Levine Shuey: Understanding Depression, and Having Some Fun

Psychiatrist Iris Levine Shuey, M.D. '68 published a technical article, "A Response to Dexamethasone: A Subtype of Depression," in the *Archives of General Psychiatry*, July 1988. In addition to her continuing research in depression, Shuey divides her time between teaching in the psychology department at Brown University, working at a community mental health clinic with chronic patients and the homeless, as well as her private

practice giving psychotherapy to depressed individuals.

And on the personal front, Shuey enjoys spending time with daughter Lillian, 11, who, taking after mom, enjoys science and literature. Together, they take pleasure in hiking, walking, and skiing.

### On Being Conscious of Folklore

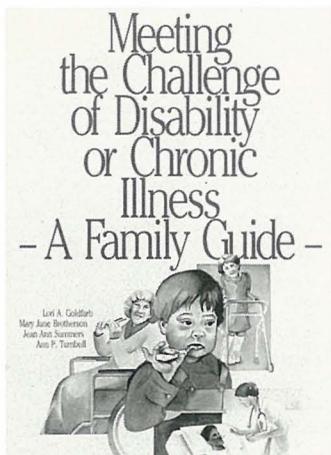
Peter Tommerup '75 took advantage of that unique Pitzer opportunity to design his own major: "Consciousness Systems: An Application of Folklore, Environmental Perception and World View." His recent contribution to the book *Organizational Folklore*, published by Sage Publications, suggests that he still makes good use of that unusual and elaborate major today. His chapter is titled "From Trickster to Father Figure: Learning from the Mythologization of Top Management."

Tommerup explains the premise of the work: "The book is primarily a series of articles by folklorists and management science people who are all concerned with the use of symbols and the invention of culture." Tommerup's chapter focuses on the study of folklore within Hughes Aircraft Company.

Tommerup is currently a doctoral candidate in the UCLA Organizational Folklore program. Along with Michael Owen Jones, a UCLA administrator, Tommerup penned "Bringing Out the Best in Us: Positive Management Practices at UCLA," which was published in part in the epilogue of the book *Exploring Folk Art*, also from Sage Publications, 1987.

But, back to Tommerup's folklore roots at Pitzer—he credits a Pitzer course with Guy Carawan (American Folk Life Folk Music Series) with teaching him the importance of folklore and says that he "thrived at Pitzer and didn't want to leave." Maybe he'll get that wish since he cites his post-doctorate goal as teaching organizational folklore and culture at "a place like Pitzer."

Lori Goldfarb '82 keeps busy with teaching, research, and publishing.



#### Goldfarb: Making a Habit of Writing

Lori Goldfarb doesn't let much time go by without publishing. 1986 was a particularly busy year. She co-authored *Meeting the Challenge of Disability or Chronic Illness: A Family Guide*, with Mary Jane Brotherson, Jeanne Ann Summers, and Ann P. Turnbull, from Paul Brooks Publishing Company. The book is currently being translated into Italian.

Also that year, Goldfarb penned "Attitudes Toward Sex, Arousal, and the Retention of Contraceptive Information," co-authored with Meg Gerrard, Fredrick X. Gibbons, and Thomas G. Plant. The article appeared in the *Journal of Personality and Social Psychology*. One of her co-authors on another article that year was Pitzer psychology Professor Rick Tsujimoto. Along with Robert Fuhr and Stanley Frischman, the two wrote "Systematic Desensitization and Relaxation as Adjuncts to the Treatment of Anorexia Nervosa," published in *Psychological Reports*.

Goldfarb followed her '86 string of published works with the 1987 publication of "Sexual Abuse: Antecedent to Eating Disorders," in the *Internal Journal of Eating Disorders*.

Currently, Goldfarb serves on the Children's Health Council, working with adolescents. The Council is an affiliate of the Children's Hospital of Stanford University and functions as a training site for Stanford medical residents. Goldfarb reports that she is expecting a teaching and research appointment at Stanford to materialize soon.

#### McKenzie's Turtle Diaries

Tracey McKenzie '83 found a seaworthy subject and wrote *A Characterization of Marine Mammals, Pennipeds, and Sea-Turtles of the Mid-Atlantic*, published in the National Oceanic and Atmospheric Administration Technical Document put out by the U.S. Department of Commerce this past January. Currently, McKenzie is completing her master's degree in zoology at the University of Rhode Island and is working on her thesis on the subject of predator prey and the relationships of juvenile American lobsters. In keeping with her studies, McKenzie is employed as a biologist in the Department of Commerce National Marine Fishery Service, where her focus is on endangered species.

#### But Can She Say It Three Times — Fast?!

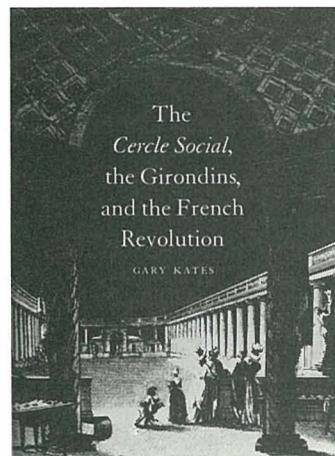
Sally Caldecott-Hazard '70 gets our vote for the alum authoring articles with incredibly intricate and elaborate titles. Her research article, "Limbic Postictal Events: Anatomical Substraight and Opioid Receptor Involvement," was recently published in *Progress in Neuro-Psycho Pharmacology and Biological Psychiatry*. She also co-authored an article with J. Mazziotta and M. Phelps, which was published in *The Journal of Neuroscience* and titled "Cerebral Correlates of Depressed Behavior in Rats, Visualized Using C-14-Z-Deoxyglucose Autoradiography." Last year, Hazard penned "Interictal Changes in Behavior and Cerebral Metabolism in the Rat: Opioid Involvement," which was published in *Experimental Neurology*.

#### Poetic Tuell

Two poems, "Rescue" and "Heartsick" by Cynthia Tuell '71, were published in *Psychological Perspectives* last year.

After teaching for eight years at UCLA in writing programs, Tuell accepted a position as lecturer in the English department at University of California, Riverside. She recently presented a paper at the Convention for College

Gary Kates '74 dedicated his 1985 *The Cercle Social, the Girondins, and the French Revolution* to Pitzer professors Werner Warmbrunn and Lucian Marquis.



Composition Teachers titled "Composition Teaching as 'Women's Work': Daughters, Handmaids, Whores and Mothers."

Reporting on the home front, Tuell writes that daughters Dana, 5, and Robin, 3, alternately "exasperate, worry and entrance me, as does my husband, Steve."

#### Tale of a Transvestite

This is a special year for Gary Kates '74, who teaches history at Trinity University at San Antonio, Texas. It's the bicentennial of the French Revolution. To mark the event, he has an article in the spring 1989 edition of *Social Research*, published by The New School for Social Research in New York, titled "Jews Into Frenchmen" about the emancipation of the Jews during the French Revolution.

He will also be publishing an article about Thomas Paine in the *Journal of the History of Ideas*, titled "From Liberalism to Radicalism—Thomas Paine's *Rights of Man*." Paine was always considered to be a radical; but against the background of the French Revolution, his *Rights of Man* "is pretty mild stuff," Kates said.

"If people really want to learn about Tom Paine and the French Revolution, they should see a movie called 'La Nuit des Varennes,'" available in the foreign movie section of video stores, Kates said. The movie recreates in fictional drama what would have

Parents should be involved in their children's education, says Claudia Guyton Jones '72.

happened "if Casanova, Tom [Paine] and second-rate novelist Restif de la Bretonne had met during the French Revolution," Kates said.

