

SPRING, 1992

PITZER PICKS A PRESIDENT

CARTICIPANT

THE MAGAZINE OF PITZER COLLEGE

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Letters—The *Participant* is published twice a year by the Pitzer Public Affairs Office. We welcome your comments on this issue and suggestions for future issues. Please write: The *Participant*, Public Affairs Office, Pitzer College, 1050 North Mills Avenue, Claremont, California 91711.

Cover:

Pitzer's new president, Marilyn Chapin Massey

The Pitzer College Magazine
Spring 1992
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LETTER FROM THE PRESIDENT



Dear Friends:

As acting president, I have the honor of welcoming Pitzer's next president who will lead the college into a bright and exciting future.

After a long and exhaustive search, the trustees appointed Marilyn Chapin Massey earlier this year. She will take office in July. The Pitzer community is fortunate to have elected a new president so committed to the College's established goals of multicultural education and diversity as an integral part of this liberal arts college.

Marilyn was a special guest at the board/faculty retreat in March in Newport Beach. The retreat was organized to allow faculty and trustees an opportunity to discuss important issues in structured and unstructured groups. This kind of interaction is important for this small college community in order to keep our goals and educational mission clearly in focus.

The dedication of the W.M. Keck Science Center on February 21 was an important moment for the three colleges sharing the Joint Science Program: Pitzer, Scripps, and Claremont McKenna. The handsome building adds distinction to the Claremont Colleges with state-of-the-art equipment to back up the talented and dedicated faculty. The W.M. Keck Science Center offers quality scientific research and teaching areas important to a

broad-based liberal arts education. Dr. Maxine Singer of the National Institutes of Health gave a stirring address speaking to the need for scientific literacy.

I am pleased to acknowledge the outstanding athletic achievements by the women's basketball and swimming teams, both of which claimed the top spot this year in the Southern California Intercollegiate Athletic Conference (SCIAC). In particular, we are very proud of Caryn Cranston, who was not only the SCIAC Player of the Year in basketball, but also selected to the Kodak All America team.

In this issue of the *Participant*, we explore the ways in which the College has embraced the mission of multicultural education. A Ford Foundation grant was the catalyst for many of these innovative programs, including the internship program that encourages Pitzer students to taste the vast array of multicultural experiences beyond the confines of the college community. Other examples of Pitzer's push toward more diversity within the curriculum include new courses that have been created to examine the cultures of the world from different perspectives. A fine example has been the enormously popular "The World Since 1492," taught by Professors Dan Segal and Pieter Judson. This course examines the past 500 years

through the views of various cultural perspectives.

This issue also explores Pitzer's New Resources program through the eyes of four students who found their return to college to be rewarding after several years of being out of the educational system.

I know that you are as excited as I am that Pitzer has kept on the cutting edge of education. The College will keep on this innovative path, and Pitzer's trek into the 21st century will be a fascinating journey, led by a distinguished educator.

Finally, let me thank the board, faculty, staff, and alumni of Pitzer for an exciting year. Soon after being appointed interim president, I asked the faculty to approach the 1991-92 academic year with a spirit of goodwill. As usual we faced some tough issues, but we did face them with goodwill and candor, in the best interest of this fine College. Marilyn Chapin Massey inherits a wonderful Pitzer community excited at the prospect of working with her.

Sincerely,

A handwritten signature in dark ink, reading "Paul B. Ranslow". The signature is stylized with a large, flowing "P" and "R".

Paul B. Ranslow
Interim President

INSIDE STORY

CMC President Jack L. Stark formally dedicated the new W.M. Keck Science Center during a ceremony in February.



Keck Building Dedicated

Trustee Kenneth S. Pitzer helped dedicate the new W.M. Keck Science Center in a February 21 ceremony attended by 300 people including representatives of the Claremont Colleges community, city officials, contributing foundations and corporations, and other donors.

"Scientific understanding is an essential component of the broad education needed by today's citizen," Pitzer said, emphasizing the importance of science in a liberal arts curriculum.

Also speaking at the dedication were Jack L. Stark, president of Claremont McKenna; Professor Andrew Zanella, chair of the joint science department; and Michelle Hermann, Scripps College '92.

Three directors of the W.M. Keck Foundation, whose \$6.5 million gift provided approximately half of the needed funding for construction, joined President Stark on the podium to unfurl a commemorative banner and officially dedicate the building.

The new three-story, 86,000-square-foot building is located on Mills Avenue and 9th Street, at the junction of Pitzer, Claremont McKenna, and Scripps Colleges. It will provide better teaching and research facilities for the science program shared by Scripps,

Claremont McKenna, and Pitzer Colleges.

The focus of the building, designed by Anshen and Allen and built by Koll Construction, is a courtyard that joins two wings and leads to major entries in three directions. The courtyard will also provide a central meeting place for students and faculty.

The Joint Science Program was established in 1964 by CMC, Scripps, and then newly founded Pitzer. The first Joint Science building was built in 1968. The new building provides 50 percent more usable space than the old one and is a dramatic and architecturally distinctive addition to the Claremont landscape.

In addition to the major grant from the W.M. Keck Foundation, other gifts were made by the Kresge and Weingart Foundations. Many foundations, corporations, trustees, parents, friends, and alumni of the three colleges also contributed.

Four alumni of the Joint Science Colleges spoke at an afternoon symposium about how their education prepared them for their careers. Susan Celniker, '75, whose field concentrations were biology and anthropology, talked about her job as a senior research fellow in biology at Caltech.

Anthropology in the Streets

A semester spent riding along with the Pomona Police is not



▲ *"Scientific understanding is an essential component of the broad education needed by today's citizen," asserted Trustee Kenneth S. Pitzer during the W.M. Keck Science Center dedication.*

quite what one might expect from an anthropology course.

However, for Pitzer students Ben Pieper '92 and Judd Walson '94, that's exactly what they did for their fields methods class. For the course, co-taught by anthropology Professors Susan Seymour and Don Brenneis, students are sent out into the world to immerse themselves in a field site to learn the various ethnographic methods of observing, interviewing, and recording behavior.

While Pieper and Walson were dodging bullets with the police, other students chose more sedate, though not less interesting, field sites. Amy Champ '94 studied "raves" in the Los Angeles area and Ariel Harrison '93 studied First Street Gallery, where artists teach the physically and mentally handicapped.

Fletcher Jones for Student Loans

Pitzer College has received a \$150,000 grant from the Fletcher Jones Foundation to strengthen the College's student financial aid program.

The new grant will help Pitzer meet the terms of a challenge grant from the Weingart Foundation to create a permanent fund at Pitzer for interest-free student loans. The \$150,000 will be matched dollar for dollar by Weingart, adding \$300,000 to Pitzer's permanent loan fund.

The Weingart Foundation recently expanded its interest-free loan program, and over the next five years, Pitzer will be eligible for more than \$1.6 million in matching funds if the College can raise a like amount.

Domestic Partner Health Benefits

In February Pitzer approved a plan for domestic partner health coverage. The intent of the new policy is to provide benefits to employees in domestic partner

arrangements that are comparable to those provided to employees with legal spouses and dependents.

"By extending health benefits to employees' domestic partners, Pitzer College demonstrates its continuing commitment to diversity and social responsibility," said Peter Nardi, professor of sociology and chair of Pitzer's Faculty Executive Committee, which recommended approval of the new policy. "It's an important acknowledgment of the many committed, loving relationships that exist all around us."

In administering the new plan, Pitzer College will recognize for spousal equivalency status unmarried, unrelated partners of either sex whose emotional and financial relationship to an employee qualifies them to be considered a domestic partner. The College will also recognize for dependent equivalency status an unmarried dependent child, under age 19, of a qualifying partner.

Employees wishing to participate in the plan will be required to complete an application certifying that a committed relationship of shared emotional and financial responsibility exists.

Extending health benefits to domestic partners is another in a series of actions that Pitzer has taken that shows the College's commitment to equality and social responsibility. In May 1990, Pitzer was the first private college to ban ROTC on campus in protest of the military's stand against lesbians and gays. The same year Pitzer faculty taught the nation's first gay and lesbian studies Elderhostel.

Nardi notes that Pitzer is a leader in developing gay and lesbian studies classes, such as Women Studies 27—Gender/Sexual Orientation: Biological and Sociocultural Perspectives; Sociology 64—Sexuality and Society: Gay and Lesbian and Bisexual Studies; and Women Studies 135—Cross Cultural Lesbian Studies.



Don Brenneis



Peter Nardi

Acting President Paul Ranslow (right) congratulates Professor Agnes Moreland Jackson on being named the Peter S. and Gloria Gold

Professor of English and World Literature. In center are Chairman of the board of trustees Chadwick F. Smith and Trustee Peter S. Gold.



Pitzer was also among the first private colleges to declare itself a sanctuary for Central American refugees (1985) and to divest from companies with holdings in South Africa (1986).

Jackson Named Gold Chair

At the trustee/faculty retreat Dean of Faculty Tom Ilgen announced that Agnes Moreland Jackson was named the recipient of the Peter S. and Gloria Gold Professorship in English and World Literature. Ilgen congratulated Jackson for her many contributions to education at Pitzer and to the greater Pomona public education system. He also noted the "crucial role Jackson has played at Pitzer for more than 20 years in moving the College to realize its professed goals of a community that reflects the cultures and races that make up our world."

Board Member Killed in Crash

The Pitzer community was saddened by the death of Donald Kaufman, a Pitzer trustee since 1980.

Kaufman, chairman of the Board of Boston Stores, was killed in a private plane accident on December 21, 1991.

Retreat in Newport Beach

A trustee/faculty retreat at the Hyatt Newporter in Newport Beach in March provided an opportunity for trustees and faculty to learn more about each other. Small group discussions led by faculty members focused on the things that make Pitzer distinctive. Board members also led informal lunch discussions about how their work and personal lives fit into Pitzer's educational mission.

Biking, tennis, shopping, dancing, and a nature walk on Newport's Back Bay were some of the recreational activities enjoyed by more than 80 trustees, faculty, and staff who participated in the three day retreat. Special guests at the retreat were President-elect Marilyn Chapin Massey and her daughter Sarah.

Women Athletes Place High

Both the Pomona-Pitzer women's basketball and swimming teams were the Southern California Intercollegiate Athletic Conference champions this year, with the SCIAAC Player of the Year in basketball distinction going to Pitzer student Caryn Cranston '92

The women swimmers also placed first at the end of the season competition in Cerritos in February. Three Pitzer swimmers, Amanda Harris '93, Tamara Rollins '93,

and Mary Flood '95, qualified for the national competition in March, where they came in 17th.

Ann Maberry to Retire

After almost three decades, Pitzer Registrar Ann Maberry is saying farewell to the Pitzer Community and goodbye to California.

Come June, Maberry will be retiring to her new lakefront home in Northeast Oklahoma to rest and relax, leaving behind a long-time relationship with Pitzer.

"Pitzer College has been a big part of my life," Maberry says. "I feel as if I've grown up along with it. It's been very rewarding."

And indeed, she has. Maberry came to Pitzer in 1964 when the new college was just opening its doors, and since then she has touched generations of Pitzer students. Her presence in the registrar's office will be missed. This spring, alumni had a chance to say goodbye to Maberry with a farewell party.

Maberry leaves Pitzer on a high note, recalling why she found working here so rewarding. "The most beneficial thing about working at Pitzer is that I've been allowed to develop the office on my own," Maberry says. "Everyone has been supportive and flexible."

Maberry also enjoyed getting to know the faculty and watching the College grow. "Pitzer has started a lot of new programs over the years," she notes. "It's an



Ann Maberry, who has worked as Registrar since 1964, retires in June.

exciting place. We've gotten some new faculty who've given new life to the College."

But for Maberry, out of sight will not mean out of mind. "I'd like to remain in contact with Pitzer people," she says. Alumni in the Kansas City area, she notes, will be less than four hours away from her new home.

Maberry has been looking forward to this move for a while, and plans to spend time doing arts and crafts projects such as fabric painting, ceramics, and oil and watercolor painting, as well as "winding down" from her long career at Pitzer.

The move will bring Maberry closer to family in Kansas City, Missouri, where she lived before coming to California in 1956.

Chowder Society Highlights

Faculty members have been sharing their work, ideas, and interests with each other through a series of afternoon exchanges called the "Marching and the Chowder Society," organized by Lucian Marquis. Topics were diverse:

Alan Jones

Tales From the Silent Traveler in China

Lucian Marquis

Snapshots of the Soviet Union



"If the beak curves up to the sky, it's a godwhit. If it curves down to the earth, it's a curlew." At the trustee/faculty retreat, Professor John Rodman led a nature walk on Newport's Back Bay. From right, Camille Lombardo, John Rodman, Phyllis Horton and Rick Tsujimoto.



Lucian Marquis

Karen Goldman

Dancing with Saints and Chasing Snakes: Encounters with Venezuelan Popular Culture

Ntongela Masilela

Karl Marx in Africa

Pieter Judson and Dan Segal

The World Since 1492: Reflections on Curricular Re-centering

Kathryn Rogers

Encounters with Process: the Excitement, Incitement, and Intimacy of Teaching Case Studies

Jack Ling, Joe Parker, and

Linus Yamane

Tripmaster Monkey on Gold Mountain: Teaching Asian-American Studies

Jim Hoste

What is the Shape of Space?

Sheryl Miller

A Sensitive Balance: Hopi Art on Display

David Furman

Beyond Pitzer: Building a Life on the Taos Mesa

David Moore

A Crib with a View

Valentin Berezhtkov

Negotiating with Hitler and Stalin in the 1940s

Judith Grabiner

The History of Mathematics

Jeffrey Lewis

The Physiology of Emotion

Werner Warmbrunn

History and Pitzer's History

Marquis Starts Salon

In addition to organizing Marching Chowder talks and Atherton dinners, Lucian Marquis

recently began a new Pitzer tradition—a European-style salon. Once a month the political studies professor invites between eight and 30 students and others into the Marquis home in the foothills for lively discussions of politics and culture.

Topics have included: Are the private lives of politicians relevant to their political careers? Art is long and life is short: What place for the arts in the liberal arts? What, if anything, is wrong with the American political system? Does love make the world go around? What do “echo boomers” think and feel about “baby boomers”? Is a political settlement in the Middle East possible? Each salon starts with a set topic, but discussions can lead anywhere, according to Marquis.

A Grand Adventure

Under the auspices of Pitzer Outdoor Adventures, six hardy Pitzer souls journeyed to and through the Grand Canyon during winter break.

Josh Nusbaum '92, Ben Piper '92, Alan Jones, associate professor of psychology, Chris Freeberg, activities director, David Janney '89 (founder of the club) and Gary Janney, David's father, rafted along the Colorado River for 21 days.

Along the way they encountered all the elements: snow, rain, sun, wildlife and “awesome” whitewater.

Outdoor adventurers at the Grand Canyon: (from left) Josh Nusbaum, Chris Freeberg, Alan Jones, Ben Piper, Gary Janney and David Janney.





Wachtel Runs for Congress

Al Wachtel has been busy. Past president of the Jerry Voorhis Claremont Democratic Club, he's a candidate for the Democratic nomination for Congress in the newly created 28th congressional district. If nominated, Wachtel will run against the Republican incumbent of the old 33rd district, giving us a Claremont Colleges competition for Congress, since the incumbent, David Dreier, is a CMC graduate.

Wachtel's book, *The Cracked Looking Glass*, is due out from the Associated University Presses in May. He also has an article on American foreign policy, "Damage Control in the Middle

East," scheduled for publication soon in *Midstream* magazine.

Fear Raises Money

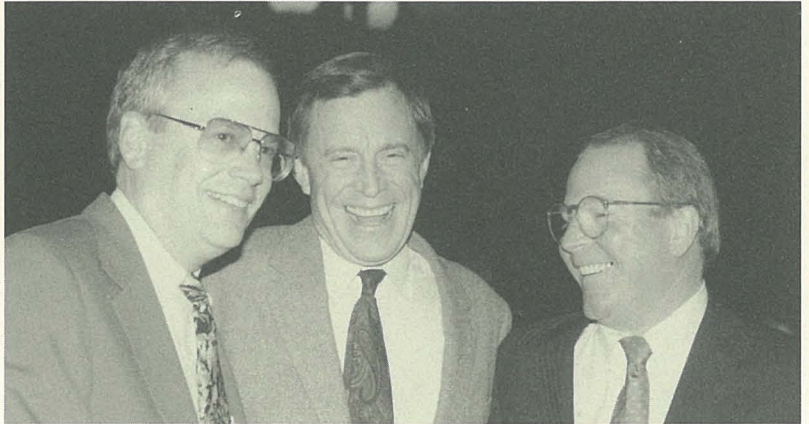
More than 300 Pitzer trustees, students, parents, and alumni attended a preview screening of *Cape Fear*, starring Robert De Niro, Nick Nolte, and Jessica Lange at the 11th Annual Pitzer College Film Benefit, held November 15, 1991 at Universal Studios. Cocktails and dinner were served before the screening.