Usually European historians do "pretty dull stuff," Kates said, but he's clearly putting a little spice into the study of history. Kates has been on a one-year leave of absence from his position at Trinity University during which he spent several weeks in France and England doing research on a book about a French diplomat, the Chevalier D'Eon, who lived half his life as a woman. D'Eon was a French nobleman who was officially declared a woman by the king of France, Kates said. The Chevalier D'Eon was at one time France's ambassador to England. Kates describes his book as "a very odd story about gender confusion." The working title is *The Transsexual Moment: The Chevalier D'Eon and the Politics of Gender*. The book is in the hands of an agent, Kates said.

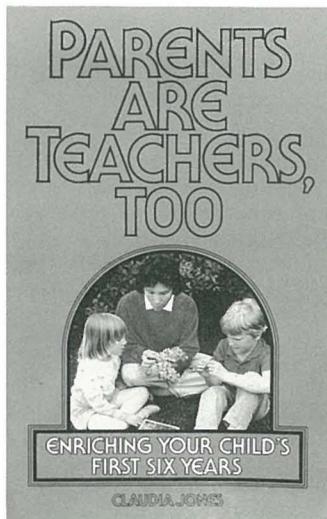
Kates is also the author of an earlier book, *The Cercle Social, The Girondins and the French Revolution*, published by Princeton University Press. Incidentally, the 1985 work is dedicated to professors Werner Warmbrunn (history) and Lucian Marquis (political studies). Kates added that Professor Warmbrunn sparked his interest in psychohistory, which helped him in his upcoming book about the Chevalier D'Eon.

#### Jones: Parenting and Publishing

*Parents are Teachers, Too* (1988) is the title of a new book by Claudia Guyton Jones '72 from Williamson Publishing Company, Vermont. The book is aimed at encouraging parents to involve themselves in their child's education, particularly during the years up to six. Jones and husband Sonny have a son, Nathan, 4, and she reports feeling somewhat caught between two careers—teaching and writing—but loving them both.

#### Great Expectations

Kirsten A. Gronbjerg '68 has several published works forthcoming. One is "Communities and Nonprofit Organizations:



Interlocking Ecological Systems," in *Contemporary Community*, expected to be published in fall 1989. It is a revised version of a paper presented at the annual meetings of the American Sociological Association in New York City in 1986. It argues that nonprofit organizations modify their mission and service in response to the changing community environment, she said.

Also forthcoming is "Developing a Universe of Nonprofit Organizations: Methodological Considerations," which was expected to be published in *Nonprofit and Voluntary Sector Quarterly* in spring 1989. This research tool discusses the criteria of how to go about building a universe of nonprofit organizations. It is essentially a complete list of nonprofit organizations, she said.

In 1987, *Journal of Voluntary Action Research* published her "Patterns of Institutional Relations in the Welfare State: Public Mandates and the Nonprofit Sector." She traced the forces that drive relationships between different institutions in the American welfare state, looking at child care, health, education, housing, and community development in Chicago.

#### Pregnant Rats and PKU

Based on research she started while a senior at Pitzer, Debbie Sutcliffe '86 recently co-authored an article on research which could be important to the many women with phenylketonuria (PKU) who become pregnant each year

with PKU, an inherited disease, should plan their pregnancies and be sure they are on their diets at the time of conception in order to avoid possible learning disabilities in their children later on, Pitzer Professor of Biology David Sadava, Sutcliffe's co-author said.

"The Effects of Maternal Hyperphenylalaninemia on Learning in Mature Rats," by Sutcliffe and Sadava, appeared in 1988 in *Life Sciences*, Vol. 43, Pergamon Press. As a result of Sutcliffe's work, a major study of PKU is under way, Sadava said.

Sutcliffe is now a student at University of California Los Angeles Medical School.

#### Where There's Smoke, There's Hitchcock

Jan Hitchcock '77 is really smokin' when it comes to publications. She's recently published, or participated in the publication of, a slew of articles on cigarette smoking and health concerns. Her article, "Adolescent Smoking: Research and Health Policy," appeared in *Millbank Quarterly*, Vol. 66, Issue 1, 1988. The article was co-authored with P.D. Cleary, M. Semmer, L.J. Flinchbaugh, and J.M. Pinney.

Her most recent article is "The Influence of Situation and Coping on Relapse Crisis Outcome Following Smoking Cessation," forthcoming in the *Journal of Consulting and Clinical Psychology*. Co-authors are R.E. Bliss, A.J. Garvey, and J. Heinhold.

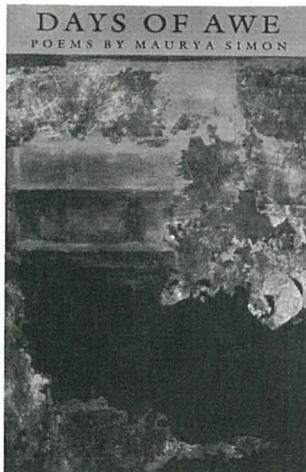
Hitchcock also contributed material to the much-discussed U.S. Surgeon General's 1989 report on smoking prevention activities, *Reducing Health Consequences of Smoking: 25 Years of Progress: A Report of the Surgeon General*.

#### Enchanted Days

Maurya Simon '80 has a second book of poetry, *Days of Awe*, out this spring. As with her first book, *The Enchanted Room*, it is published by Copper Canyon Press.

Simon was one of 30 people nominated recently by the Council for the International Exchange of Scholars in Washington, D.C., for the Indo-American Fellowship to

A second book of poetry by Maurya Simon '80 was published this spring.



go to India for six months to teach and do research. If she wins, Simon will be giving lectures to Indian students at the University of Bangalore and working on translations of devotional poems.

Simon lives on Mt. Baldy, near Claremont, and teaches at the University of California, Riverside. She came back to teach at Pitzer in 1984 and again in 1986.

#### **Taking a Little Bit of Pitzer to the Lone Star State**

Frank "Char" Miller '75 has been busy pursuing one of his joys, the history of Hawaii. He is the author of a collection of letters, journals, and diaries of Hiram Bingham, a leading missionary to Hawaii in the early-to-mid-19th century, called *To Raise the Lord's Banner*.

The book was published in 1988 by Edwin Meller, a New York and Toronto publisher. Miller said Bingham was the man upon whom James Michener's *Hawaii* is based.

Miller also co-edited *Urban Texas: Politics and Development*, expected to be published by the Texas A&M University Press in September. Miller and co-editor Haywood Sanders both contributed chapters to the book in addition to editing the volume.

Miller's current research centers on Gifford Pinchot, one of the major figures in conservation in the early 1920's.

Pinchot "had enormous tangles with John Muir and others over the use of resources," Miller said. Pinchot was a close friend of Theodore Roosevelt's and was head of the U.S. Forest Service

from 1896 to 1909. He later served two terms as governor of Pennsylvania. Miller said his biography on Pinchot is "due out in the next millennium sometime."

The debates between Pinchot and Muir will be the subject of a Public Broadcasting Service (PBS) documentary featuring Miller. Called "The Wilderness Idea," it will premiere at the Kennedy Center in Washington, D.C., in September. The segment in which Miller appears, "The Manager and the Priest," will air sometime this fall.

Miller and colleague Gary Kates '74 have had an opportunity to realize one of their dreams from their Pitzer days.