Board of Trustees members and co-chairs of the benefit, Constance A. Austin and Deborah Bach Kallick, characterized the

Rafting on the Colorado River are Ben Piper, Chris Freeberg and Josh Nusbaum.



Supporting Pitzer at the film benefit, from left, former President Frank L. Ellsworth, Chairman of the board of trustees Dr. Chadwick F. Smith, and Acting President Paul B. Ranslow.



event as, "a wonderful evening and a tremendous help to Pitzer college students." Pitzer Senior Development Officer Suzanne Zetterberg reported that the event raised more than \$200,000 for the student financial aid fund.

Pitzer Exchanges Visits with Artist James Turrell

During winter break 13 Pitzer College students traveled to the western edge of the painted desert in Arizona to study for two weeks with international artist James Turrell, whom the *New York Times* called one of the five most important artists working in the United States and Europe. In turn, Turrell visited the Pitzer campus for a week in March to meet with students and give a talk. He plans to return to build an original piece of art with the help of students.

"This was a very special opportunity for Pitzer students, a once-in-a-lifetime opportunity," said Michael Woodcock, the Pitzer faculty member who accompanied the students on the Arizona trip. "Turrell is a powerful artist and a sensitive teacher," he added.

The Pitzer-Turrell project was organized by Woodcock and Pitzer student Marti Meyerson. The project was sponsored by grants from the Compton Foundation, the Durfee Foundation, and Pitzer's Academic Events Committee.

The next issue of the *Participant* will document the Turrell-Pitzer exchange.

Feminist Filmmaker Honored

Black feminist filmmaker Camille Billops was welcomed to Pitzer in March as the featured speaker in the annual Intercollegiate Department of Black Studies Sojourner Truth Lecture.

Billops is a renowned independent filmmaker, a mixed-media artist, and the keeper of the Black-American Cultural History archives. She has created docudramas highlighting a number of sensitive areas including adoption, drug addiction, and abuse. Her three films have been widely acclaimed and awarded at numerous festivals.

Former Professor Dies

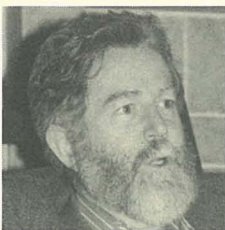
Peter A. Clausen, director of research for the Union of Concerned Scientists, who taught at Pitzer from 1973 to 1974, died of cancer last June at Beth Israel Hospital in Boston.

Clausen, an advocate of nuclear disarmament, joined the Cambridge-based Union of Concerned Scientists in 1983 as a research analyst. He became research director in 1984. He was also an adjunct research fellow at the Center for Science and International Affairs at the John F. Kennedy School of Government at Harvard University.

Mayan Shaman Visits Pitzer

Mayan shaman, artist, and musician Martin Prechtel of Pecos, New Mexico, visited Pitzer in February. His performance "Music, Masks, and Medicine," on February 26 in "The Pit," featured Meso-American instruments, Mayan shamanism, and Central American dance masks created by Prechtel.

Artist James Turrell spoke to students in the Grove House about his art and his life and their visiting him in Arizona during winter break.



Prechtel discussed his work on February 27 in Pitzer's Salathe Gallery and unveiled his painting "Xatoqpa Kee Vinaag," which had never before been exhibited. The theme of the painting is the entrance into one's "two person" phase from Mayan mythology.

Prechtel was once a rather famous rock star in Guatemala and Belize and gained favor in the popular urban music scene in Central America. After becoming involved in Indian matters, however, he eventually became a shaman in Santiago Atitlan and turned to ancient forms of music, movement, and medicine.

Kay Gardner Performs

Author, composer, and performance artist Kay Gardner, who is widely acclaimed for her work with music, healing, and spirituality, appeared in a free concert in the Founders' Room in November. She also gave a free lecture at Pitzer's East Studio and held a book signing at the Wild Iris Bookstore in Claremont.

Gardner, a resident of Stonington, Maine, is perhaps best known for her pioneer work in a field she calls "music medicine." She uses tone, repetition, pulse and rhythm, harmonics, and harmony to create pieces designed to resonate on specific chakras, or energy centers, of the body.

In 1986 Yale University's department of anesthesiology invited Gardner to help with a pilot project to study whether the relaxing or hypnotic effects of music could reduce the need for anesthesia.

Gardner incorporates her music-as-medicine philosophy into concerts and workshops that she has presented across the nation. She has also written a book on the subject, *Sounding the Interior Landscape: Music as Medicine*, which was published by Caduceus Books in 1990.

Folksinger Utah Phillips

Utah Phillips, master storyteller and folksinger, appeared in Avery Auditorium in March. His performance blended home philosophizing, political commentary, and legendary ramblings about tales of many old friends he has met in mid-West

American ranches, logging camps, union halls, and boxcars.

Phillips, who has performed throughout the United States and put out a record of his folk songs, once ran for Senate in Utah on the Peace and Freedom ticket and once ran a write-in campaign for president on the "Sloth and Indolence" ticket.

The event was sponsored by the Society for the Preservation of Acoustic Music, Pitzer's Academic Events Committee, PAct (Pitzer Activities), and Pitzer Music Resource Coalition.

Jenny Holzer at Pitzer, CGS

International conceptual artist Jenny Holzer exhibited and spoke at the Claremont Colleges in mid-January in a visit arranged by Marti Meyerson, a Pitzer College student, and Michael Woodcock, assistant professor of art, with the help of Pitzer College's art field group and the Claremont Graduate School's art department. Holzer, who has exhibited widely, is known for her powerful

Background: Artwork by Jenny Holzer displayed in CGS's West Gallery.

Below: Holzer (center) in panel discussion.



use of slogans in different media and venues. Her work was displayed at the CGS's West Gallery from January 21 to February 14. She gave a public lecture at CGS on January 22.

Holzer also participated in a women's studies panel discussion at Pitzer on January 23. Other participants included Pitzer Professors Lourdes Arguelles, Betty Farrell, and Dawn Weidemann as well as Pomona Professors Frances Pohl and Sheila Pinkle.

INK SPOT

Albert Wachtel

Albert Wachtel, professor of English, has his book *The Cracked Looking Glass* due out from the Associated University Press in May.

Betty G. Farrell

Betty G. Farrell, associate professor of sociology, has two books in progress: *Kinship and Class in 19th-Century Boston*, to be published by SUNY Press, and *The Family in Historical Perspective*, to be published by Westview Press.

Jose Z. Calderon

Jose Z. Calderon, assistant professor of sociology and Chicano studies, published an article with UCLA Sociology Professor John Horton titled "Language Struggles in a Changing Community" in *Language Loyalties: A Source Book on the Official Language Controversy*, James Crawford, ed., by the University of Chicago Press. It will be available in May 1992.

Calderon had an article included in the spring issue of the journal *Latin American Perspectives* titled "Hispanic and Latino: The Viability of Categories for Panethnic Unity."

Susan C. Seymour

Susan C. Seymour published a chapter titled "Socio-Cultural Contexts: Examining Sibling Roles in South Asia" in *Siblings in South Asia*, by Charles Nuckolls, ed., Guilford Publications, Inc.

Lee and Ruth Munroe

Lee Munroe, professor of anthropology, and Ruth Munroe, professor emerita, psychology, have recently co-authored the second and third parts of a series on time use in traditional societies. *Samoan Time Allocation* and *Black Carib Time Allocation* were published by the Human Relations Area Files, which also

issued the first book in the series, *Time Allocation among the Logoli*. The fourth and final volume, *Newar Time Allocation*, is being completed with the assistance of Pitzer student Jo Anne Shwayder '93 and Pomona student Guadalupe Arias, who are gathering the final data this spring while enrolled in Pitzer's Nepal program.

Peter M. Nardi

Peter M. Nardi, professor of sociology, edited a collection of articles on men's friendships as part of a "men's studies" series organized by Sage Publications. His volume *Men's Friendships* was published in March.

Stuart McConnell

Stuart McConnell, assistant professor of history, will have his book *Glorious Contentment: The Grand Army of the Republic, 1865-1900*, a history of Union Army veterans and their careers after the Civil War, published by the University of North Carolina Press in May.

Paul H. Shepard

Paul H. Shepard, Avery Professor of Natural Philosophy and Human Ecology, had his book *Man in the Landscape: A Historical View of the Esthetics of Nature* republished by Texas A&M University Press.

A new edition of *The Sacred Paw*, by Shepard and Barry Sanders will be out in Penguin's Arkana series this spring. Shepard's forthcoming book, *The Others: Animals and Human Being*, will be published by Farrar, Straus and Ginoux later this year.

Dan Segal

Associate Professor of anthropology Dan Segal will soon have his book *Crossing Cultures: Essays in the Displacement of Western Civilization* published.



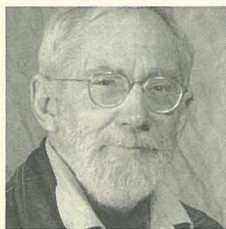
Betty Farrell



Susan Seymour



Ruth Munroe



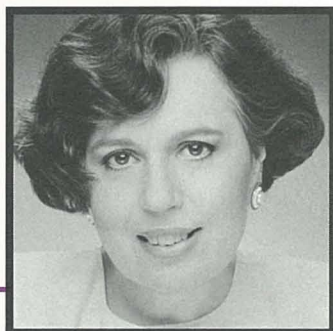
Paul Shepard

PITZER

MARILYN

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PICKS



CHAPIN

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A PRESIDENT

MASSEY

I call the arts of being a free person."

MARILYN CHAPIN MASSEY WILL LEAD PITZER INTO '90s

by Kim Peasley

Marilyn Chapin Massey thinks Pitzer has soul. What she means by that says a lot about Pitzer and a lot about Massey.

"At the center of Pitzer's mission lies a commitment to the liberal arts, to what I call the arts of being a free person," Massey told Pitzer's board of trustees upon her appointment. "These arts entail not only the rigorous development of the mind, but also the enrichment of what I have called in some of my writings, soul."

"This term has tended to get me in a bit of trouble because it sounds exceedingly religious," she added. "I don't mean it as such, but I do use it to provoke."

Like Pitzer College, Marilyn Chapin Massey does not shy from asking people

to think about traditional terms and ideas in new ways.

"I do not believe that truth is to be found in one particular meaning, one set of transcendent ideals that everyone should have," she explained, contrasting her view of the term 'soul' with that espoused by Allan Bloom in his provocative and controversial book *The Closing of the American Mind*.

"A liberal arts college should support each student in finding his or her meaning, in searching for what

counts as a basis for exercising freedom in relation to others. And a liberal arts college ought to be a laboratory for the exercise of that freedom," she said.

PITZER'S EDUCATIONAL MISSION

Massey says the thing that attracted her most to Pitzer was that the way the College embraces freedom is to commit itself to a set of well-thought out educational goals: interdisciplinary perspective, intercultural understanding, and concern with social consequences and ethical implications of knowledge.

"These educational approaches are unique," she noted. "In the American universities in this century, the educational ideal has been that of specialization, becoming an expert in one discipline . . . Pitzer asks its students to follow another direction. It has made interdisciplinary work not only part of its requirements, but also of its very structure, its courses and its hiring and rewarding of faculty."

She was also impressed by the close relationship she found between students and faculty.

"Here students can work together as peers with faculty who are doing this interdisciplinary work. And, equally important, they can work closely with faculty who care as much about them and the issues of our time as about their research."

That makes Pitzer the kind of place Massey thinks gives students a tremendous advantage. "As a consequence of working with faculty who do not split mind and soul, students do indeed have the opportunity to weave together the development of the mind and character that can contribute to making the world a better place."

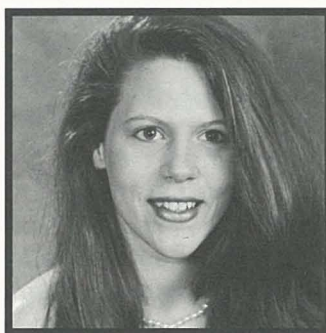
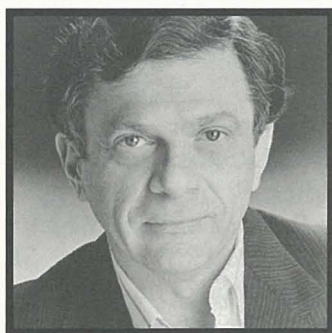


Chairman of the board of trustees Dr. Chadwick F. Smith, President-elect Marilyn Chapin Massey, Acting President Paul B. Ranslow.

FINDING THE RIGHT PERSON

Massey officially begins her duties as Pitzer's fourth president in July. She succeeds Frank Ellsworth, who left in June 1991 after 12 years to become president of the Independent Colleges of Southern California. Paul Ranslow served as acting president for one year while the board of trustees conducted a search for a permanent president.

The board appointed a search committee headed by Trustee John Tierney to conduct a full-scale effort to find the best person to lead Pitzer into the '90s and beyond.



The Massey Family: daughter Lisa, husband James, and daughter Sarah.

"The search was an immense project," said Tierney, noting that the committee reviewed hundreds of applications. "I'm thrilled that we were able to find Marilyn Chapin Massey. She is a talented and creative scholar and a capable administrator. She is an excellent choice for Pitzer."

In addition to Tierney, the members of the search committee included trustees Hirschel Abelson, Robert Bowdoin, Rebecca Sokol Smith, and Russell Pitzer; Professors Glenn Goodwin, Tom Ilgen, and Ann Stromberg; and student Tunde Whitten.

After reviewing applications and doing preliminary interviews across the country, the committee narrowed the choice down to three candidates, who visited the campus for extensive interviews at the end of the year. Massey was officially elected by the board at their January meeting.

TWO DECADES OF EXPERIENCE

"We were impressed by Marilyn's enthusiasm for Pitzer and by her solid background," said Ilgen, noting that Massey boasts an impressive academic career that spans two decades.

Since 1987 Massey has been vice president for academic affairs and dean of faculty at Marymount Manhattan College in New York, a non-sectarian liberal arts college with a tradition of serving first-generation immigrant and minority students.

According to Ilgen, when Massey assumed the position, Marymount Manhattan, like many liberal arts colleges, faced severely declining enrollment and increasing financial restraint. With faculty and staff, she designed a new curriculum, enhanced recruitment, strengthened the board, and attracted new financial

resources. In three years applications shot up nearly 100 percent, and the financial situation improved markedly.

In addition, student academic quality improved, and the entering classes became more ethnically and culturally diverse.

Before joining Marymount Manhattan, Massey held administrative and teaching positions at the College of New Rochelle, Harvard University, Duke University, and Mundelein College.

ADMINISTRATOR, SCHOLAR, AND TEACHER

Her career in education began, however, as a sixth grade teacher in New York City. "Teaching has gotten easier ever since," she laughs, adding, "I plan to teach at Pitzer because I enjoy teaching. Plus, I think that way I'll develop tighter ties with students and faculty." Subject areas might include philosophy, history of philosophy, and feminist theory.

A specialist in philosophy of religion, Massey is also an accomplished scholar and writer. Her *Christ Unmasked: The Meaning of the Life of Jesus Christ in German Politics* was selected as Outstanding Book of 1983 by CHOICE. Her most recent book is *The Feminine Soul: The Fate of an Ideal*, which examines the origin of the ideal of the goodness of women in the 19th century. She has also written numerous scholarly articles and contributed to books on the subjects of women and religion.

She earned her doctorate at the University of Chicago in philosophy of religion with distinction, and a master's degree in interdisciplinary religious studies. She holds her bachelor's degree in English and philosophy from Marquette University.

Massey's teaching and administrative career has been enriched by two sabbaticals. The first was in 1975 as director of International Women's Year for Kentucky's Commission on Women. She continued to direct the Commission's Women and Work Project until 1980. *Business Week* and other national media covered the program as one of the most innovative in the country.

Massey's second leave was as a participant in the distinguished "Fellows" program of the Bunting Institute at Radcliffe College. There she was named the outstanding junior female faculty member in 1983. It was during her year at the Institute that she committed herself to college administration.