"When we lived on Indian Hill [Blvd. in Claremont] together, one of the things we talked about was teaching together," Miller said.

Both are now at Trinity University in San Antonio, Texas, and are often in and out of each other's classrooms.

"Gary comes into two of my classes to talk about the French Revolution," Miller said.

They do one class, a first-year seminar which is a general education requirement at Trinity University. It is fashioned around Pitzer Professor Lucian Marquis' (political studies) seminars, Miller said.

Miller and Kates have a spiritual as well as an educational link—together they were instrumental in establishing San Antonio's fourth synagogue, Congregation Beth Am, which means "House of the People," in September 1988. The synagogue is founded on a "Pitzerian vision," Miller said.

"The congregation is deliberately politically to the left," he said. Kates' wife, Lynne Diamond '75, is president of the synagogue, and Miller's wife, Judi Lipsett '75, is head of the synagogue's educational program and on the synagogue board of directors.

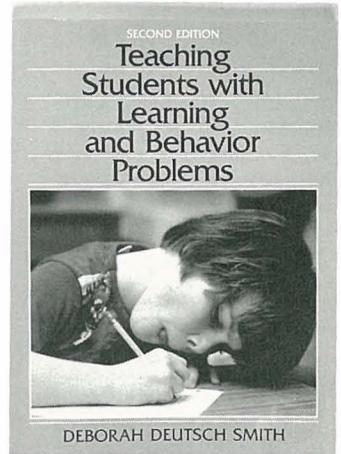
In less than a year, the congregation has grown from four or five families to more than 70 families, Miller said.

He reported that his two children, Benjamin, 8, and Rebecca, 5, are "a constant delight."

And Miller's wife Judi is assistant editor of *Our Kids*, a San Antonio-based parenting magazine.

"We're all going to come to Disneyland this summer," he said.

Another book by Deb Deutsch Smith '68.



#### **Special Educator Deb Deutsch Smith: Teacher, Writer, Trustee**

Deb Deutsch Smith graduated from Pitzer in 1968 but she's back now: she's been serving on the College's Board of Trustees since 1985.

The prolific author is chair of the Special Education Department at the University of New Mexico. Her current project is a special education course package containing a textbook, computer study disks, presentation transparencies, teacher's guide, and student study guide, expected to be published by Prentice Hall in 1991. Her co-author is Ruth Luckasson, also a faculty member at the University.

Smith is one of the authors of the Peabody Language Development Kits, programs widely used by teachers in special education. She has written numerous books, articles, and educational materials including a series of computer "games" which are designed to increase children's thinking skills.

After receiving a degree in psychology from Pitzer, Smith went on to earn a master's in education from the University of Washington in Seattle. Before joining the University of New Mexico, she conducted research and taught teachers at Vanderbilt University in Tennessee.

Husband James Smith, whom she met while a student at Columbia, is also an author—and so too is their son, Steven, who is in the sixth grade. The youngest Smith is writing a series of books called *Choose Your Own Adventure*.

## Ms. Magazine Woman of the Year: Anne Archer '69

It is the fatal scene in *Fatal Attraction*. Academy Award-nominated actress Anne Archer is the besieged Beth Gallagher, the prototypically old-fashioned, all-American wife and mom who's lost her security, her serenity, and is about to lose her life to her husband's quickie-run-amok. With Ramboesque accuracy, Gallagher aims her gun and blows her nemesis to the eternal one-night stand in the sky, thereby assuring herself of peace, justice, and a forever faithful husband. Score one for motherhood, family, and the American Way.

Archer appears at the podium looking about as radical as Princess Di at a ship's christening. With her as a spokesperson, the message that women should have responsibility for their own bodies sounds, well, obvious. Conservatives who've come just to see the woman who zapped Glenn Close are made to see a different perspective on family planning. Those who only wanted a chance to touch a real life movie star are touched by new information. Armed with indepth understanding and remarkable fluency, Archer—aiming her facts with Ramboesque accuracy—effectively and elegantly communicates her information. Score one for motherhood, family, and the American Way.

In Anne Archer's case the medium is as important as the message. Appeals to logic have no impact when the audience doesn't find the messenger appealing and, due to masterful media manipulation, the mom-and-apple-pie-type spokespersons have seemed to be on the side of the right wing. For those who still mistakenly define the reproductive rights movement as only for the Birkenstocked and wire-rimmed eyeglass set, ignoring the millions of "everyday" women firmly committed to controlling their own bodies' destiny, Archer

represents a vitally needed new public identity. That she can deliver her message with tremendous knowledge, passion, and a professional's masterful technique only adds to her significance.

By her own admission Archer, who refuses to call herself an activist and "always gets embarrassed, frankly, when I see actors talking about things other than their art," is an unlikely candidate for the front lines. It took the recent intensity of the battle for reproductive rights to drive her to the forefront. "I think maybe I was a little bit lazy and watched everybody else speaking up. Things were going along fine until I noticed a change in our society where the conservative element was getting a lot of press and attention.

"The Reagan Administration has hurt women in a lot of ways. It's been a rough time, and these issues are terribly important. Considering the onslaught of AIDS, it's also a time when our young people really need to be educated—not just about sex, but about how they're going to take responsibility for cause and effect. We seem to be reverting back for the sake of rigid morality, not for the sake of what is intelligently needed in our society."

It is apparent that Archer doesn't need a script to deliver her lines for Planned Parenthood. Off the cuff she can produce a scathing indictment of the current state of reproductive rights, pausing only to ask laughingly, "Am I on my soapbox again?" Unlike many celebrities who allow their names to be used for a cause, her commitment to the issue was obviously there long before she took it public. "I think I've always been exceedingly interested in family problems and the psychology of the family, as well as in women and children. So, I have read enough and listened enough and looked enough to know what's going on in this country and the world. That's why I feel I have something to offer. I don't feel out of place because I'm an actress who happens to align myself with a cause. This particular cause I feel qualified enough to talk about."

As we chat over lunch at her home in the bucolic enclave of Bel Air, California, even though her husband, Terry Jastrow (an Emmy-winning ABC Sports producer and president of Jack Nicklaus Productions), is at the office and sons Jeff, three, and Tommy, 16, are both in school, there is evidence that Archer's domestic unit bears strong emotional resemblance to the warm and loving, pre-Glenn Close unity of her *Fatal Attraction* family. This thought causes Archer to break into laughter. "Am I a perfect mother like Beth Gallagher? There is no such thing. You have your good days, your bad days. Your good years, your bad years."

Almost the same can be said about her career, which, even with the success of *Fatal Attraction*, can best be described as 20 years of being known as the right actress trapped in all the wrong films. Despite miniseries, made-for-TV movies, a stint on *Falcon Crest*, and off-Broadway and Hollywood-produced plays such as "A Coupla White Chicks Sitting Around Talking," her career has yet to take off with the degree of success anticipated by most film critics.

Even *Fatal Attraction* has not proven to be the pot of gold at the end of the rainbow. Since its release, she has turned down "every thing imaginable" in television except one made-for-TV movie aired last October. In December, she finally accepted an offer to costar with Tom Berenger in an Alan Rudolph film. "It's gotta be the big time or nothing, and that takes a lot of patience. You've got to wait. That's just the nature of the business."

Many actresses in her position would be reluctant to risk a career backlash by speaking up as a high-profile reproductive rights advocate. Archer completely dismisses the possibility. "I don't care [about the anti-choice women]. They're a minority. They're vocal, but it's not really based on intelligent thinking or real caring. If we bowed to radical and fanatical thinking, I don't know where we'd be in this country."





*Anne Archer '69 says women must be able to control their reproductive systems in order to control their destiny.*

"I'm not making a film about this issue. If I try to help Planned Parenthood, it's because I'm helping an organization that I feel is doing something good. That's sort of separate from my career. It's also not like going to Vietnam and talking to the Viet Cong.

"It depends on what you do and when you do it—just like having children," she adds with a smile.

Nevertheless, she is taking an up-front position in a high-risk sector. According to Planned Parenthood, bombings, arson, are frequently launched against family-planning clinics. Vandalism has become commonplace. Patients and reproductive health care workers are assaulted and harassed. Clinic personnel have received death threats, and murder has been tried. The opposition, committed to life as long as it's before birth, takes itself seriously. Archer doesn't consider herself in any way part of their agenda. "If I can help young people be more educated about their sexuality, if I can help women remember what it means to have choice, I think that's an intelligent and sane viewpoint to have."

As a member of what she describes as a "very conservative Republican family," Archer was

raised in California and graduated from the prestigious Marlborough School and Pitzer College. The daughter of actress Marjorie Lord, who spent the most visible part of her career making room for daddy as Danny Thomas' wife in the 1950's hit series, she could have led the protected, privileged life of a star's daughter. Instead, the women in her family imbued her with a strong sense of independence.

"I come from a very matriarchal family. My grandmother led the roost; my mother earned a living all her life. I understood from the day I understood language that, as a woman, I should be able to take care of myself financially. My mother felt that economic independence gave a woman freedom, so I always intended to be financially independent. I sure didn't intend to get married at a young age and have a bunch of kids."

Her mission is to pass that information on to other women. "Once you take a step back and deny women privacy and choice, you put them back in the kitchen; you put them back in an inferior position. If they cannot control their reproductive systems, they cannot control their own personal destiny."

So far, Archer has spoken at both the Republican and Democratic

conventions, and is now awaiting her next assignment from Planned Parenthood. "After the conventions I got a very positive response; very supportive. People came up to me and said they were moved. I didn't expect that. It made me know I am being effective."

As we often forget, a successful political movement is not defined only by the clear and fervent visionaries who come to the beginning of the fray with fire in their gut and a passion for leadership. For every Martin Luther King, Jr., or Betty Friedan with a pure sense of mission, there are thousands of unexpected heroes who, when finding their basic freedoms challenged, feel compelled to turn their private feelings into public action.

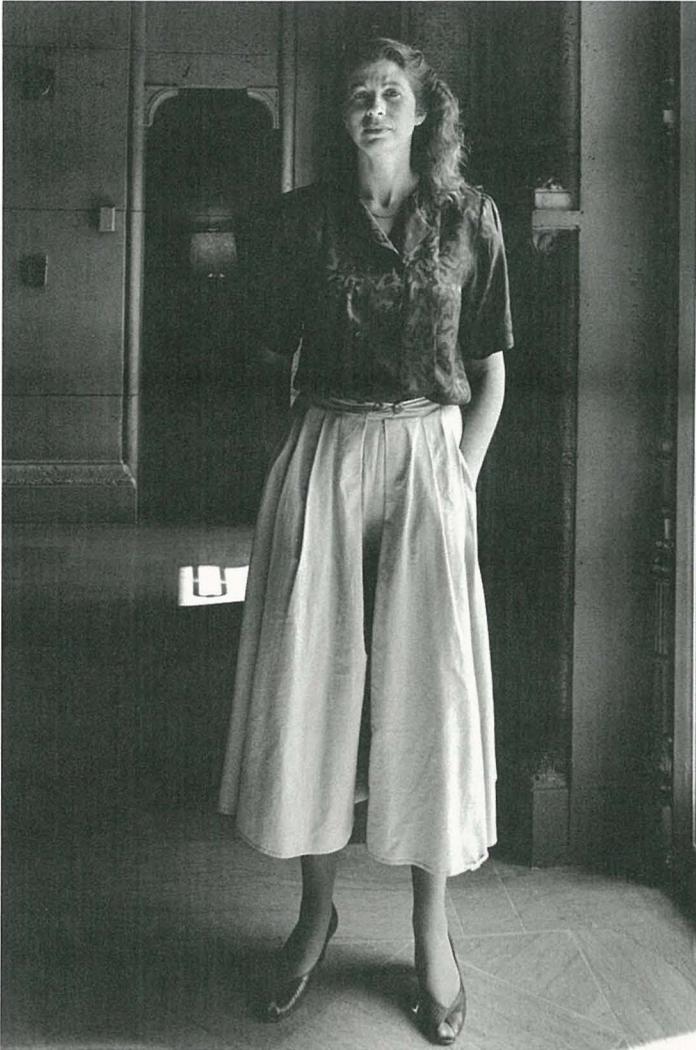
It is now that we need Anne Archer. Now, when the image of the reproductive rights movement has been as much under attack as its political position. Now, when the presumption is that anyone who is pro-choice cannot also be pro-family, pro-motherhood, or, by a giant leap of logic, pro-American.

With her big-screen image as the quintessential wife and mother, with her ability to articulate and represent the majority of women who support the idea of personal choice, Anne Archer brings a new kind of validation to the movement.

"My viewpoint is ultimately pro-family. It's having a good family where people stay married and where kids are raised with a lot of love—where women take responsibility for their bodies and what they do with their lives, so they can be good parents. That's all I want."

—Bonnie Allen

## Fighting AIDS Through Education



When Judy Spiegel graduated from Pitzer in 1978 with a double concentration in psychology and organizational studies, no one had yet heard of Acquired Immune Deficiency Syndrome. And certainly no one envisioned the suffering of thousands nor the fear, panic, and prejudice of millions directed against the victims of AIDS. Yet it would be in combating the spread of the disease, and the ignorance-based fear which accompanied it, that Spiegel would dedicate the greater part of her professional career.

Spiegel went straight from Pitzer to UCLA where she completed her master's degree in Public Health—a direction she attributes to courses and discussions with sociology professor Ann Stromberg. “My intention was to get into clinical psychology, but Ann really interested me in changing my direction,” explains Spiegel.

She also credits her time at Pitzer with helping her to carve her distinctive post-graduate career niche. “Pitzer teaches you to be self-motivated and to move beyond what people tell you you can do—and to forget what people tell you you can't do,” claims Spiegel. “It says ‘forget the rules. Forget the stereotypes.’ I think that attitude challenges and nurtures women in particular who may have heard too much of what they can't do.”

After finishing at UCLA, Spiegel managed a women's private health clinic in Hollywood for three years. While there she started a community health education outreach program, as well as publishing a quarterly magazine and designing education brochures for the clinic. Her work at the clinic positioned her well to respond to an advertisement searching for a health director for a new, young organization: AIDS Project Los Angeles (APLA). Spiegel got the job.

That was November 1983, and Spiegel became a pivotal player in an organization that was to grow by leaps and bounds—coincidentally with the rise in what was becoming known as the AIDS epidemic.

A tall woman with a casual yet commanding presence, Spiegel speaks about her work at APLA with an animation and authority that underscores her commitment to and concern for people with AIDS. Over coffee at a Los Angeles hotel, she discusses the challenges, pain, and hope in the world of those fighting AIDS:

When I started at APLA I was the education department. There was so much I wanted to do. I really set out to “save the world.” It was a good learning experience for me to find that sometimes it's just not possible.