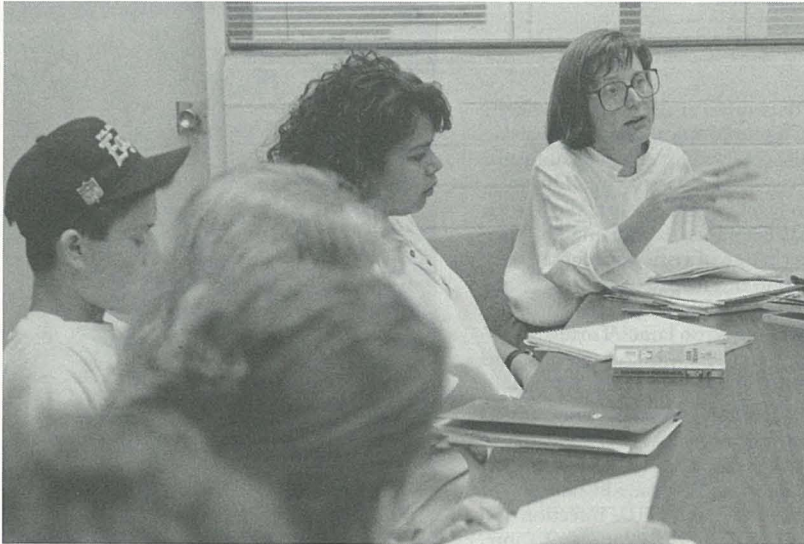
"I discovered that I wanted to foster the type of dynamic, interdisciplinary community I enjoyed at the Bunting Institute and to promote access and diversity in higher education," she recalls.

The new president's family will take up residence in the Pitzer's President's House on Harvard Avenue on July 1. The new president's husband, James Massey, is a philosopher and actor. The couple have two daughters. Lisa, 22, is a biomolecular researcher who plans to enroll in a doctoral program at the University of Georgia. Sarah, 17, is a freshman journalism student at the State University of New York, Cortland.

Saying she is a "big city" person, Massey proclaims that she is excited about moving to the Los Angeles area. She also looks forward to meeting people from all of the Claremont colleges and participating in the Claremont community.

"It is a great joy for me to be invited to join Pitzer College," she said. "I look forward to working with the Pitzer community to build the College's future."

FACULTY FOCUS



Kate Rogers, who recently received tenure, explains a point in a freshman seminar.

Society for Psychological Anthropology.

In February, Seymour presented a paper called "The Socialization of Sibling Ties in India," at the annual meeting of the Society for Cross-Cultural Research in Santa Fe. The presentation was part of an all-day symposium honoring John and Beatrice Whiting of Harvard University that is being organized by Ruth Munroe, professor emerita, psychology, and Lee Munroe, professor of anthropology.

Seymour also co-taught the Introduction to International/Intercultural Relations this past fall with Joseph D. Parker, assistant professor of East Asian thought. The topic was gender in Asia and they had a wonderful time teaching about the construction of both gender and geopolitical entities such as "Asia."

Houchins on the Blessing of Ham

Sue E. Houchins, visiting lecturer in black/women's studies, presented a paper with Kathleen Wicker (Scripps) called "The Blessing of Ham: Resacralizing and Recontextualizing the Narrative of the Nation." The presentation, which focussed on the Bible in Africa, Asia, and Latin America, was made at the Society for Biblical Literature meeting in Kansas City, Missouri, last November.

Bell Back

After 10 years of retirement, Inge Bell is back at Pitzer as a visiting professor of sociology. She is teaching two courses for the sociology field group: "Ventures in Desocialization" and "The Official Reality."

Woodcock in Group Show

Assistant Professor of art Michael V. T. Woodcock, now in his third year as visiting artist at Pitzer, is currently participating in an important group show of

Rogers, Segal Tenured

Both Kathryn Rogers, assistant professor of organizational studies, and Dan Segal, assistant professor of anthropology, received tenure this year and were promoted to associate professors.

Judson Makes the News

Pieter M. Judson, assistant professor of history, was interviewed by Tom Waldman '78, a freelance writer, for an article in the *Los Angeles Times Magazine* about his class called "Eastern Europe and the Soviet Union in the 20th Century."

The Soviet coup attempt changed the format of Judson's course, which he'd planned as a Soviet history since 1900. Instead, in each class they took time to examine what had happened in the past few days.

Seymour Presents at Conferences

Susan C. Seymour, professor of anthropology, gave a poster board presentation October at the meeting of the Society for Psychological Anthropology in Chicago. The presentation was titled "Family Organization and Child Development in India: a 25-Year Perspective."

The following month Seymour attended another conference in Chicago, the American Anthropological Association, where she assumed the position of secretary treasurer and member of the board of directors of the

"drawings" at the Koplin Gallery in Santa Monica. Woodcock also just received his second California Arts Council Grant. In addition to teaching and his art, Woodcock has been busy organizing an exchange of visits between a group of Pitzer College students and internationally acclaimed Arizona artist James Turrell.

Arguelles Speaks at Colleges

Lourdes Arguelles, associate professor of women's/Chicano studies, spoke at the University of California, Riverside in January about sexuality, HIV infection and AIDS in the Chicano/Latino communities in California.

Earlier that month she appeared at the University of La Verne's Intercultural Conflict Project as co-presenter of a multicultural gay and lesbian seminar.

At the Women of Color Institute in February, Arguelles was a plenary speaker at the 1992 national Feminist Psychology Conference in Long Beach. In April, she traveled to Chicago as a co-presenter of a workshop on multiple world views in college campuses, sponsored by the Asian-Pacific Islander Caucus of the American Association of Higher Education.

Also in April, Arguelles participated in a conference in Claremont on "Counting Women's Work Activism and the Academy."

New Class Drives onto Campus

Rudi Volti, professor of sociology, and Harvey J. Botwin, professor of economics, have collaborated on a new course titled "Cars and Culture."

The course examines the place of the automobile in contemporary



Cadillac tail fins were the obvious choice for a sculpture at the pool of Pitzer College professor Harvey Botwin's home. Botwin and Rudi Volti are teaching a course in California car culture.

culture and how it has been shaped by economic, political, and social forces.



Michael Woodcock



Lourdes Arguelles



Rudi Volti



Meg Mathies

Mathies Now Weinberg Professor

Margaret Mathies, professor of biology, was appointed the first Sidney J. Weinberg, Jr. Professor in Natural Sciences at Scripps College last December. Mathies has been a member of the Joint Science faculty since 1965.

Lew Ellenhorn Retires

When Lew Ellenhorn became a professor emeritus in 1991, after 25 years of teaching psychology at Pitzer, he wanted little fanfare—just to leave with a few words on his retirement and his feelings about the College. These are his words:

“Perhaps it is enough to simply note that I retired early, am very active as an organizational psychologist, loved teaching at the College, think it is a wonderful place (although I never felt completely comfortable there) and respected and trusted my colleagues. In fact, I was pleased that my niece, nephew, and sons all attended and graduated from Pitzer. All of them have advanced degrees in the social sciences.”

Since his retirement, Ellenhorn has continued to play music. He performed in the United Kingdom and the Netherlands this year, and in France last year and at the APA convention last fall. He also has continued teaching in the Executive and Management Program at Claremont Graduate School and holds an adjunct appointment at the University of California, Los Angeles.

Goodwin Leads Diversity Seminar

Glenn Goodwin, professor of sociology, led a faculty seminar this spring on diversity issues, such as discussions on whether only a person of color can successfully teach/reach students of color and the epistemological assumptions involved in such positions. This related to the theme of “education for leadership in a diverse society,” or the question how does a primarily white, middle class faculty reach students of color.



Glenn Goodwin

Throughout his 25 years of teaching psychology at Pitzer, Lew Ellenhorn has shared his love for music with students and others in the Claremont Colleges community.

Albert to Address APA

Robert S. Albert, professor emeritus, psychology, was invited to address the American Psychological Association meeting in August 1992 in Washington, D.C.

This is an important year for the association as it is celebrating its 100th year. Albert will speak on originality at different phases of the life span.

Jackson Returns From Sabbatical

Agnes Moreland Jackson, professor of English and black studies, returned to Pitzer last fall after a year-long sabbatical of personal enrichment and intellectual growth.

During her leave, Jackson spent six weeks at Dartmouth College studying American fiction by black women with Hortense Spillers.

She also attended an annual meeting of the Society for Values in Higher Education and while there gave the annual Memorial Lecture which was published, in part, in *Liberation Education*, the journal of the Association of American Colleges.

Last summer, Jackson traveled to Duke University in North Carolina for an NEH institute on “Interpreting African-American Experience through the Performing Arts, 1890-1990.”

Shepard Makes “Neoteny” Video

Paul H. Shepard, professor of natural philosophy and human ecology, made a video symposium film at the California Institute of Integral Studies with Jane Goodall on “Neoteny.”

Shepard was also the presenter on “The Black Bear” at an institute of the North Carolina Association for the Advancement of Teaching.



Bob Albert



Agnes Jackson





Harry Pachon

Pachon Studies Minority Elections

Harry Pachon, professor of political studies and Chicano studies, received a Rockefeller Grant last fall for research on policy information environments of minority elections. He will present his conclusions in a report this spring.

James Joyce Revisited

Albert Wachtel, professor of English, is heading for Dublin, Ireland, this June to present a paper at the International James Joyce Symposium.

New Prof Calderon Keeps Busy

During his first semester at Pitzer, Jose Z. Calderon, assistant professor of sociology and Chicano studies, made several presentations throughout southern California.

At the Weekend Latino Leadership Institute at the University of Southern California Calderon spoke about the need for an inclusive multicultural curriculum in higher education during a presentation titled "Education as a Critical Tool for Leadership." The event was for recipients of scholarships from the East Los Angeles Scholarship Foundation and the United Hispanic Scholarship Foundation.

Calderon presented testimony on October 21 at a hearing sponsored by the Los Angeles County Human Relations Commission on intergroup conflicts in the West San Gabriel Valley schools. Also in October, he participated in a community roundtable discussion called "Building Bridges to a Better Future" as part of Monterey Park's Harmony Month. There Calderon was presented with two commendations and an award for his essay on "The Person Who Taught Me the Most About Cultural Harmony."

At the University of California, San Diego, Calderon spoke on "Mexican-American Ethnic and

Class Alignments" at an ethnic studies department colloquium.

He also organized a press conference of the Multi-ethnic Task Force, a coalition of parents, announcing cooperation between the group and the Alhambra School District on proposals to alleviate ethnic tensions.

In November, Calderon participated in a panel discussion at Occidental College on "Segregation, Resistance, and Assimilation" at the "Encuentro: Mexico in Los Angeles Conference." The program was part of the Artes de Mexico Festival.

The Model Minority Myth

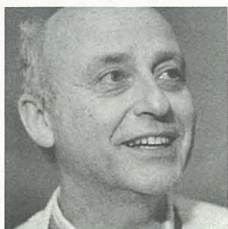
Jack T. F. Ling, assistant professor of psychology, attended a NASPA conference in San Diego in January and made a presentation on "Student Affairs and the Model Minority Myth—Asian-American Students as Construct."

Ling is looking forward to two conferences this year: In May he and Pomona College student Susie Ho will speak at a meeting of the Association for Asian-American Studies on "Identity Development of Chinese-American Students (first and second generations) at The Claremont Colleges." In June he and Lourdes Arguelles, associate professor of women's/Chicano studies, will speak at the International Human Sciences Research Conference on "Phenomenology of Marginality: Fact or Construct?"

Ling is also preparing a paper for presentation at the National Conference on Racial and Ethnic Relations in American Higher Education in June on "Curricular Development and Ethnic Diversity in the Faculty."

McConnell Presents Historical Papers

Stuart McConnell, assistant professor of history, gave a conference paper on "The Cult of the American Flag in the 1890s," at the American Studies



Al Wachtel



Jose Calderon

Association meeting in Baltimore in November.

Also that month, he gave a paper at the Southern Historical Association meetings in Fort Worth, Texas, on "The Historical Memory of the Civil War."

McConnell started teaching a new class last fall on Victorian America that concluded with a formal Victorian dinner at Edwards Mansion in Redlands.

Furman: On National Display

Once again, David Furman, professor of art, has had his work on display all over the country in group exhibitions:

"Get Real" at the Center for Contemporary Art in Miami, Florida, last November and December; "American Realism" at the Margulies Taplin Gallery in Boca Raton, Florida, from November until January 1992; "Teapots" at the Dorothy Weiss Gallery in San Francisco in December; "The Sculptural Object" at the Clark Gallery in Lincoln, Massachusetts, in January; "Elegant Object" at the Yuma Art Center in Yuma, Arizona, in February and March; "The Reality of Illusion" at the Contemporary Crafts Gallery in Portland, Oregon, in February and March; and "100 Cups" at the Pro Art Gallery in St. Louis, Missouri, from May 16 to June 10.

In addition, Furman was the presenter at the 13th annual Yuma Symposium at Arizona Western College where he showed slides of sculpture by Pitzer art students.

In March he attended the Council on Education for Ceramic Arts national conference in Philadelphia where he gave a slide/lecture presentation on "Ceramic Materials Out of Context."



Jack Ling

Professor David Furman (center) critiques a cup made by CMC student Chris Toume. At left Pitzer student Perrin Williams '92 works on a bowl.



During the month of April, Furman was the artist-in-residence at the University of Tulsa and then in May at the Hui No'eau Visual Arts Center on Maui, Hawaii. In July, he has been invited to conduct a week-long workshop at the Institute for American Indian Art in Santa Fe, New Mexico, where he will guide the group on a project called "The Sculptural Vessel; A Container for Recent Past/Recent Future."

Boyle Joins Political Studies

This spring Pitzer welcomed Nigel Boyle, assistant professor of political studies. Boyle earned his B.A. at Liverpool University, his M.A. at Virginia Tech., and now is Ph.D. candidate at Duke University.



Nigel Boyle

A FOOT IN THE DOOR

Pitzer's Internship Program Prepares Students for the Working World

by Mariel Garza

In today's narrowing job market, an internship can be a foot in the door for many students to step through into a job after graduation. But though important, making contacts is just one of the many reasons that Pitzer students choose to intern.

In the one-and-a-half years that Pitzer has had a formal internship program, students have participated in experiences as diverse as working at a homeless shelter to working at an investment management firm.

Whether a student is interested in law, education, social services, or business management, the Career Planning and Internship Office can probably design an internship perfect for that career goal.

"It's good experience for students to learn outside of the classroom," said Winston Inoway, Pitzer's internship coordinator.

Planning and Internships Office and check out the information about internships available in the various fields. Inoway says he helps students to determine which internship is best for them or to think up an entirely new one. But he makes the students actually apply for the job themselves.

"Instead of doing placements, we have all sorts of resources available to the students," he said. "But it's up to the student to contact the organization, interview and set (the internship) up."

And he says that process in itself is necessary for the students. "I think it's empowering for them," he said.

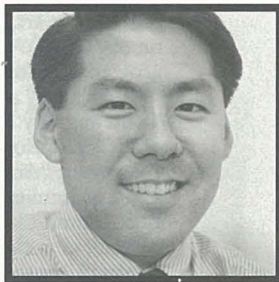
There are three basic types of internships: course fieldwork that is required by a class or field, independent study arranged between a student and faculty member, and work experience.

think you know an industry and you may think you know how to deal with people in business. But you don't really understand how it works until you're there."

From that internship, Witham moved into a position at a management consulting firm called the Canyon Group.

One alumna, Cheng Rey Koo '91, was able to develop an entire training seminar for AIDS prevention during her internship at the Inland AIDS Project in 1990.

Inoway explained that these types of experiences promote awareness in social services, which fits right into Pitzer's educational goals. "It's a



"People don't get jobs through the want ads. They get them through contacts."

Winston Inoway, Internship coordinator

way for Pitzer to give back to the community," he said.

"It's an opportunity for them to explore areas and to apply what they've done in the classroom."

Pitzer's formal internship program began in September 1990 when the Ford Foundation grant enabled the school to fund a coordinator. That person was Inoway, a 1989 Pitzer graduate.

Inoway began by organizing all the existing resources into one comprehensive program, and then went out recruiting for more. "A lot of internships were happening here on campus before the program," Inoway said. "But they were scattered through different departments."

Since its inception, the internship program has seen about 60 Pitzer students in various internships, including about 20 during the fall semester.