At that time APLA had already been in operation for one year, with an all-volunteer staff. APLA had just received a contract from the state and had a new \$120,000 budget. I was one of the first five

*Judy Spiegel '78 is angered by the public's reaction to AIDS.*

salaried staff hired. By the time I left in 1988, the APLA budget was between \$6 and \$8 million, with over one hundred people on staff.

This probably sounds pretty cold and awful considering the tragedy of the increase in AIDS, but from a professional standpoint the growth at APLA was tremendously exciting. I thought to myself, "I'm in the midst of an historic epidemic."

I learned more about life and death than I ever imagined. It makes me sad to think about how many people I know who have died. Still, I was so glad to be involved. The public was getting so hysterical and prejudicial about the gay community. As a heterosexual woman, I believed I could make inroads in a nonthreatening way.

I remember when I started at APLA, there was so much discrimination and fear that, at first, I was actually afraid to talk about what I was doing. I once went to a Christmas party and was being asked about my work. When I said what I did, it was like a nervous silence filled the room.

People are terrified. That terror was what I had to deal with and try and overcome. That's not easy. I don't judge; I understand being afraid for your life. About once a year I have a panic attack myself. When you feel your gut tightening up—that's fear. That's OK, it's natural. But there's something you can do about that fear. You don't have to be controlled by it. There's information available.

In a lot of cases when I'm teaching at a worksite I find people who are very angry. But if you train well you can get around people's fear and prejudice. You have to be patient—that fear is not something you can change instantly. You have to help people understand their fear. What is the basis for it? Why does it feel better to invest in fear than to learn about the disease and let it go? Despite the panic, this is a disease people have power over. By and large, people get AIDS through voluntary behavior. It's preventable.

I'm just so angered about how people have been reacting in fear and prejudice instead of reaching out.

In the beginning at APLA, I shared the same office with a social worker so I saw most of our clients regularly. I knew intellectually about the kind of discrimination people with AIDS were up against, but it doesn't prepare you for actually dealing with real people.

Once, I went on a visit to the apartment of this man with AIDS. He must have been over 6 feet tall and couldn't have weighed more than 100 pounds. You can't imagine the pain and isolation of this man's living situation. The stench alone was unbearable. I realized that the public doesn't need to know about just the health risks. As an educator, that's easy to convey. The real problem is all about isolation, pain, and dying alone. That's the hardest part.

I don't know anymore how many people died while I was at APLA, but as the organization grew, and I moved up the ladder, I have to say I was relieved to be

able to step back from the pain, to be more removed. Still, it was this presence that was always there.

When I finally left APLA, I had six job offers in 24 hours for work relating to AIDS. I wanted to branch out and work with different types of organizations and causes, but so far all of my consulting jobs are AIDS-related. I'll probably end up doing a lot of AIDS-related consulting this first year. I have a lot to offer groups working in this area. I would like to give people who are starting organizations ideas on how to work more effectively and to share resources, to build partnerships with other organizations.

Whatever I end up doing eventually, it will no doubt be in a service profession. I guess I've always been interested in trying to make a difference—in social action. That's what drew me to Pitzer in the first place. Now I'm considering getting another degree in organizational development. I think it would help me to be even more able to effect change.

It's really part of the same course I've been on all my life, but especially since Pitzer. I always knew that whatever I did, it would involve serving others. That's been my interest. That's what I intend to do.

—Josephine DeYoung

## Social Critic, Social Worker

As a “Profile in Caring” Ross Ellenhorn is a bundle of contradictions—a misfit of sorts. On completion of his master’s degree in social work at UCLA last spring, Ellenhorn was selected as commencement speaker for his class of 80 certified-and-ready-to-go social workers. Yet, the focus of his address was sharp criticism of the process of training and certifying those very social workers, himself and UCLA not escaping condemnation.

And in his relatively brief career as a social worker, Ellenhorn has worked with some of society’s least fortunate—Skid Row homeless, victims of child abuse, homeless children—and is passionate in discussion of their needs and his work with them. But question him closely about his motivation for taking on such difficult work, and Ellenhorn is quick with the disclaimers: “To tell you the truth, I didn’t know what I wanted to do with myself” he’ll say, or “I just got assigned to that area.” And he’ll tell you that the paperwork “drives him crazy” and that a program to which he devotes much of his time, and is plainly deeply attached, “just doesn’t work because it’s a by-product of huge and conflicting bureaucracies.”

And mention that he will be featured in a series titled “Profiles in Caring” and Ellenhorn is at his most articulate—voicing strongly worded proclamations about his dislike for even the word “caring.” In his opinion, care-givers are most often people with

“narcissistic personality disorders who have a need to be the ‘fixers’ and to exercise control.”

Why all the hedging, qualifying, and contradiction? Perhaps it comes with the territory for a self-described “sheltered white boy from Claremont” who finds himself dealing face-to-face with problems he’s only read about. Perhaps it comes from being relatively new to the job or from tripping over untested ideology in a harsh and demanding real world.

Or maybe there’s just no way to avoid it if you’re a Pitzer-educated social critic who wanted to lead the “revolution” for social change and you find yourself dealing with the system from within, on its terms, as a social worker.

If you’re Ross Ellenhorn, probably all of the above.

When Ellenhorn graduated from Pitzer and headed for UCLA he had his own ideas of what it would mean to be a social worker.

“Coming straight out of Pitzer, I was interested in, and still am dedicated to, the social movements in the United States,” he says. “I’m not sure how well-thought-out my decision to get an M.S.W. [Master of Social Work] was in those terms. I had this naive view that community organizing was just that—getting people organized at the community level to fight for improvement in their lives. Now I believe that, in a lot of ways, social workers are there not to facilitate, but for social control.”

Ellenhorn’s first real experience in the field came during his first year at UCLA when he was assigned to the Department of Children’s Services (DCS) as a child abuse investigator. According

to Ellenhorn, it was not a good fit—a baptism by fire in a world where he didn’t feel he belonged or could even help.

“I felt like I was being called to investigate black people’s homes and tell them how to raise their kids. I’m not good at being a cop. And lots of the time I was scared and felt really uncomfortable,” he says. “I had done a lot of reading about whites invading black lives and I agreed with the premise. As a result, I would have too much sympathy to do the job. I knew that these people had been screwed by the system but that they had to be busted. Basically, I tried to get out of the situations as soon as possible.”

After about a year at DCS, he was assigned to aid the homeless on Skid Row in downtown Los Angeles. It was work that required less contemplation and more action—a combination that suited him.

The tempo was quick and the needs of the recipients were pretty clear cut. “I dug it. It was intense. Even though there was always this threat of violence, you really feel like you’re doing something. The team there was just awesome and the people who end up working on Skid Row are really dedicated to that kind of work.” Ellenhorn did a lot of walking the streets, identifying the immediate needs of the homeless and getting them help: places to stay, medical attention, social security income, or disability funds.





Ellenhorn now spends his days working through the Didi Hirsch Community Mental Health Center in Culver City. There he divides his time working in three schools in special satellite programs, primarily directed at homeless children, children with behavioral problems, or severely emotionally disturbed or learning-disabled children. He spends about a quarter of his time there conducting family therapy. All told, Ellenhorn handles a case-load of about 20 individuals and/or family situations each week.

But that's not all. Ellenhorn puts in an additional five hours each week with Emergency Services and another 10 doing therapy in a private practice. He describes his time with Emergency Services, a hot-line service responsible for activating the police or Psychiatric Mobile Response Team to handle crisis situations, as "really killer work—the most tiring that I've ever done."