This is how the internship program works:

A student interested in getting experience can stop by the Career

Besides being a great introduction to a career, internships often help students break into that particular field after graduation through contacts.

"It's important to network," Inoway said. "People don't get jobs through the want ads. They get them through contacts."

Eloisa Klementich '92 agrees. She has had a number of different internships while a political studies student at Pitzer. And she believes those tastes of the real world will help her tremendously when competing not only for jobs, but also for a spot in graduate school.

After graduation, Rick Witham '91 wanted an internship to explore open career paths. He and Inoway contacted Pitzer alumnus Jeff Rollert '82 at the Standard Assets Group, an investment management business. Together they created an internship at the company which gave him an insight into the business of business.

"Before I had an internship, I had no concept of how a business runs," Witham said. "You may

In addition to the internship program, many Pitzer students work in volunteer jobs through various classes and fields, such as organizational studies and psychology. It is through these hands-on experiences that students can gain a broader understanding of what is taught in the classroom.

Inoway is especially looking to involve more minority businesses in the program, such as Latino newspapers or the Association of Chinese Bakers, to promote intercultural diversity.

That, too, touches on the focus of the Ford Foundation grant for innovative projects for community service, especially minority opportunity and diversity.

"I think we've got a good thing going," he said, "but we're not done yet."

If you have an internship for Pitzer students, contact Winston Inoway in the Career Planning and Internship Office at 714-621-8000, ext. 2858.

Alumni Career Bank Provides Invaluable Contacts

Even in the best of times graduating seniors need help in that big transition from school to career. But now, more than ever, the chilly economic climate makes resources like the College's Alumni Career Bank invaluable.

The Career Bank, part of the Career Planning and Internship Office, has compiled information on hundreds of alumni in various fields and locations—how they got there and why.

For example, say an economics student is interested in what sorts of jobs are available to him or her after graduation. That student can come into the Career Planning and Internship Office, look through the listings arranged by field of study, careers, or geographic areas to see what alumni have done with their economics degrees. Students can also contact alumni directly to "pick their brains."

The bank is also a great resource for alumni who are interested in changing careers, but are unsure how and where to start.

The Career Bank started more than two years ago, when the College sent out surveys to all alumni asking what they've done since graduation. According to Winston Inoway, internship coordinator, about 20 percent of those surveys were returned completed. Then the information was filed in both a card catalogue and in the computer.

The bank is now constantly updated with new alumni information.

"It's a great networking tool," Inoway said. Because students are not always sure how to get into a particular field of work, he said, having a live person to contact helps students and alumni find out the scoop on that career.

"This is also a good way to stay connected with alumni," Inoway said. "Then they're more likely to stay involved with the college."

Alumni are encouraged to participate in Pitzer's Career Bank. For more information, contact the Career Planning and Internship Office at 714-621-8000, ext. 2858.

Eloisa at the Mexican-American Legal Defense and Education Fund office in downtown Los Angeles.



Somewhere in the heat of the Costa Rican summer, Eloisa Klementich '92 had her first real glimpse of world power structures.

The political studies senior spent last summer as an intern at the American embassy in the small Central American country. Each day, with every new person with whom she worked, she saw how much the United States can and does influence foreign nations.

It was exactly this type of experience that Klementich has sought out in all her various internships while in college. She has stretched her education farther than the bounds of the campus.

Her other internships included a stint at the French consulate in Los Angeles and working in State Senator Ruben Ayala's Ontario office as a case worker.

Klementich is now working on her fourth internship, this time with MALDEF, the Mexican-American Legal Defense and Education Fund, learning the ins and outs of immigration law and relishing the hard work.

"I go there and learn something new everyday," Klementich said. "We're very busy there—no chitchatting. It's a lot of work."

At MALDEF Klementich works closely with an immigration attorney, researching past immigration cases and changes in the law.

But like her other internships, "It's not until later that you think 'Wow, I'm really doing something. It's not just books anymore,'" Klementich said.

The native Southern Californian had always planned on

entering the foreign service immediately after graduation. But as she experienced different aspects of the world beyond Pitzer, she decided that the foreign service could wait. Now she's planning on continuing her higher education in international relations, possibly at a Columbia University or the University of California, San Diego.

In addition to her many internships, Eloisa works part time producing the College's newsletter *Pitzer Press*, all while managing to graduate a year early. It's a tight schedule, but one that she feels is worth the extra effort.

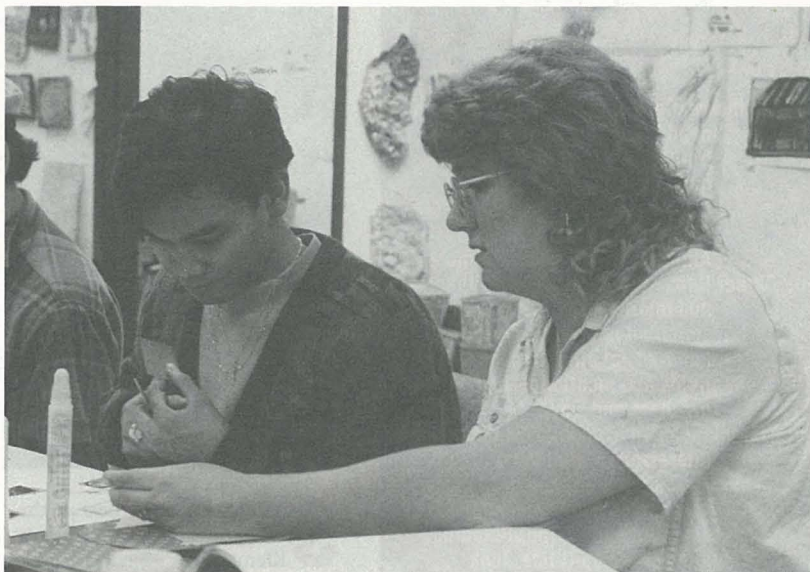
Her internships helped her not only to gain experience, but also to help her break out of what she calls her "high school bubble."

"Some people go from their high school bubble to their college bubble. And it may have little leaks, but it doesn't get popped," Klementich said. For example, she said, some students will limit their activities to the campus, without venturing to the "real world" beyond. "They may protest the war, but only because it's organized on campus," she added.

It is for this reason that Klementich advocates internships for every student. That some students leave college without some sort of real-life experience amazes her.

"It just blows my mind," Klementich said, of her fellow students who miss opportunities through interning. "I understand that school is hard. But if I can do it, other people can."

Allyson helps her art student Salvador Saspas with his collage at the First Street Gallery.



For Allyson Holt '93, her internship teaching art to developmentally disabled adults is not just a look into what could be. It's a hands-on, real life experience that has confirmed her desire to teach after graduation.

The New Resources art student transferred in September to Pitzer from Mt. San Antonio College in Walnut, and she wasted no time. Within her first months here, Holt had already settled into an ideal internship at First Street Gallery in Claremont, a center for fostering art in developmentally disabled adults.

She admits she was lucky to get the job. She missed the

internship meeting and the application deadline, but decided to apply anyway—the job was just too perfect.

During the first few weeks Holt just watched the other classes to see how it was done.

One of her students cannot distinguish shapes without very strong hints. Holt worked with the student, and now she is creating collages on her own.

"She does fantastic now," Holt said. "It's structured. We do everything in steps. She's done three projects and each one was better than the last."

Though Holt works with each of the students, she tries not to tell them what to do or how to do it. "It's their work. My feeling is that they can do whatever they want to do," Holt said. "Art is also the process, not just the finished product."

For Holt, the love of the art process began way back in childhood when her mother found the toddler out on the sidewalk, drawing on the cement with a brick. She looked up at her surprised mother and said, "You can draw with this."

In kindergarten, the young artist was suspended from class after drawing a too-realistic picture of a person taking a bath. And, Holt admits, throughout school she was often in trouble for doodling on her papers.

But Holt never lost that love of art and now has a chance to nourish that love in others.

It's a hands-on, real life experience that has confirmed her desire to teach after graduation.

She had a bit of prior experience through teaching homework to her two children, Gilliane, 7, and Tristan, 5, and had worked in day care for a year. But never before had she dealt with developmentally disabled adults. To prepare for the class, Holt read and researched information on teaching special education.

It's been a challenge, but one that is preparing her for the career path she intends to follow. After getting her bachelor's degree at Pitzer, Holt will continue on towards a secondary teaching degree, a master's in fine arts with a minor in history.

Meanwhile, Holt meets with her four students at the gallery on Tuesday and Wednesday afternoons. Because her students all have different capabilities, Holt had to devise a project that suited the level of each.

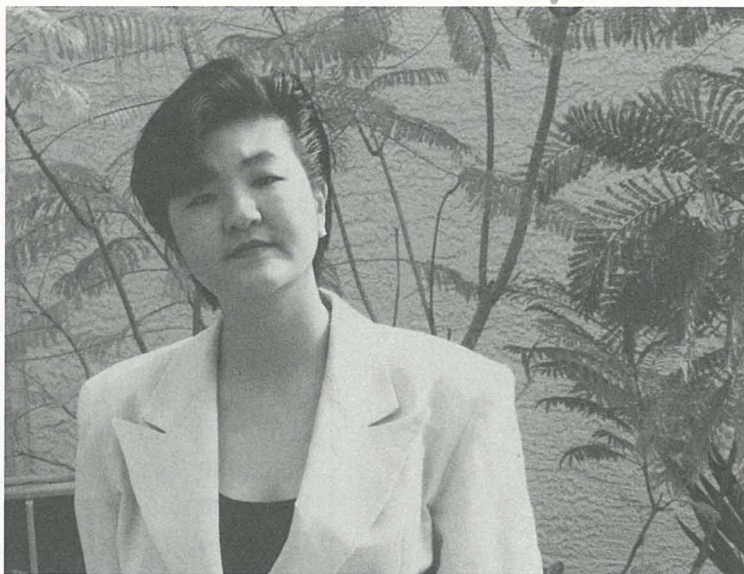
"I decided a collage would be good because everyone could participate on some level," Holt said.

Rey at her Ontario home. She is still involved with the Inland AIDS Project, where she was intern two years ago.

At first, it seemed to Cheng Rey Koo '91 that her internship at the Inland AIDS Project in the spring of 1990 might be a bit boring. It was to be a clerical internship with some filing, typing, that sort of thing.

But when the project's health education director asked Koo what she wanted to do with the internship she told him about an idea she had for an AIDS prevention education program for teens. He told her to come up with a workable outline and he would support it.

Koo did just that. Less than a year later that idea became reality,



soon found how resistant the community could be to AIDS education for minors. To get approval from the school district, Koo had to take her proposal to a board of education meeting where she faced hostile parents who

It felt good. "I think it was more emotional than anything else," Koo said of that visit. "That I could give something back to the community and that I could make that giving back continue."

Growing up in a conservative family in Diamond Bar, it was a surprise to everyone when Koo chose Pitzer over CMC or Pomona. But she is now very glad she made that choice.

"Pitzer brought out a part of me that I didn't know existed," Koo said. "I see the world very differently now. I never thought I'd get so much out of school. My values have become more defined and some redefined."

After graduation, Koo was planning on continuing in AIDS education with the Inland AIDS Project, but a grant that would have made that possible never materialized. She took a retail job at Bullocks instead and has since moved to a retail management job at Bebe's, a clothing store in Los Angeles. She reports being very happy with her job there.

Koo continues to conduct AIDS seminars, and is currently working on a grant that would fund future seminars, but said she feels somewhat guilty about opting out of a social responsibility job at the present. However, Koo hopes in the future to move into lobbying for AIDS research and education funds.

"I think to hear it from me made it much more palatable and real for them."

and the Asian Studies student found her self directing a seminar for 25 high school students from Perris in Riverside County.

The blueprint for this AIDS prevention seminar didn't come out of the blue. Koo had generated the idea from many hours spent working for the AIDS Project Los Angeles, the Foothill AIDS Project and the Pal Program, where she was the "pal" of a dying AIDS patient.

These experiences taught her the importance of AIDS prevention education, especially for teenagers.

The result of this was a Peer Counseling Training Program that she would take to different high schools to teach the students AIDS prevention and how to spread that information among their friends and peers.

The first seminar was planned at Murrieta Hot Springs in Riverside County for the Perris High School students. But Koo

didn't want her to "teach them how to have sex."

But after much discussion, the seminar was approved and soon Koo premiered in a teaching role she had never imagined for herself.

"I'm still a borderline kid," Koo said. "I think to hear it from me made it much more palatable and real for them."

The two-day seminar focused on prevention, but also on communication. The hope was that these 25 students would go back to school with a message for their friends and classmates that AIDS was a very real threat to them.

A few months after the seminar Koo visited the Perris High School campus and found that her seminar had made an impression on the students. There were flyers on the school walls about condoms and the students had developed a program to implement what they had learned at the seminar.

back to SCHOOL

Profiles of Pitzer's New Resources Students

What is New Resources?

Raising a family, working full time, or taking a break from school, New Resources students are a diverse and fascinating group. These “non-traditional” age students come from a wide range of backgrounds, but they all have one thing in common—they chose Pitzer because it offers a unique program that gives them special support. The New Resources program began in 1975 when Ron Macaulay, Jim Jamieson, and several other staff and faculty members proposed a “Program For Post College-Age Students at Pitzer College” which began with 41 students. Since then the program has grown, with the count at 123 in the fall of 1991—more than 10 percent of Pitzer’s student body.

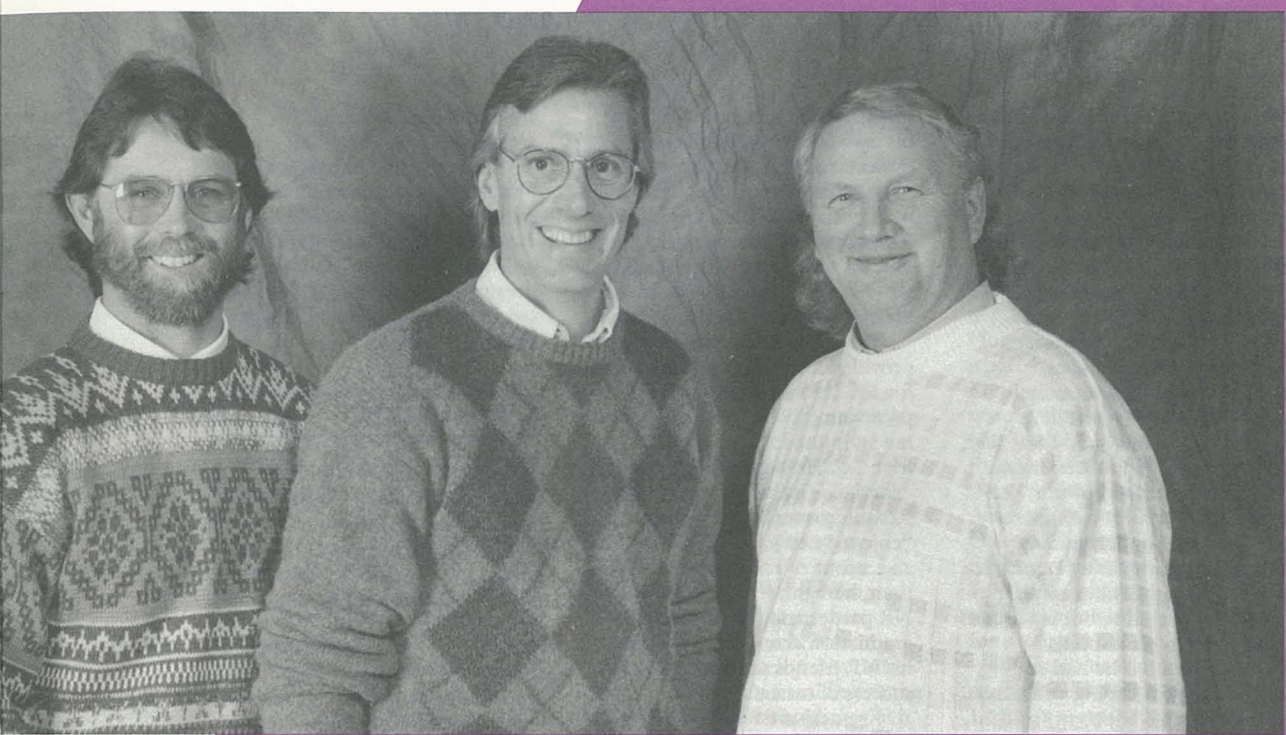
Most of the publicity for NR has been by word of mouth. There is no typical NR student because, just as the rest of the student body, each is a unique person with highly individualized tastes and interests.

The New Resource program serves as a support system for students struggling with a full-time job, the responsibilities of parenthood, or the challenge of experimenting in a new field—all while trying to get to class on time. Because time is so precious, NR students find they have to be flexible and creative, often working out a schedule around spouses, children, and numerous other commitments. A specially designed summer course is offered to NR students each year. The course last summer was linguistics. Variety in evening classes is also a great aid in the quest for that college degree.

NR students are offered a seminar designed especially for re-entry, such as the one last fall, “Uncommon Social Worlds” with Professor Al Schwartz. Popular and enlivening, it gave many new students a fast chance at classroom interaction and set the pace for the challenges to come.

by Patty Greenwald '92

New Resources students Leigh O'Malley '92, David Brock '82, and Roger Kramer '94 (not shown Athena Hahn '92).



Leigh O'Malley '92

On a bus between Managua and Matagalpa in Nicaragua, in the middle of a war between the U.S. backed Contras and the Sandinista government, with temperatures in the high 90s, and mango juice dripping down my arm, I first met Paul Ranslow, who was then head of Admissions at Pitzer," recalls Leigh O'Malley.

O'Malley and Ranslow were both traveling through Nicaragua with Witness for Peace, an organization advocating non-violence. As first encounters go, this was a vital one for O'Malley. He recalls the details of that day so vividly because Ranslow's description of Pitzer College sounded intriguing.

Prior to his trip to Central America, O'Malley was busy raising an active family in Oregon and working in a factory in nearby Washington. Upon returning home, he remembered Ranslow's words of encouragement and applied to Pitzer. After receiving his letter of acceptance, he packed up his family, said goodbye to friends, and headed to Southern California. He realized then that

an 18-year-old dream of going to college was about to come true.

"Pitzer is a warm and caring place," O'Malley, 42, declares when asked about his experience as a New Resources student. "The College encourages me to be myself."

O'Malley helped bring Cesar Chavez to Claremont in the spring of 1990 with a group known as the Claremont Coalition in Solidarity With United Farm Workers. One of O'Malley's most memorable moments at Pitzer was introducing the legendary farm worker leader to a large audience in Mudd Theater at the School of Theology. O'Malley was also active on the Pitzer Senate in the fall of 1990 as a representative for Minority Recruitment and Concerns. He says these are just two projects that show what he likes best about Pitzer: that the College nourishes his commitment to human rights issues.

This year O'Malley is busy working on the 1992 Senior Committee, which is planning an eventful senior celebration and graduation. He also mentors incoming New Resources students and acts as a liaison between the New Resources program and the College, voicing concerns and priorities of the older students. He finds that NR is "a wonderful group of people in which I can confide." His own mentor,

Virginia Gessford '90, continues to be a good friend and someone who sets an example for him.

Pitzer professors have also been a source of inspiration for O'Malley. Professor Carl Hertel, for example, impressed O'Malley with his "genuine concern for others and virtual reverence for life." O'Malley observes that "Carl embraces people in a way I would like to emulate."

O'Malley's first class at Pitzer was "Introduction to African-American Literature," with Professor Agnes Jackson in which he read authors Richard Wright and James Baldwin. "Agnes exposed me to a sphere of life of which I had limited knowledge," O'Malley notes. "Her class was invaluable."

Encouraged by his academic progress and restive for more travel, O'Malley applied to the Zimbabwe program in External Studies at Pitzer. With the help and advice of Tom Manley, assistant vice president of international programs, he arrived in Africa in January 1991.

In Zimbabwe he lived in both rural and township environments and experienced the lifestyles of both. While visiting the

Mozambique Refugee Camp, he says, he saw how several groups, such as World Vision and the International Red Cross, work together to empower people. "Now I know what I would like to do after Pitzer," he asserts, "work in emergency relief and sustained development issues."

Like many New Resources students, O'Malley mixes academic pressures with family ones. He has a 9-year-old daughter, Heather, and finds that, "Things have often been frantic, but we have both grown in the process." O'Malley feels Pitzer has been very understanding about his priority as a parent. He laughs, "Heather likes coming to classes on occasion, but is bored with political philosophy."

When asked if he had any suggestions for coping with stress in the dual role of parent/student, his reply was, "Assume a panic mode and keep running 'cause there's no finish line!"

Roger Kramer '94

Two years ago Roger Kramer was working full time for the city of LaCañada and taking night classes at Pasadena City College. But a conversation with his mythology teacher, Betty Kovak, soon changed all that. Impressed with Kramer's work, his teacher told him about Pitzer's New Resources program and encouraged him to apply. Several months later Kramer followed her advice. Now he is a full-time student working towards his bachelor's degree in history with an emphasis on mythology.

"I had a very smooth entry into New Resources," Kramer says. "It's as though a door opened for me and someone called, 'Come on in, Roger, the water is fine.'"

Kramer, in his early 50s, started out at Pitzer part time. At first he continued working as a regional manager in LaCañada's Education and Employment Services, where he taught learning-disabled adults. But after

gaining confidence to work with his own learning disability, dyslexia, Kramer decided to plunge into the academic waters with both feet. Like many New Resources students, Kramer finds that his work experience is an advantage; he brings a wealth of life experience to class discussions.

The New Resources program provided a strong support system for Kramer. As he is quick to point out, "New Resources gives me an immediate network of friends." He began his Pitzer experience by attending the New Resource orientation where he "enjoyed new faces, the box lunch and a tour of the campus." Since then, he has been to innumerable NR parties and has attended the graduation ceremonies of some of his NR friends to "appreciate the success of others."

Kramer's first class at Pitzer was a New Resources seminar titled "Uncommon Social Worlds." It was there that he began to appreciate the other NR students and learn from his advisor, Professor Al Schwartz. "Professor Schwartz is very supportive and has given me 'reality checks,' to keep me sane," he adds.

Becoming a full-time student in the fall of 1991 created many lifestyle changes for Kramer: new and smaller living quarters, transportation by bicycle whenever possible, and living on a student budget, although he still treats himself to an occasional lunch at the Grove House.

Kramer likes Pitzer for its "small class size, focus on the individual, personal investment by the professors, and varied student body." Pitzer professors have been sensitive to his learning disability by allowing him to tape record classes and to write papers at home rather than "suffer the stress of in-class exams." Because of this strong support, Kramer excels academically. He is proud to add that he is occasionally mistaken for a professor on campus.

Buoyed by this new academic confidence, Kramer traveled to New Mexico and Arizona in the summer of 1991 and visited a Navaho reservation in Durango. The people there encouraged him to return to teach primary age

children after he finishes his credential.

Kramer would like to see "Pitzer expand to accommodate more students who would like to experience Pitzer's unique, individualized style." And his dream for the future: "I'd love to see Pitzer build a New Resources Dorm."

Athena Hahn '92

Pomona resident Athena Hahn had always liked to attend art openings at the Claremont Colleges. And at one such event in 1989 that she found herself talking to Pitzer New Resources art student Mary Rawle. Rawle's enthusiasm about her Pitzer experience planted the seeds, and a few months later Hahn was anxiously filling out an application to attend Pitzer as a New Resources student.

At first, the prospect of applying to college made Hahn, 25, a little nervous. When she received her acceptance letter from Pitzer, however, she and her family and friends broke out the champagne. And Hahn reports that since her first day on campus, she has felt extremely comfortable with the atmosphere of the College. "From the administration to the faculty to the students—everyone has been so nice and supportive."

Hahn's field study emphasis is art, and she has taken classes ranging from watercolor to interarts, to painting and collage, to ceramics. "Art can only give you as much as you bring to it," Hahn declares. What she likes best about her classes, she says, is that she is learning not only technique, but also how to tap into her own experiences for inspiration. "I'm learning to see the possibilities in life and reflect them in my art work. My experiences are now the colors on my palette."

Hahn says that one of her favorite classes was Professor Michael Woodcock's "Artist and Heros" that examined the role of artists in society, and "how stereotypes of artists affect us as makers of art." Hahn was

impressed that Woodcock also spent a good deal of time outside of class meeting with students.

Hahn's greatest source of support has been her academic advisor, Professor Carl Hertel. "Carl provided me with encouragement and unique perspectives, especially while working on my installation piece." The piece, titled "Seeking Nummen," was displayed in the Grove House Gallery in November 1991. "Carl got me to push the materials and ideas as far as I could to find the spirit within a thing," she recalls.

A trip to New Mexico in the summer of 1991 further influenced Hahn's ideas about art. She once felt that art had a social and political agenda that most often meant exposing life's horrors. In New Mexico she developed a different outlook. "I have a new appreciation for the inspiration that beauty provides, when manifest in art work and in life."

Hahn was also one of 13 Pitzer students to visit and study with internationally acclaimed environmental artist James Turrell in Flagstaff Arizona for two weeks over winter break.

As Hahn sees it, "Art functions as a window to life. It invites you to look more closely at 'the view' that the window frames, and sometimes even inspires you to open the window."

David Brock '82

Back when David Brock was a high school student at Claremont High School he frequently cut classes to give free concerts for kids at the local elementary schools. Now, at 36, his love for music doesn't have to compete with his studies. After earning his bachelor's degree from Pitzer in the New Resources program he is working toward his Ph.D. in music at the Claremont Graduate School.

Brock first discovered his love for music when he was a sophomore in high school and he quickly learned to play the banjo and guitar. He joined several bands, and eventually arranged and recorded professionally.

During those rambling days, the musician who used to cut classes was pestered by a serious thought—the idea of going to college. But Brock knew that if he did go back to school, this time he would really hit the books. He remembered advice from a friend, who told him: "There's no reason to go to school unless you're really going to try."

Brock enrolled in Chaffey College in 1976 and completed the college's two year music program. "I loved studying music," Brock recalls. "I knew I wanted more. But I wasn't sure where I wanted to go to get another degree."

Brock was no stranger to the Pitzer campus as his mother, Virginia Brock Rauch, had worked in the development office from the college's founding to the mid 1970s. While socializing at a Pitzer Christmas party in December 1979 Brock spoke with Linda Dearborn Marcott, a New Resources student, who highly recommended Pitzer's New Resources program.

"Before I knew it," Brock said, "I was in Roger Abraham's class, 'The Performer in Culture.' It was the most difficult class I have ever had because my skills were inadequate. I felt terribly insecure." There were seven books for the course, and Brock struggled to grasp the professor's vocabulary and complex concepts. He laughs and says, "I worked, worked, worked, read, read, read...and survived!"

Brock, who has long participated in the annual Claremont Folk Music Festival, soon discovered that Abraham shared his passion for folk music. Another strong influence in Brock's academic career was Michael Lamkin, his advisor under the Joint Music program.

Brock also found support through Pitzer's New Resources program and was pleased when he got his own "key to the NR lounge."

"In New Resources you feel that you are all in the same boat, but the boat is different from everyone else's," he notes. This support was essential, especially in acknowledging the value of life experience outside the classroom and making the college transition go smoothly. "In most of my

classes, everyone was younger than I was, with exotic educational backgrounds and European travels. I felt really challenged. Pitzer gave me a confident outlook in a highly competitive setting."

After graduating from Pitzer in 1982, Brock earned a master's degree in musical education from Holy Names College in Oakland where he studied Kadaly Methodology, a Hungarian system of music education based on the teachings of composer and theorist Zoltan Kodaly. Brock then taught at Arrow Smith Academy in Berkeley and in the Oakland Unified School District for one year before returning to Southern California to become the district coordinator of music for the LaCañada School District.

During this time Brock was corresponding with Gene "Doc" Logan, a copper sculptor in his 60s who had earned his Ph.D. "Doc" advised Brock to "pursue the highest educational level, otherwise you'll never know what you could have accomplished." With these words in mind, David applied and was accepted to the Ph.D. program in Musicology at the Claremont Graduate School, and began classes in the summer of 1990.

When Brock was at Pitzer the papers that he wrote for Professor Abraham's class came back with "heavy doses" of comments. Because of that constructive criticism Brock continued to write and has since written an instruction book, *Up the Neck Backup For Bluegrass Banjo*, which was published in 1989. He is now working on a book titled *Developing Basic Harmonic Perception*. In addition, Brock co-writes a monthly column for *Bluegrass Canada Magazine*, published in Kamloops, British Columbia.

"I was well challenged at Pitzer, to the point of panic—but I made it!" he says with a pleased grin. Now Brock spends time on both sides of the classroom podium. After taking classes at CGS, he heads over to Scripps to teach music theory labs. He also conducts the Chorale at the School of Theology.

500 YEARS IN A SEMESTER

by Pieter Judson and Dan Segal

Choosing a History...and a Future

The debate over multiculturalism in curriculum was already heating up when the 500 year anniversary of the voyage of Columbus this year made things even hotter. Two Pitzer College professors responded to the one of the biggest issues in academe today by coming up with a new, interdisciplinary course that has attracted attention outside of Claremont.

Professors Pieter Judson (history) and Dan Segal (anthropology) devised "The World Since 1492" as a way to rethink the last 500 years of history. KCBS

television interviewed Segal about the new course on the evening news on Columbus Day and Judson recently spoke about their new approach at Cal Poly Pomona. Segal has been invited to speak about their ideas at the University of Hawaii and at meetings of the Society for Cultural Anthropology and the American Anthropological Association.

The Participant invited Judson and Segal to describe how "The World Since 1492" fits into the debate over multiculturalism in academe.

What should college graduates know about the past? That's one of the most fundamental questions in the current debate over multiculturalism in higher education. Conservatives argue that an understanding of contemporary America, and indeed of the modern world, requires an education grounded in the traditions and values of "Western civilization." Reformers, on the other hand, demand that the experiences and traditions of other cultures be included in the study of the past, so that all the diverse peoples who have become Americans are represented.

History should certainly reflect America's diversity. But the principle of representativeness is not, on its own, an adequate guide for curricular reform. We think there's more to it than that.

Creating a New Core

To begin with, vanquished peoples are due a claim on our attention. Just as German students need to learn about Jews, even though Jews are largely absent from Germany now, so too, American students need to learn about peoples who were exterminated—as well as Native Americans living now. The history we teach must do more than represent those who are present today.

Moreover, proponents of "representativeness" often proceed as if each contemporary ethnic group has its own history, rather than recognizing that once peoples have interacted their pasts are no longer solely their own. American students need to study the history of slavery not because 10 percent of our population is African-American, but because slavery and

discrimination are the common, if tragic, heritage of us all.

Finally, simply to add the separate histories of more and more peoples leads, as conservatives have been quick to point out, to curricular chaos. There are more true histories than can be told. And if too many are told at once, the result will not be an understanding of America's multicultural past, but a fragmented and fragmenting view of modern society.

We must do more than simply add the histories of marginalized peoples, as if each history were a dish at a large smorgasbord. Rather, we must face up to the responsibility of choosing a history that brings to the fore, rather than obscures, the mutual shaping of peoples in post-Columbian America, and indeed, in the post-Columbian world.

History is never simply the discovery of a singular truth about the past. We find the past in the form of fragmentary and incomplete evidence. History unavoidably involves selection and interpretation. Our task as teachers and scholars is to make such evidence say something meaningful about what we have become. Thus in history, as in politics, we must make choices.

It is from this perspective that we developed an experimental course in modern world history, "The World Since 1492." Our course is intended as a strategic intervention into the divisive debate over curricular reform. We seek to move beyond the current, increasingly polarized positions in this debate. While we reject the established core, we accept responsibility for forging a common core of historical knowledge as a basis for reflective and responsible citizenship in the contemporary world. "The World Since 1492" attempts to reconstitute a common core of

historical knowledge by focussing on the centrality of cultural exchange and diversity in the history of the modern world.

"The World Since 1492" shows students that the multicultural, creolized world of the present—a world in which fewer products are made within national boundaries—is a consequence of a multicultural, creolizing past. Our goal is to move from critique to reconstruction, from curricular de-centering to curricular re-centering.