If there is a common thread running through all that

Ellenhorn does, and if it's not, as he protests, "caring," then two other "C" words come to mind: conviction and commitment.

His conviction about what, in his opinion, social work can and should be comes across clearly. Those ideals are well articulated in his article "Toward a Humanistic Social Work: Social Work for Conviviality," published in *Humanity and Society, Volume 12, Number 2, 1988* (the Journal of the Society for Humanistic Sociology). There he writes about the roots of social work, with specific reference to the turn-of-the-century work of Jane Addams: "She believed it was the responsibility of the social worker to work in 'association' with people, not for them. Her attempt was true social work; it was the labor of making interaction more social. . . . this is the most transcendental, ambiguous, and thus uncertifiable aspect of social work."

And his commitment is plain when he talks about what he wants to accomplish as a social worker: it is not to help others; it is to empower them. The criticism and cynicism he directs at the larger field of social work is nowhere to be found when he talks about a social program he is currently designing. "Probably the most important thing I'm working on right now is this socialization program for homeless children. It's centered around giving kids control over their environment," Ellenhorn explains. "They will be doing a newspaper,

Ross Ellenhorn '86 says he dislikes the word "caring."

making art, keeping a journal, making their own snacks, keeping a garden and building their own 'homes.' It's all designed around the notion of creativity. They become the creators and they are in control of their own products."

His words tumble out quickly as he describes in animated tones the philosophy behind his program: "It's really applying an abstract philosophy in a curative way to provide children with a sense of having a durable base, something of their own."

And his conviction and commitment are clear when, in the conclusion of his article, he sums up his own goals and hopes for social work in general: "The essence of doing social work. . . comes from seeing the contradiction in the term 'human service industry.' It comes from understanding that it is our mission to work with, not for, individuals and communities in the development of a sensitive, healthy society."

—JD

## Finding Solutions to the Cycle of Poverty

Tom Brock knew, even in high school, that he wanted to do something about the social welfare system. He wasn't too clear what that would entail, or where it would eventually lead him, but he felt that Pitzer would be a good place to try and find out. "I largely chose Pitzer because I was interested in social programs," says Brock. "I thought that I wanted to do counseling with young people so I started out in psychology, but realized after one class that it was not the approach I wanted to take."

What Brock had discovered was that he was much more interested in figuring out the big picture. "I became more interested in how the broader policies of government served to keep some groups at the bottom of the socio-economic ladder and allowed others to succeed. And I wanted to examine some of those questions and to have some influence on the process. I wanted to inform policy makers about what the problems were and what could be done about them," he explains.

Well, that's just what Tom Brock is doing today. He evaluates social welfare programs and communicates his findings to the people who can make a difference. He knows what does work and what doesn't. As well as anyone can, he understands the complexity of the problems, and what needs to be done to make a difference in the lives of welfare-dependent people—how to break the cycle.

Hoping to beef up his research ability and get more training in field research methods, Brock is currently enrolled in the doctoral program in social welfare at UCLA where he is doing an in-depth examination of GAIN (Greater Avenues for Independence), a new California statewide program aimed at a major restructuring of the state's welfare programs.

But it was before leaving Pitzer for Columbia University in New York (where he received his master's degree in public administration) that he first began to gain insight into the complexity and magnitude of the social problems he would eventually be trying to battle. And, according to Brock, he found insight in some unexpected places.

"My experiences at Pitzer really helped to develop my interest in social policy—from a very interdisciplinary perspective. I was able to learn a lot about social policy in classes that I really didn't expect to," he says. "I learned a lot in my anthropology courses with [Professor of Anthropology] Susan Seymour when we looked at strategies for survival in lower income communities. And a literature course I took with [Professor of English and Black Studies] Agnes Jackson, where we examined the works of Faulkner and Richard Wright, was a real eye-opener.

"I was able to gain insight into approaching social problems from a variety of different perspectives. When I went on to get my master's degree I found that other students didn't have the breadth of knowledge, or at least not the creative approach, that I had developed. I attribute that to Pitzer."

From there, Brock took his creative, interdisciplinary perspective and his new master's degree to the Manpower Demonstration Research Corporation (MDRC) and put them to use evaluating youth employment programs. There, his primary task was to evaluate the effectiveness of Job Start, a program aimed at providing disadvantaged young people with job skills and a high school equivalency education. The target group was made up of high school dropouts, ages 16 through 21, with reading levels below eighth grade, all living below the poverty level, many of them teen parents.

Brock's was a research role: he would go out and visit program sites in Texas and Los Angeles, where he would meet with the staff and talk with the young people in the program. "I would ask staff how they structured a program like this," he explains, "and I would try to find out from the kids what they liked. Or what worked for them—what got them there in the first place." Using his findings and comparing them to similar research from other Job Start locations, Brock and the people at MDRC would determine what approaches actually worked and why.

Now relocated in Los Angeles, Brock will be using a similar approach to evaluate GAIN—California's great hope for an improvement in its social welfare programs. And, as he points out,



*Tom Brock '83 is interested in figuring out the big picture.*

the hopes are pretty high and the task fairly daunting.

"GAIN recipients will be expected to participate in job training or some kind of educational activity in order to receive aid," he explains. "They could be taking adult basic education courses or working on their high school equivalency, taking English as a Second Language courses, or attending a community college. I'm looking at how the program is being implemented in Los Angeles County."

What makes GAIN a particularly ambitious program, however, is its sheer magnitude in numbers. Brock enumerates: "In Los Angeles County alone there are about 75,000 people targeted as eligible for this program. About 40 percent of the state's total welfare recipients are in L.A. County. To implement GAIN will mean a huge amount of changes—trying to create all these slots for adults in all these different programs. That means huge expansion. It also means real changes in how social workers will work with clients. There needs to be child care, transportation; a whole range of things need to take place. I'll be exploring questions of how the program will be structured, what will need to be implemented. How will GAIN change the delivery of the whole

social welfare system in Los Angeles County?

"Up till now, the system has been in the business of handing out checks. GAIN is trying to turn things around. It gives participants a fighting chance to enter the system. It gives them, all of us, some reason for hope. On a lot of levels we're making some really positive changes. But they're major changes and they involve changing the way all these huge systems work together: the school system, the social welfare system, the job-training system, and social services systems that provide child-care and counseling. The question is, how can we begin to coordinate all these activities?" he asks.

Another question might be, how does Brock muster the energy and determination to try and sort out all of these questions and systems when most people give up on trying after volatile and confused 15-minute discussions at dinner parties? "What motivates me is that popular notion that 'nothing works,'" he says. "And the popular response to that notion in the 1980s has been: 'because nothing works, let's do nothing.' I look at and examine programs that do work. You don't have to rely on hearsay and prejudice," he says emphatically.

What seems to separate Brock from those who, as he puts it, "throw up their hands or get stuck in ideological positions that offer no solutions" is a firm conviction, based on knowledge, that changes in the social welfare

in the lives of welfare recipients—a chance to break out of the cycle. Brock just hasn't given in to cynicism or abandoned hope.

"I guess as I map things out for myself and my future, two goals emerge. One is that I want to keep people aware that the needs are still out there," says Brock.

"There is a tendency to overlook problems or to try and deal with them in the easiest way possible, ignoring the deeper level of the problem. There are so many, too many, examples of taking the easy route and then paying for that later on.

"The second is that I would like people to know that intervention can make a difference. Social programs can be created that make a difference. My part in this will be to find out what the features of those successful programs are and then to get that information out—to look down the road and see the impact," says Brock.

"There's a pinball effect where one push touches off a series of reactions, creating opportunities that offer better lives to people and better lives, in turn, for their children. I hope that through a lot of research, writing, and communication, I can make some inroads in getting those messages across."

For Brock, finally, the answers to where his interest in the social welfare system will take him is looking pretty clear. And that clarity of vision may be just what the system needs.

## Creating New Worlds for the Disadvantaged

*Fifteen young people, all disadvantaged inner-city youths, lie on the classroom floor with their eyes closed. They're wondering what's going to happen and they're skeptical because it's supposed to be a "learning experience." Soft, eerie music is playing as the lights begin to dim. From behind their closed lids they sense the darkness. In the distance they hear booming thunder and cracks of lightning. Voices are hushed. The storm seems to be coming closer. Now when the lightning cracks they sense bright flashes of light. A dampness, an ultra-fine mist, settles on their faces and eyelids. A wind begins to blow. They feel chilled and begin to shiver slightly. Suddenly a deep, mesmerizing voice begins to unfold a tale of mystery and horror. Only, the characters in the tale are not remote strangers: it is they, and their friends. Totally absorbed, they disappear into a place they have never experienced: the eerie landscape and world that existed in the mind and works of Edgar Allen Poe.*

*The story slowly ends, but the silence lingers. Gentle music plays and the lights begin to lift. The young people cautiously open their eyes, come back to the classroom, and, hesitantly at first, they begin to talk. They have all just shared an experience, and as they gradually come out of it, they find that they also shared certain responses. They become eager to talk about those feelings. And what's more, they want to go back to that world and experience more. They want to read.*

The experience described above is what Silverio Calzada refers to as "tactile learning," an "interpretation of thoughts and feelings into a multi-sensory, audio-tactile language that can communicate an experience while minimizing verbal discourse."

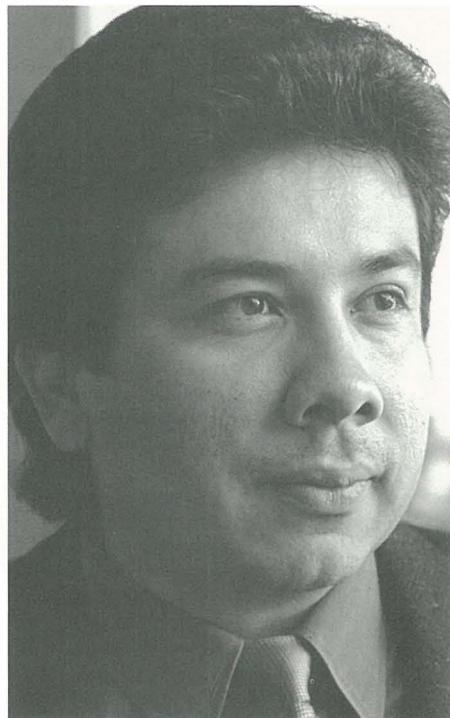
Tactile learning is a concept developed by Calzada to create "intimacy, connection, and bonding through shared experiences." It is the focus of the dissertation he hopes to complete soon, along with his Ed.D. in Counseling and Consulting Psychology from Harvard University. With its broad applications, tactile learning is also a business venture for Calzada; he is director of his own company, Interactive Technologies and Human Development.

Just how does tactile learning work and what are some of its applications?

Well, it's a pretty creative concept, and definitely an interdisciplinary approach to learning and therapy. As Calzada describes it, it's part sociology, part psychology, and part biology—with a hefty dose of acoustics, special effects technology, and an emphasis on the dramatic arts.

Specifically, Calzada is presented with a situation, a problem to resolve. With the Poe presentation, the challenge was to arouse an interest in learning, communicating, and reading in a group of 15 inner-city young people, ages 15 to 20, with reading and math abilities between the second- and fifth-grade levels.

Calzada focuses on the specific group and goal before he decides on an approach. In this case, it was



a dramatic reading, complete with special effects, of Poe's *The Mask of the Red Death*. He hires dramatic readers and mixes the reading in with special sound effects, loads his van with pertinent special effects equipment—fog and wind machines, photo-flash umbrella units, a water atomizer, sound and lighting equipment. Then Calzada and Poe weave their special magic, drawing the young people into a strange new world.

And when the lights come on and the young people return to the classroom, what remains? Curiosity. A rare sense of wonderment. A need to share thoughts and feelings. A desire to learn more.

And those reactions are measurable. Of the 15 young people who participated, 13 took copies of the story with them and 10 chose to write paragraphs about their experience. As their teacher put it, the results were "amazing."

Calzada explains why tactile learning can be effective: "The process allows these students an imaging process that's really extraordinary. I've personalized it for them, and the experience becomes a metaphor for other things they have experienced in their lives. These kids have low

*Silverio Calzada '80 says some caring Pitzer professors changed the direction of his life.*

skills but experiences they want to communicate. They're dying to reveal something about themselves and don't know how. This creates a connection and mode for them to articulate their feelings. I finally feel as if I've discovered a vehicle that helps them to get over the fear of speaking out. That's a big hurdle to jump in the learning process."

But the applications go beyond helping young people with learning problems. Calzada has modified his techniques for a broad range of tasks. He has brought his equipment into the corporate world to open lines of communication between stressed and competitive high-level executives who may feel alienated and hostile but are unable to express those feelings in productive ways. He has been hired to create tailor-made experiences for families who hope to find ways to break down barriers and rediscover each other. He has worked with therapists to help patients relive experiences that have become stumbling blocks in their progress to mental health. One of Calzada's most difficult and painful tactile experiences was to recreate, in a therapy setting, a rape victim's account of the crime so that in "re-experiencing" it, she would be able to accept that it was not her fault.

Because the elderly are often immobile and isolated from life in old people's homes, Calzada believes his tactile experiences present a unique means of bringing a range of evocative experiences to them. Once again

they hear birds singing, dogs barking, the sounds of children laughing and at play. It takes them back. "I try to arouse a pleasant memory for them," says Calzada. "They say to me, 'Sonny, you just reminded me of something that happened to me when I was 15! And then they go from there.'"

Calzada charges little or nothing when he creates his experiences for the elderly or disadvantaged youth. He knows that the financial payoff for his business comes from the corporate and therapeutic applications of his methods; but, clearly, it's his work with the needy that gives him the most reward. And for Calzada, it's not a sympathetic response—it's empathy; he, too, was a disadvantaged youth.

"I grew up in the barrio, in a gang setting," explains Calzada. "I couldn't articulate my feelings and I felt really isolated. I first started making tapes and creating experiences for myself when I was 8 or 9. I wanted to create a live experience that was different than what I knew. I wanted to arouse new feelings in myself."

Calzada also had a difficult time scholastically. At one point he was labeled retarded and placed in remedial classes. The experience was painful and lowered his self-esteem but didn't affect his ambition. With a mixed scholastic record and SAT scores of 620, Calzada applied to Pitzer, knowing acceptance was against the odds. Pitzer took a chance.