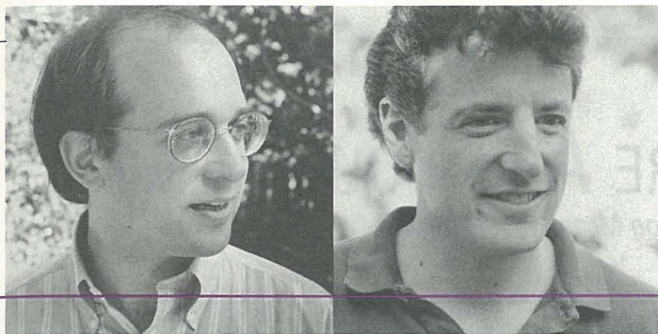
"The World Since 1492" differs from conventional world history courses in three ways: it focuses on cultural crossings, it shows that so-called modernization was a global rather than a "Western" phenomenon, and it uses non-Western perspectives to provide students distance from familiar institutions and values. In looking at historical events from different cultural perspectives, the course makes use of anthropology, one of Pitzer's strongest academic programs, to re-vision history. Thus "The World Since 1492" also furthers Pitzer's objective of encouraging interdisciplinary education.

The Modern World in Five Themes

To provide Pitzer students an integrated introduction to the history of the creolized world of today, "The World Since 1492" employs five interrelated themes:

1. Encounters and struggles between Europeans and colonized peoples.

In developing this theme, the course emphasizes that as much as "the West" altered the world it colonized, the acts of colonizing and the responses of colonized peoples shaped "the West." "The World Since 1492" challenges histories that claim that "the West" influenced "the Rest," but



Dan Segal and Pieter Judson

not vice versa. And even more fundamentally, “The World Since 1492” challenges histories that place the past of “Western civilization” itself within a bounded territory or region. Rather, “The World Since 1492” focuses on the criss-crossings of cultures, societies, and persons in the post-Columbian world.

2. The historical construction of modern identities of race, nationality, and ethnicity.

“The World Since 1492” teaches students that such groupings as “Europeans,” “Africans,” “Americans,” “Native Americans,” and “the French,” are the historical products of human action, rather than trans-historic, objectively existing human kinds. French nationalists turned culturally diverse peasants (and others) into Frenchmen, but only gradually as the 19th century unfolded. Indeed, until the end of that century, French was not the native tongue of most of the citizens of France. And it took centralized schools and mass conscription to create a national language and, in effect, a national people.

In examining the invention of modern identities, “The World Since 1492” devotes particular attention to the invention, in the 17th and 18th centuries, of “human races.” Here we discuss how, in response to uprisings in which workers of every pigment were united, exploiting classes crafted distinctions of race to divide and conquer working people. As our course moves forward in time, we also discuss why the myths of “races” continue to this day. Conventional history courses and texts uniformly succumb to the anachronism of populating all of the past with social groupings that were invented only recently. Traditional courses thus perpetuate the myth that groupings such as races and nations are natural and inevitable.

3. The global formation of capitalist and industrial economies.

“The World Since 1492” challenges our students to think

about economic developments as world phenomena from 1500 on, rather than as purely Eurocentric phenomena which later spread outward, gradually bringing so-called backward nations into a capitalist world economy. Instead of approaching the rise of capitalism as either a British or Dutch national phenomenon, “The World Since 1492” stresses the capitalist rationality of colonial expansion and its impact on European society. For example, we examine connections between the commodification of Native American lands in New England and emerging European conceptions of property, such as those later articulated by John Locke.

4. Creation of the centralized state.

By comparing the modern state to radically different social formations, “The World Since 1492” makes visible the distinctive social formations and ideological assumptions of the modern state. This multicultural analysis of the state allows students to make connections between state centralizations and the construction of citizens and laborers as individuals. By contrast, conventional histories present the modern state as the inevitable outcome of its European antecedents. The modern state’s distinctive values and ideological assumptions are thus passively accepted, rather than critically examined. And at the same time, students are mistakenly taught that Europe alone contributed to the historical emergence of this most powerful of modern institutions

5. The formation of the tastes and disciplines of modern society.

“The World Since 1492” examines those cultural constructions that have reformulated human relations in the post-1492 world, serving to facilitate new modes of production and consumption. This includes a wide range of ideologies, from those imposing factory discipline on artisans and peasants, to those reconfiguring sexual difference to devalue female labor, to those regulating the exhibition of goods in the

department stores of the 19th and 20th centuries. Here again we strategically employ cross-cultural perspectives to help students recognize the specificity and contingency of otherwise familiar conceptions of “human nature.”

500 Years in a Semester

These five themes motivate the selection of past events for inclusion in our one semester survey of the last 500 years of human history. This approach involves both a re-thinking of what events are “historic,” and a re-examination of events that are already standard topics in histories of the modern world.

For example, in “The World Since 1492,” the sexual ideal of female chastity in colonial societies becomes “historic,” for it is linked to the construction of imperialist fictions of white, racial purity. And to give a second example, the French Revolution is placed in the context of the Haitian revolution and, more generally, France’s trans-Atlantic, slave-dependent economy. Here modern ideals of human rights are shown to have emerged not as abstract, universal principles, but as part of a historical process that defined rights for humans while restricting, by the imagined distinctions of “race,” the definition of who was fully human.

As our comments have suggested, our society and our world have many histories. The current debate is not about whether “our” history will be betrayed or preserved, as conservatives claim. Rather, it is about choosing among histories, and ultimately, about choosing among possible futures. A society that examines its existing forms of domination has the possibility of dismantling them. A society that avoids such an examination allows them to remain in place. This is what is at stake in the current debate over curricular reform.

"WHERE ARE YOU FROM?"

What that Question Means to a Pitzer Prof

by Linus Yamane

"As I was growing up I often ate sardines and onions for lunch. I always assumed it was a Japanese thing to do."

People often ask Asian Americans where they are from. For me it has always been a difficult question to answer. Sometimes it meant where did I go to graduate school. When I was in graduate school, it often meant where did I do my undergraduate work. But other times the question meant my personal background. Where did I grow up? Where was I born? What is my nationality? Where were my parents born? Where were my grandparents born? For me, the answers to all of these questions are different.

Japan to Brazil

To answer this question, I must go back to the years 1907–08. Japanese laborers had been coming to the U.S. to work in agriculture since the 1880's. But in that year the Gentlemen's Agreement between the U.S. and Japan ended the flow of Japanese laborers to the U.S. Instead, Japanese laborers began immigrating to Brazil to pick coffee beans. Today there are more Japanese in Brazil than in the U.S. In 1915 my paternal grandfather went to study the condition of Japanese immigrants in Brazil. He temporarily left behind his wife and son in Japan, intending to remain in Brazil for only two years. But at the end of his stay the Japanese embassy in Brazil persuaded him to remain there to help with the Japanese immigrants. So he wired to have my grandmother and uncle join him in Brazil.

My father was born in Sao Paulo in 1927. He was educated in public schools, and attended the University of Sao Paulo, until he was expelled for radical activities. After World War II, my father came to Pasadena to finish his undergraduate and graduate work in chemistry.

Back in 1908, the year of the Gentlemen's Agreement, my maternal grandfather came to the U.S. Even though Japanese laborers were no longer allowed to immigrate, students, diplomats, and businessmen were still

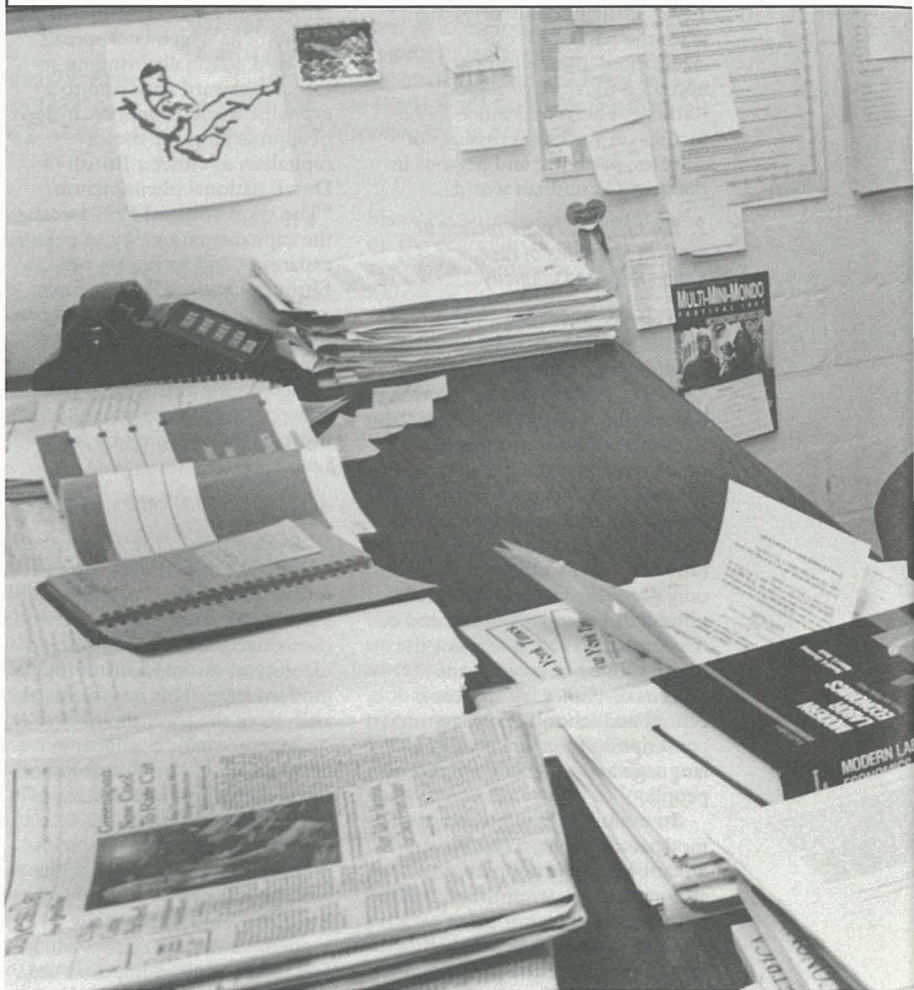
permitted in. He came to Seattle to study at the University of Washington, though he never quite graduated. He worked for a Japanese newspaper for a while, and then eventually began an import/export business, which primarily imported fishing line made of Japanese silk. In September 1923 the Great Canto Earthquake destroyed most of central Japan, and my grandfather returned to Tokyo to see how his family and friends were managing.

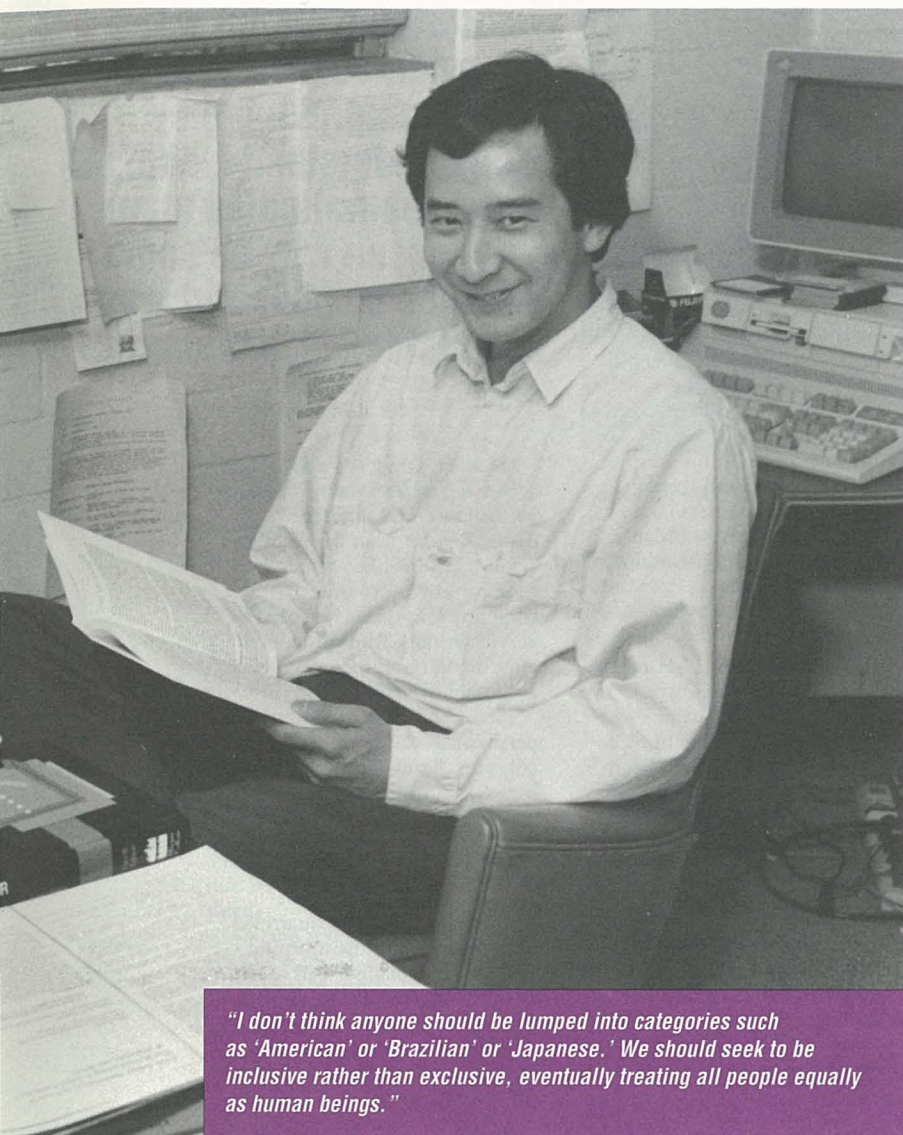
Tea and Then Marriage

At this time he was 36-years-old, and his parents arranged a marriage for him. My grandmother was 24 at the time. As she tells the story, the first time they met, she merely entered the

room, served tea to him, his parents, and her parents. The next time she saw him, they were getting married. Three days later they were on a ship bound for the United States. She arrived in Seattle, not speaking any English, never having worn any Western-style clothes, and married to a man she did not know. She was not happy there and insisted on returning to Japan after my mother was born the following year in Seattle. My grandfather continued his business from Japan, with frequent visits to the U.S. until World War II.

My mother grew up in war-torn Tokyo. After the war the Japanese economy was devastated.





"I don't think anyone should be lumped into categories such as 'American' or 'Brazilian' or 'Japanese.' We should seek to be inclusive rather than exclusive, eventually treating all people equally as human beings."

Since my mother was born in Seattle, she was a U.S. citizen and one of the lucky few who were able to leave Japan for the U.S. She made her way to San Francisco, and eventually to Los Angeles where she met my father.

Free Acres Colony

I was born in Pasadena 32 years ago and named after Linus Pauling, my father's professor. After my father finished graduate school, we returned to Brazil. But my father soon became frustrated with his inability to do good scientific research there and we returned to the U.S. I mostly grew up in a community in New Jersey called Free Acres, about 30

miles west of Manhattan. Free Acres is a social experiment which began in 1910 and has somehow survived into the 1990s. It is based on the principles of Henry George, a radical 19th-century economist who believed that land should be owned by the community rather than individuals. Free Acres was originally an artist's colony with a lot of left-wingers. When I was growing up it was predominantly Jewish and still left wing. So most of my friends were Jewish. In my high school there were only two Asians—my brother and myself.

Because of my background, much of who I am becomes confused. As I was growing up I often ate sardines and onions for lunch. I always assumed that it

was a Japanese thing to do. Only recently have I discovered that it is a Portuguese tradition which has made its way through Brazil to my Japanese family in New Jersey.

What is "Foreign?"

So where am I from? I was recently asked this question again. Though I have heard this question many times in my life, for some reason I was offended that particular evening. Much of the work I have done on Asian-Americans has made me more sensitive to the presumption that Asians are all from somewhere else, that we are not Americans. Of course it is true that most Asians in the U.S. were born abroad—for example 98 percent of the Vietnamese and 75 percent of the Chinese in this country were not born here. But the majority of Japanese-Americans were born in the United States. One survey at the University of Washington asked students about the origin of the largest group of foreigners in that state. By far the most common response was Asia. But in fact, the largest group of foreigners in Washington state are from Canada. However, Canadians are not perceived as foreigners—only Asians.

When I first arrived at Pitzer I remember a reception at McConnell. I met a woman who commented that I spoke English very well. I said thank you very much.

Thus in subtle ways I am not treated like an American. But this doesn't bother me all that much. At one level, I feel relieved of some of the responsibility for the foreign and domestic policies of this country. I am not as embarrassed to be with my international friends. But at another level, I think the focus of the problem is all wrong. I don't think anyone should be lumped into categories such as "American" or "Brazilian" or "Japanese." We should seek to be inclusive rather than exclusive, eventually treating all people equally as human beings.