"I have a huge debt to Pitzer. It was really a place where I didn't belong," says Calzada. "At one point I had my bags all packed and was ready to leave, but I had people who supported me—

especially Peter Nardi [Pitzer sociologist] and Inge Bell [former Pitzer sociologist]. They were there for me. We had really long talks. Pitzer held me like a mother holds a child. They had a hunch that I could make it and gave me the confidence to stick it out. If it hadn't been for Pitzer, I'd probably be working at the same factory where my father works. Instead, I'm at Harvard and people are impressed. I've often been asked where I did my undergraduate work and I'm proud to tell them: 'At Pitzer College.' Now I want to give something back. I want to help the people who were like me prior to Pitzer."

And Calzada believes he's found the means to make a difference through tactile learning and his Interactive Technologies and Human Development business. "When communication occurs, the transmission of intimacy, the comfort of being connected, and the strength of being bonded with another takes place. All of us, young and old, poor and rich, blessed and cursed, deserve opportunities to know and to be known, and opportunities to understand and to be understood."

Looks like the bet paid off; Pitzer's hunch was right on target.

—JD

For some, leaving familiar surroundings for the unknown of college life means finding a new home.

Lucretia Peebles '71 came to Claremont in 1967 from the San Francisco Bay Area and has made her home and built her career here ever since. The little girl who wanted to teach fourth grade has become a public school administrator. Along the way she earned a bachelor's degree from Pitzer in history, and master's and doctoral degrees in education from The Claremont Graduate School. She's taught emotionally handicapped students and honors and college preparatory students, with courses ranging from "Personal Adjustment" to "Ethnic History." Five years ago she moved into administration as an assistant principal at Lorbeer Junior High School in Diamond Bar, California.

Peebles came to Pitzer with high expectations. She quickly found a community of support in Claremont in the presence of other young blacks. "We thought of ourselves as real movers and shakers," she says. "There weren't many blacks there then. It was culture shock for many of us. But now those students are lawyers, teachers, social workers—they've all gone on to be people who make a difference."

Making a difference in education has always been her dream. She talks about how Pitzer helped to ground her dreams in something quite real. "I was attracted to Pitzer like most people are," Peebles says, "because it offered the support and encouragement to do different things. It expanded my creativity. I wanted to study history because I have always been interested in what has gone before, in how we connect with what has to come.

"I feel a part of what has gone before, partly because I took classes on black



## Those Who Can, Are Teaching: A Challenge to the 'Education President'

*Lucretia Peebles '71 wants President George Bush to put teeth into his promises to support education.*

*By Elisabeth Duran*

***"Teaching should be one of America's most honored professions...I do see a better America. An America that respects teachers."***

*—George Bush to teachers at Inauguration festivities, January 1989*

**L.P.:** Something has to be done to make the profession more honored. We never get the full respect other professions have because people think 'those who can, do, those who can't, teach.'

You shudder when you think of the danger a person puts himself in in trying to educate someone else's kids. Many of our schools, thank goodness this one is not like that, are very dangerous places to be. It's a danger that comes from the fact that schools are a place where everything is dumped. Society expects us to take care of all its problems, but school is also a place where educators are thought of as nothing.

Bush will have to set policy that will get states to move in the direction of upgrading the teaching profession, whether that be a merit system, civil servant system, or whatever.

A concerted effort needs to be made to recruit new teachers. When I look at minorities, this is not a field they are choosing to enter. Schools are hard-pressed to find minority students to go through their teacher education programs. And even when you have a state like California, with a higher minority population, I guarantee you're still not going to see those people in teacher internship programs.

I think preparation to be a teacher needs to start before graduate school. Those are the best teachers—those who had experience with kids before actually entering grad school.

We have a program like that right now, a grant to fund a [special] math program. We sponsor math academic workshops, where we take seventh- and eighth-grade kids who are good, strong students and ask them to stretch beyond that. We have two college students as workshop leaders and four high school students as proctors.

It's funny, the two college students are civil engineering students. Neither were student teachers or in teacher education programs, or even thinking of going into education, when they entered the program. But both have come to me now and asked, 'What do I have to do to get a teaching credential?' I can relate to that because that's kind of how it happened to me.

history. It was a real eye opener—it helped me build a sense of self, which was absent before I came here.”

The future seems clear as well, she says. “I will be a principal someday. It’s my next role. I can see myself as a professor in education, too. But there’s more credibility when you’ve been in the trenches, so I will definitely be a principal first.”

A lot of Pitzer grads experience those very same trenches; many choose to enter education as a profession. And while most will continue the fight from there, what would they do if given the chance to set education policy? What advice do they have for President George Bush in the first year of his administration, and what do they think of his promises to be the “education president?”

It’s a tough time for educators. Federal cuts have sliced deep; while increasing concern for the preparedness of our nation’s graduates mounts pressure on policy makers to do something, anything, to get America’s schools back on track and make the country proud of its young people’s accomplishments and confident of the future of its leadership. Seldom has education experienced the prominence in national debate it does now, but what do those who wage the real battles in the classrooms of America say to Bush?

“I’m not sure whether Bush coined that phrase ‘education president’ just to get some of us in education on the bandwagon,” Peebles begins. “I do feel that there is a greater sensitivity on his part towards our schools, and towards other social issues. Where Reagan did a lot of cutting, and didn’t seem to care, I think Bush is aware of the damage done. . . . I think he shows a greater respect for children, for young people, for family.”

**“Money is an easy answer to the problem, but it is not the fundamental answer. The fundamental answer is to make better use of what we have.”**

—George Bush in campaign speech to the National Conference of State Legislatures

**“This Administration is committed to the principle of more choice at the local level—for students and parents to choose the schools that best meet students’ needs; for teachers to experiment with techniques and ideas to help students learn better.”**

—excerpt from President Bush’s budget documents

**L.P.:** I think that is a very idealistic, but not realistic, statement. The primary answer is money. Our schools have not made good use of what we have, but that is not just a school problem, it is a societal problem I link to the breakdown of the family. I don’t think the kids come to school anymore with the idea of making good use of what they have. I understand why Bush says that. But if you’re looking just for schools to do that, then you’re looking at just one small part of the problem.

The federal government needs to give some wholehearted support monetarily. I am in favor of equalization of funds to districts. There is still inequity [among] districts.

**L.P.:** Experimentation could be good. It’s something that’s missing now. I appreciate innovation—Pitzer has given me that. I’d like to see the community more involved in determining the types of things we do with the kids. Schools with that type of involvement are better. This is one of those schools.

I’ll tell you about one of my innovations. When I first came here four years ago, I said, something is really missing. There was always the feeling that everything was kind of regimented. We’re in a good community; but, I thought, something is needed—a parent volunteer program. If parents

support us, and we work together and have equal weight in planning, if they’re part of the education process, it becomes a partnership.

People are involved in a positive way here. Parents come to school dances, they are aides in classes, they bring refreshments to our academic decathalons. We have found ways they can be supportive.

One thing you are challenged to do at Pitzer is to be a change agent—for the negative or positive. This is positive. You can’t work at a school this long and not harbor real feelings for kids. So I’m still hopeful [for the future].

I was named after Lucretia Neal Hill. I met her when she was 102; she died at 104. It was the summer before I came to Pitzer. She picked cotton in the fields each day to support her family,

and she spent 50 years as a teacher. When I met her, she said, “Whatever you do, do something to help people.” When I get down, I remember her. If you can say that at 102!..I felt it was a true calling, an honor [to hear her]. I feel I am doing what she commissioned me to do.

I spoke with a former student of mine recently. She called up to say how much I meant to her. She said she always felt I was teaching just to her. And she asked me if I thought she would make a good teacher! I’ll pass the mantle on—for the people who taught and inspired me.

*Good news for all of us—no matter how Washington plays it.*