"I WAS STALIN'S INTERPRETER"

Visiting Prof Gives Eyewitness Look at History

by Kim Peasley

If Valentin Mikhailovich Berezhkov had been born in the United States, today he might be a millionaire. The Russian author has written seven books that combined have sold more than two million copies.

"But I didn't become a millionaire," he is quick to point out with a laugh. "Because in our country it's the state that has become a millionaire selling my books."

Berezhkov's books chronicle the diplomatic history of World War II. But his books are different from most historical accounts—that's because as Josef Stalin's interpreter, Berezhkov witnessed history firsthand. He was present at meetings between Soviet Foreign Minister Vyacheslav Molotov and Adolf Hitler and between Stalin, Franklin D. Roosevelt, and Winston Churchill.

This year Berezhkov is a visiting professor teaching two courses at Pitzer and Pomona Colleges, "Soviet Politics from Lenin to Gorbachev" and "Roots of World War II." His students get a rare chance to learn from someone who was on the scene at meetings that shaped the direction of the post-World War II world.

Learning Languages

Valentin Berezhkov didn't start out wanting to be an important witness to wartime events. He was born in St. Petersburg in 1916, just one year before the Russian Revolution. He wanted to be an engineer like his father, so he attended a technical university from which he graduated in the spring of 1938. He then served in the Soviet Navy in the Pacific fleet for a year.

But because of an unusual set of circumstances, Berezhkov grew up speaking three languages. When he was a boy his family moved to the Ukraine so his father could help rebuild some of the industry that had been destroyed by the civil war.

"There was a considerable German colony in Kiev so most of the kids at my school, or at least half, were German, and the other

half were Russian, Ukrainian and so on," Berezhkov recalls. "That experience gave me the knowledge of the German language which was to be very important in my life. At this time my parents were also giving me some knowledge of English, and so since my childhood I have been learning English and German."

Berezhkov graduated from high school with special training in foreign languages and received a certificate to be a translator. It was this training and his grasp of German, English, and Russian that made Soviet leaders take notice of the otherwise obscure young navy man and place him in their inner circle.

Young Witness to History

Though he was not much older than most of his current Pitzer students are now, in 1940-41 Berezhkov was called upon to interpret conversations between some of the most powerful leaders of this century. He was 24 when he met Molotov and Hitler, and 25 when he met Churchill, Roosevelt, and Stalin.

Now Berezhkov brings his memories and more than five decades of experience in Soviet-American relations to Pitzer students.

"I try to give students a balanced presentation," Berezhkov says of his lectures. "Not that Soviets were right or wrong entirely, nor the Americans. I just give them the facts."

Berezhkov provides his classes with the tiny details and nuances that can be known only by someone who was an actual witness of events.

Asked what, if anything, all the great leaders he met had in common, Berezhkov thinks a moment and smiles. "They were all great actors," he replies.

"Churchill always behaved like he was on a stage," Berezhkov explains, thinking back 50 years earlier. "Before answering a question, he would look like he was rehearsing. His lips would even be moving. He would find the final wording of what he wanted to say. It was almost as if he knew he was playing for history."

"Certainly Stalin was a monster, but everyone knows that. What they don't understand is that he was a complicated man. The reason why he could become so powerful was not just terror, but charm as well."

Stalin's acting was also artful, according to Berezhkov. "Stalin—he could be very different depending on what he wanted to achieve," Berezhkov remembers. "He could be very rude sometimes, and also he could be very charming. And sometimes after being rude, the next day he could be very charming."

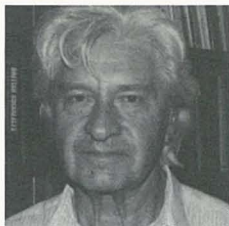
Stalin's ability to change his personality was part of his cunning, Berezhkov says, recalling how Stalin toyed with Churchill in 1942 when the British Prime Minister came to Moscow.

Stalin and Churchill

"Maybe Stalin had quarreled with Churchill in the morning," Berezhkov explains. "But in the evening, maybe during some banquet in the Kremlin, Stalin would flatter him. During the dinner he would then, in the presence of the whole body, say what a great person Churchill was. And he would smile, he would be very cordial, he would ask about how he felt. This would make Churchill wonder what had happened, all of a sudden Stalin had changed."

According to Berezhkov, even President Harry S. Truman was "maybe not charmed, but at least influenced somehow" by Stalin's personality. Berezhkov notes: "You can read in Truman's memoirs, Truman says that he will never again meet Stalin because somehow under his influence, Truman could not do or say or act as he wanted."

Stalin's charm, contrived or genuine, and his ability to manipulate with his personality are important components of Stalin's power that Berezhkov



Bereztkov in his office at Pitzer.

▼ Valentin M. Bereztkov (center) translated at the 1943 Tehran Conference. Roosevelt aide Harry L. Hopkins (left) and Josef Stalin (right).



thinks get lost in most accounts of the Russian leader. "Certainly he was a monster," Bereztkov explains, "but everyone knows that. What they don't understand is that he was a complicated man. The reason why he could become so powerful was not just terror, but charm as well."

As an example of his complaint about how Stalin is usually portrayed, Bereztkov points to a new film about Stalin's life that Bereztkov viewed recently in Hollywood. Robert Duvall plays the Russian leader, and, according to Bereztkov, "Duvall makes an image that doesn't look at all like Stalin.

"It's entirely wrong," Bereztkov declares. "They wanted to make a sinister figure. Always sinister. Always you look and this is a criminal, a terrible man even if he smiles. Duvall's smile is that he just swallowed somebody.

"Certainly for a new generation it doesn't matter, they already know that Stalin really was a terrible man," he adds. "The film is very primitive, very one sided.

"Stalin was also very complicated. That is why he succeeded in destroying practically all the leaders, who worked with Lenin and who were much more bright, much more clever, much more experienced and much more popular among our population than Stalin was."

Bereztkov says he notices a similar problem with typical accounts of Hitler.

"They make him look like crazy man," Bereztkov notes. "Of course, at the end, when he saw that Germany was defeated, maybe he became quite unbalanced, quite crazy. But at the time I met him in 1940 after the victory over France he behaved like a very strong political leader, and he probably was even before that."

But like Stalin, Hitler could be calculating with his emotions, says Bereztkov. "He certainly also was an actor. I don't know if he was a great actor or not. But he also, if he felt that his other partner could be influenced by some hysterics, would scare him."

Roosevelt—A Great Listener

Of all the American leaders that Bereztkov met as an interpreter or studied as a scholar, Bereztkov says President Franklin D. Roosevelt impressed him the most. Surprisingly, Bereztkov does not point to any great oratory of Roosevelt's that he had to interpret, but rather to the fact that Roosevelt was a good listener.

"I liked Roosevelt best, maybe because I saw him and knew him personally, but I think he was one of the great leaders," Bereztkov declares. "I know many Americans consider Truman to be great leader. Maybe he was. But my opinion was that he was very one-sided, so to speak. Roosevelt was more prepared to listen to both sides, to make sometimes concessions, and to expect from the other the same thing.

"There was some amount of trust between Stalin and Roosevelt," Bereztkov adds. "I think that maybe if Roosevelt had lived longer, maybe the cold war would be different, or there would be no cold war."

America Watcher

After all the important conferences brought World War II to a close, Bereztkov never did go back and try to use his engineering degree. Instead he used his intimate knowledge of world affairs to turn to journalism. He worked as vice-chief editor of the Soviet weekly *New Times*, a magazine he describes as the Soviet version of *Time* or *Newsweek*.

Then in 1969 he started his own monthly journal that he named *USA—Economics, Politics,*

Ideology, which covers and analyzes American events. The magazine is still published today and now has a circulation of about 30,000. The U.S. Department of Commerce translates each edition into English. Bereztkov served as its editor for 20 years.

For five years, from 1978 to 1983, Bereztkov took time out from his journal to serve in the Soviet Embassy in Washington D.C. as First Secretary, representing the USA and Canada Institute of the Academy of Sciences of the USSR. His job while in the U.S. was to keep contacts with the American academic community, and during this time he lectured at colleges and universities across the country.

Throughout his career Bereztkov has written seven books (see box next page) and numerous articles on diplomatic history and World War II.

Today's Russian Leaders

Valentin Bereztkov was born one year before the Russian Revolution, and as a young man he witnessed decisions made during World War II that shaped the international order for decades after. Now, at age 75, he is an avid watcher of the current swirl of events that are shaping what may be a new order in his country, and, by extension, in the world.

"I think it is true that Mikhail Gorbachev will go into history as the great reformer in our country and maybe in the world," Bereztkov asserts when asked what he thinks of his country's



Berezhkov (standing at right) was not much older than most Pitzer students are now when he translated conversations between the most powerful leaders of the World War II era. Seated from left: Winston Churchill, Franklin D. Roosevelt, Josef Stalin.

current leaders. "What he has done by just permitting people to get rid of fear, to have the right to speak, to have the possibility to speak, that they won't be persecuted for their ideas after 70 years of totalitarian rule is certainly a great achievement."

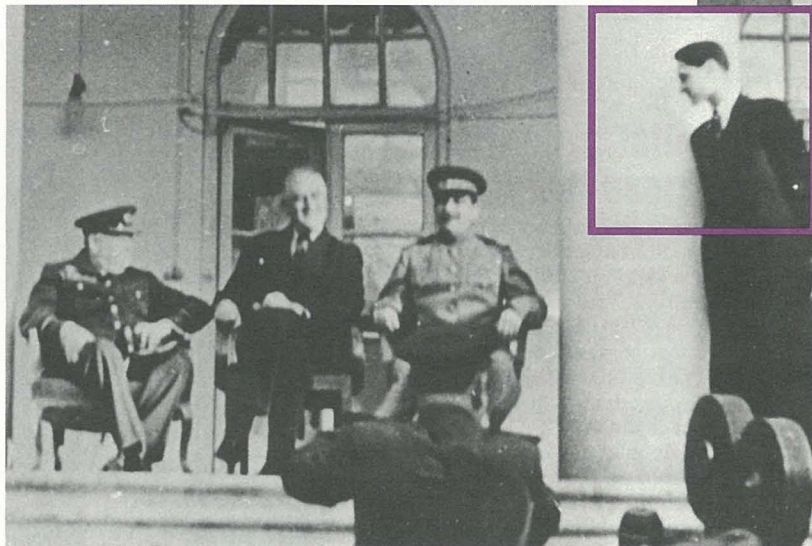
And yet Berezhkov says that Gorbachev may not have always played his political performance with the right audience in mind. "Internationally Gorbachev was very well liked. But Gorbachev gave everything away without getting anything back. We've got nothing except promises. We lost what we had in Eastern Europe. And we accepted unification of Germany, which was for us a very strong card. We could certainly do it finally, but we could have extracted something for it."

"Gorbachev was flattered by all the international receptions," Berezhkov adds. "Gorbymania was everywhere. Crowds were all over. But he should understand how our people felt. Even the army now, they are living in tents. It's winter, and most of them are living in tents! How could he do that?"

The freedom Gorbachev obtained, Berezhkov asserts, came at a very high price. "With the reforms, people feel that there has been real freedom, but on the other hand, people see that they have nothing to eat."

Berezhkov was in Moscow when the failed coup took place, and he closely watched the fate of his country and the courage of its people.

"I was sure that it was impossible for them to return to Stalin's time," he replies when asked if he thought the coup was going to succeed. "They would never succeed in that. They were thinking that by bringing tanks into the streets of Moscow the people would be scared. But it was already different people. They didn't understand that the people had changed. The people were prepared to obey during Stalin's time and a very long time after Stalin. But what was positive during the six years of perestroika was that the people lost fear."



It's interesting to note, Berezhkov adds, that it was Russian President Boris Yeltsin, not Gorbachev, who acted fearlessly during the coup. According to Berezhkov, through perestroika Gorbachev had worked hard to create a climate of freedom. Yet when the coup happened, he was intimidated.

"He was just sitting there quiet," Berezhkov observes. "He didn't even sound an alarm." Berezhkov scoffs at Gorbachev's claim that he was arrested and could not communicate with the outside world. "He had his telephone, and today you have telephones that don't require cords. Maybe the wires were cut off, but the air was not cut off. There would be an American satellite that could hear the signal. He could have called Bush. He could have called Mitterand. He could have called Yeltsin. He could have called anybody."

Berezhkov says Gorbachev didn't call anyone because he was waiting to see what would happen. "If the coup had succeeded, I don't exclude that Gorbachev would have come back under the coup leaders," Berezhkov contends. "And if the coup would not have succeeded, then he could have portrayed himself as the victim of coup leaders. He was calculating how to behave, what to do."

Intelligence vs. Courage

Great leaders need both intelligence and courage, and ironically these two qualities can sometimes be at odds. "Gorbachev was somehow undecided, maybe because he was more intelligent," Berezhkov says. "Usually more intelligent people

are more soft, more undecided. People who have stronger character may not be too sophisticated—but they make a decision. That is what Yeltsin did. Yeltsin made a decision. He played a very important role. Without him maybe this coup would have succeeded, and we would have been thrown back to the old times."

"Yeltsin understood the consequences, what would have happened to him if the coup had succeeded," Berezhkov continues. "But unlike Gorbachev he didn't show that he was afraid. From the very beginning he was very strong. And that certainly made the people be more confident that they would win in this struggle."

Berezhkov plans to return to Moscow in the summer. His wife is a journalist there who writes for *New Times* magazine. He also has three sons, all married, and three grandchildren who live in Moscow.

He plans to return to California next fall, "if there are no disasters in my country, no upheavals," to teach at the Monterey Institute of International Studies.

Books by Valentin Berezhkov

Diplomatic Mission to Hitler (1965)

The Teheran Conference (1969)

The Anti-Hitler Coalition (1972)

Road to Potsdam (1978)

History in the Making (1983)

Lessons of Diplomatic History (1986)

Ich war Stalin's Dolmetscher (1991)
(*I Was Stalin's Interpreter*)

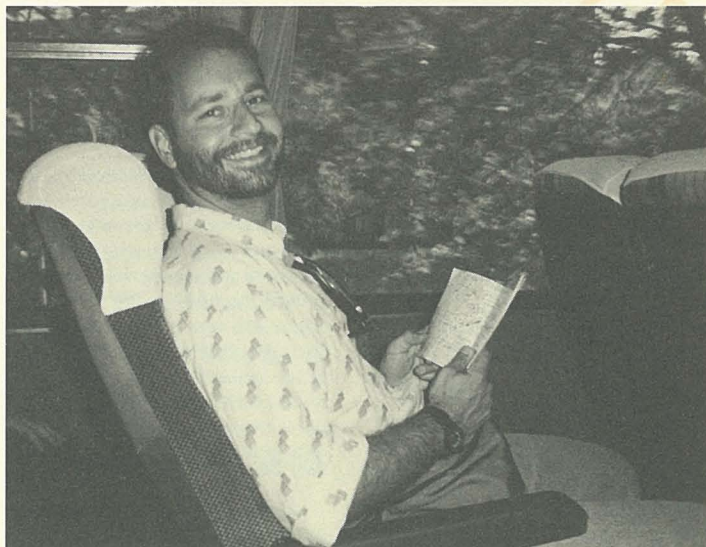
by Adi Liberman '79

IN OUR OWN WORDS

Arriving

Adi Liberman is the executive director of Heal the Bay, a Southern California environmental group dealing with coastal pollution. Born in Israel, Adi moved to Los Angeles with his brother and parents at age 3. He recently served on the Pitzer Alumni Council and is the president of Second Generation of Los Angeles, an organization of the sons and daughters of Holocaust survivors. Both of Adi's parents were born in Europe and survived the Nazi Holocaust before moving to Israel several years after World War II.

Last summer Adi was part of a group of survivors and their children who came from all over the world to consecrate two mass graves where their family members are buried. Adi's grandmother, grandfather, aunt, and uncle died along with thousands of others in the Nazi massacre in Kletsk, in the Byelorussian Republic, during World War II.



Adi Liberman

February 24, 1992—7:15 a.m.

A long line of cars crowding all four lanes stretches to the horizon in the Los Angeles haze that newcomers call sunshine. The traffic inches forward up the incline of the San Diego Freeway as it passes through the hills separating the valley suburbs—where I live—from the city.

Trying to peer ahead, wondering if the tie-up is normal gridlock or caused by an accident, I cautiously punch a phone number into the new car phone for a test call.

"Where are you?" answers Paul, a friend, complaining about the noisy connection. "So you finally reached the big time, huh? Sounds like you're on the moon."

Worse than that, I say to myself. I'm stuck in traffic and have no idea when I'll make it into the office. No meeting to miss, just that sick feeling of another late start and another day when the five things I want to do

turn into 10—and only three get done. I might as well be on the moon, I feel, worried about how little I'll manage to do today. The commute couldn't be much worse. Ambulance or police lights flicker far ahead on the left, encouraging me to merge right in search of better prospects.

"Paul! Can you hear me? I think at this bend the signal gets a little weak. Paul?" The signal

disappears and I dial the number again.

July 21, 1991—Early morning

The late flight the night before from Moscow to Minsk, the capital of the Byelorussian Republic, and the ordeal of checking into a Soviet hotel should have tired the group. But instead everyone was unusually animated and alert. Two hours in the tour bus has brought us close to the small, "White Russian" village of Kletsk, our destination.

The 12 parents on board range in age from 55 to 78. None has seen the town they first called home since leaving abruptly 50 years ago, without time for farewells. Excitedly, they point to landmarks suddenly recognized—a familiar stream, a type of farm house everyone used to live in, a certain type of tree they used to climb—whatever jogs the memory. The closer we come, the giddier the parents become in anticipation of seeing their beloved Kletsk, somehow forgetting what actually awaits them once they arrive.

Mrs. Feder, a proper jeweler's wife from Ramat Gan, a neighborhood of Tel Aviv, surprises us all by jumping from her seat shouting. She pushes her husband, Zev, and his video camera in the direction of the sign she spots first. "Kletsk!" she shouts in heavily accented Hebrew. "The sign says Kletsk!"

The other 10 travelers, sons and daughters of the older folk on the bus, desperately try to unscramble the shouts in Russian, Hebrew, and English coming from every direction, to figure out what everyone is looking at. My sister Ruthie, the youngest of the group at 28, stirs in her seat and asks in a voice still half asleep whether we made it yet.

February 24, 1992—8:30 a.m.

Pulling into the garage of my office building, I park and start the hated daily ritual of pulling the car radio out of the dash and into a bag, packing up the briefcase I tore apart searching for

my sunglasses during the commute, and grabbing my coat and tie from the back seat as I fumble for the elevator keys. As I walk to the office, I wonder whether that nagging feeling of not getting anywhere really has much to do with the job.

Sometimes I daydream while watching the late night news or lying awake in the early morning that, after a string of jobs, I'm finally at the right place, doing what feels right. Heal the Bay is not exactly a household word. But in West L.A. circles, most people give me a knowing nod when they learn where I work. They must imagine an army of militant, progressive yuppies marching along the shore holding placards and crying out against beach pollution, flanked by cadres of environmentally correct celebrities, with me somewhere at the head of the line.

I rarely point out the truth that most of the real work takes place not at the beach, but on the phone at my desk. The window next to me provides a clear view of the auto repair garage and parking lot of the Santa Monica Sears department store, with just a hint of blue ocean showing between the buildings.

My real battle is with sewage and gutters. Millions of individual homes, all across the Southland, each add their tiny share to the sewage line. Everyday, as the flow passes through each neighborhood on its way to coastal treatment plants, a massive torrent large enough to fill several coliseum stadiums accumulates before it is flushed out to sea. Along every city block, cars drip small drops of motor oil into the street to be washed into the gutter. Rainwater seeps through the gutters and picks up the oil and grease and mingles it together with millions of other tiny drops of oil or decomposing leaves or pesticides or animal droppings. The flow increases exponentially as it moves through the city, until millions of gallons of toxic-laden, polluted urban run-off gathers

and pours untreated into the surf. That's what I deal with all day long—sewage and gutters.

July 21, 1991—Late morning

By 9 a.m., after a short driving tour through town, we reach our first destination and walk out of the bus into the warm sunshine on a dirt road lined with trees and tall bushes. The steady hum of summer insects is the only sound other than our voices.

We pass through an opening in the trees and descend a recently built concrete staircase down the hillside toward what used to be a sand quarry. At the bottom, a flat shelf of ground perched on the edge of an immense pit is marked by a single four-foot-high, tombstone-like monument surrounded by a freshly painted low wrought-iron fence. The pit is 10 meters deep and overgrown with weeds and wild flowers. The plaque that we had come to consecrate leans against the monument, waiting for our arrival.

After taking several minutes to look around, we gather at the monument. Elimelech, the kibbutz member and group leader whose ancient name means "my god is my king," has us stand in front of the monument so we can face the open pit as he begins the ceremony.

"For 500 years our people lived and existed in this town. They built six synagogues and five

schools and lived a rich cultural, communal, traditional and religious life. They joined their neighbors in harmony in the market square." Ruthie puts her head on my mother's shoulder. My mother begins to cry quietly.

"Fifty years ago," Elimelech continues, "this whole world disappeared. It was destroyed and obliterated from this earth. Now we are here again. To our great sorrow, we have come to consecrate a mass grave and remember our parents, our brothers and sisters, who were buried together in this pit." As Elimelech retells the story, my thoughts drift, wondering what it really looked like then, what I would have done if I had been there then.

July 26, 1941—Late morning

Everywhere, confusion reigns in the market square. The special action troops are shouting orders in German, and few of those herded by the soldiers understand what they are being asked to do. Families are divided as about 2,000 people are pushed inside the Kalte Shul, the large synagogue and locked inside. The rest, about 4,500, are mostly older people, children and babies. They are marched three kilometers



"In Our Own Words" is a Participant feature spotlighting Pitzer alumni.

Adi Liberman with his sister Ruthie (left) and mother, Sonia, (center) at memorial.

from the square to the sand quarry at the end of Neshvez Street.

There the first contingent of 50 are told to strip and place their clothes and jewelry in a pile. Hesitancy and embarrassment give way quickly as rifle butts begin to fall on faces and the crack of a pistol explodes overhead. The unlucky first 50 line up against the edge of the pit, still not sure what to expect. Suddenly a cadre of soldiers step forward with machine guns and all watch in shock and astonishment as the soldiers open fire. The bodies of the first group fall into the pit.

The next group of 50, still in disbelief, take their place. By 2 p.m. the last groups of 50, clutching one another unashamedly, are told to shovel sand on the pile of bodies below before they join their neighbors in the pit. By 3 p.m. the Special Action troops march back to town after strewing limestone over the top of the freshly filled pit. Some curious villagers cautiously approach the pit and peer over the edge. Besides an occasional ransacker, the pit remains undisturbed for five decades.

July 21, 1991—9:30 a.m.

Elimelech leads us in a prayer of mourning as we conclude the brief ceremony. "We have a special request to the citizens of Kletsk. For centuries, we lived together in peace and harmony. We, the sons and daughters of Kletsk, born here, turn to you. Please help safeguard and protect this memorial so that on the high holy days and in grief and in sorrow, we may come to visit and honor our parents' grave."

July 21, 1942—Dawn

After several weeks, the more than 2,000 remaining people who had been locked in the synagogue are concentrated in a Ghetto compound at the center of the square where previously only 100 families lived. By July, months of overcrowded living conditions and inadequate food and medical care has left the population weak and feeble. Still, the Ghetto

residents have prepared for months for this very day.

According to bits of information gathered from the few gentile villagers who still interact with the Ghetto residents, the soldiers plan to begin the final roundup today. By 6 a.m. the Ghetto is already ringed by soldiers and collaborators. The loudspeaker on one of the trucks that brought the soldiers begins to crackle. Those who survived the starvation and disease will be told to get ready to form a work battalion. Everyone knows the announcement is false and, like the others taken from the Ghetto, they will never return.

The first orders from the loudspeaker are ignored by the residents. The orders are repeated three times, but still there is no response. Then, at command, the soldiers fire indiscriminately into the compound. The occupants respond with a hail of stones and axes. At the predetermined moment, a tin of kerosene prepared in every house is lit. Better to perish in the flames than to fall into the hands of the brutal enemy.

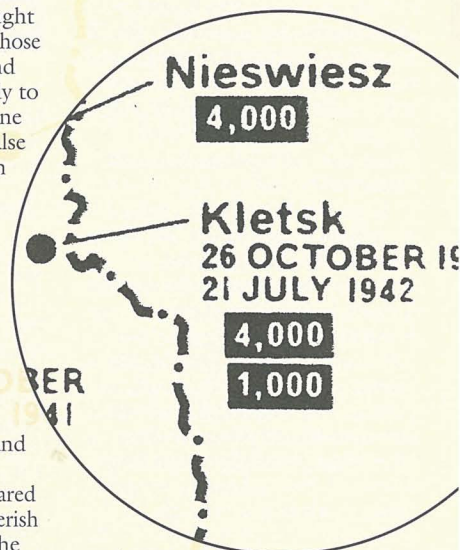
Soon, the entire compound is ablaze. Under cover of fire, hundreds try to break through the walls of the Ghetto. Only a few survive to join the resistance fighters hiding in the forest. The rest are lost in the flames or in the hail of bullets. Two thousand Ghetto residents die. The townspeople reluctantly move the bodies to a shallow pit in the swampy land just south of town. The bodies are set on fire and the mound is covered with clay. Other than the tramping hooves of a grazing cow, the mound is undisturbed for nearly 50 years.

July, 21, 1991—10:30 a.m.

Heads turn slowly as everyone looks one last time at the quiet, lovely scene of flowers and tall grasses swaying lazily in the breeze of a warm summer day. We climb the stairway back towards the bus. The next day, I think, we'll fly back to Moscow and by Thursday I'll be back in Los Angeles.

February 24, 1992—7:30 p.m.

The drive home is a snap. By now the traffic is sparse and in 20 minutes, I think, I'll be home. Meanwhile, I mull over the day's accomplishments. A press conference was planned, two fund raising meetings were set up, and we prepared our final version of



testimony for a Coastal Commission hearing later in the week.

The sewage and urban run-off problem has diminished, and the ocean is much better than it used to be, I often explain to those who ask. The sea urchins are coming back, as are the star fish and sea kelp. It's a big ocean, but our tiny advances seem to be making a difference. It feels good to make a tangible difference, even if it's just sea urchins and star fish.

I arrive home, lay the briefcase, radio and coat down on the table by the door, ready to be picked up again the next morning. Thinking about what I need to do tomorrow, I already feel a small rush of energy. It feels good to come home.

If you would like to participate, please write us at:
Participant Editors
"In Our Own Words"
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1050 N. Mills Avenue
Claremont, CA 91711

by Melissa Devor '78

ALUMNI UPDATE

"Thai One On"

More than 60 alumni, trustees, and friends gathered in March at the "Talking Thai Restaurant" (co-owned by Pichai "Teng" Chirathivat '85) in Santa Monica for the second annual Development Board Alumni/Faculty Art Auction. The festive affair included a Thai buffet brunch, silent art auction and raffle of alumni art works. Proceeds from the raffle and silent art auction will benefit Pitzer's financial aid program and will be matched dollar-for-dollar by the Weingart Foundation.

Contributing alumni artists were Stanley Casselman '85, Kirk Delman '85, Holly Jacobs Eichinger '86, Betsy Heilman '90, Tammy Lavanty '86, D'Arcy McGrath '89, Christopher Pate '88, Danny Shain '86, and Josh Warner '90. Professors David Furman and Michael Woodcock also contributed pieces to the cause, and former President Frank Ellsworth kindly donated several Japanese art works from his collection.

Special thanks to Development Board member Stanley Casselman '85 who orchestrated this year's festivities, to Alumni Council member Dennis Smith '84 for emceeding the event, and to Chandre Kipps '85 for her outstanding invitation design. This year's event was another smashing success. Hope to see you there next year!

A Capital Bash

In September more than 30 alumni met at the Georgetown Inn for a reception. The event was lots of fun, so much so that the Inn closed its doors permanently the next day! (Actually, we had no part in its demise.) Acting President Paul Ranslow, his wife, Stephanie, and Alumni Director Melissa Devor joined the festivities.

The surprise guests of the evening were Los Angeles-based Deborah Bach Kallick '78 and Deborah Deutsch Smith '68, from New Mexico, both of whom were in the capital on business.



During the event some discussion began about having regular alumni events in Washington, D.C. Any thoughts?

Alumni See the Phantom

This outing was one of the many advantages of being part of the five colleges. A Pomona alumnae had the inside scoop on a special holdover run for the Phantom of the Opera at the Kennedy Center for the Performing Arts in Washington, D.C. and we were able to offer tickets to our alumni.

More than 220 tickets were eventually sold to Pitzer, Pomona, CMC and Scripps alumni. The evening was a success: the play was marvelous and the company just great.

Politics à la California

The Atherton Society dinner in November brought back to campus four Pitzer alumni who have gone on to political-types of careers to discuss the future of California.

The speakers were: Robin Kramer '78, the former chief of staff to Councilman Richard Alatorre and the former executive director of CORO; Adi Liberman '78, executive director of Heal the Bay in Santa Monica; Isaac Richard '81, Pasadena city director; and Martha Quintana '83, a CORO fellow who now works for the Service Employees International Union.

The discussion was moderated by Kevin O'Leary, assistant professor of political studies and ex-CORO Fellow, and organized by Lucian Marquis, professor emeritus, political studies.

The lively talk opened with the question "Is California in Decline?" and shot off with discussion ranging from minority

▲ Pitzer's second annual "Talking Thai" art auction raised money for the College's financial aid program. From left: Acting President Paul Ranslow, Deborah Bach Kallick '78, and Ivan Kallick. Artwork in background by Stanlet Lassolman '85

involvement in state politics to the economic realities of California.

Censorship in the Media? Alumni Experts Tell Inside Story

Why do we see naked women on TV, but not naked men? What logic is behind allowing steamy sex scenes on soap operas, but not condom ads? To what extent was television coverage of the Gulf War manipulated by the Bush administration? By Saddam Hussein? What happens when a script writer tries to sell a story about gay bashing?

These were the kinds of questions answered by five alumni who came back to campus in March for another Marquis-organized Atherton dinner, this one on the topic of censorship in television and film.

Speakers included: Bridget Baker '82, regional vice president affiliate relations for NBC 24 hour cable network; Holly Echols '79, AT&T media relations manager and former TV anchorwoman; Janet Krause Jones '73, segment producer and researcher, NBC's *Unsolved Mysteries*; John Landgraf '84, vice president, production, Sarabande Products MGM/UA; Suzanne Shelton '71, formerly literary and talent agent, CNA Agency.

Also present at the dinner were John Atherton, Pitzer's first president, and his wife, Ginny.

Back to the Bay Area: (l to r, back row) Christopher Powers-Pitzer '85, Mike Gonzalez-Pomona '85, Dayna West-Pomona '84, Carol Goldberg-Pitzer '80, Megan Duncan-Scripps '86, Jim Sutton-Pomona '84 (front row) Janine Fujioka-Scripps '84, Janette White-CMC '81, Carol Oliver-CMC '86 (not pictured) Ben Wiseman-HMC '86



The Atherton dinners were named in honor of John Atherton.

In introducing the speakers, Professor Marquis noted that Holly Echols was recently appointed to the prestigious Peabody Awards National Advisory Board. The Peabody Awards are broadcasting's equivalent of the Pulitzer Prize.

Beacon Hill Soiree

We were fortunate to welcome more than 45 alumni and parents into the exquisite Beacon Hill home of Alexander Sprague's '91 parents, Lee and George Sprague. We talked, ate, and drank while we met old friends and made new ones. Paul and Stephanie Ranslow took the opportunity to briefly talk about the presidential search process and all the exciting activities on campus.

Wine n' Cheese in Santa Rosa

If you weren't at this event in October you missed a magical time. It was a perfect weekend. We started in Santa Rosa with wine and cheese at Vintner's Inn Library and a wine tasting discourse from Professor Steve Glass. Next came our private dinner on the patio overlooking the vineyards at Belvedere Winery.

That weekend we toured wonderful wineries, had al fresco lunch at a private vineyard and winery, ate at an exquisite restaurant, and relaxed in the beautiful surroundings of Sonoma Valley. A total of 22 alumni, faculty, and staff enjoyed the perfect weather and wonderful company. It was a trip to remember and repeat!

Alumni/Student Career Fair

Our annual Career Fair in October for alumni and students to get together and talk about careers and career paths was a great success. More than 75 people joined us to discuss topics ranging from education to working overseas.

Our illustrious alumni brought to the event a variety of backgrounds including politics, communications, finance, marketing, employee relations, and social services. This is an event that makes us all feel good because it gives us a chance to brag. But it also gives our current students a valuable perspective on the working world.

Young Alumni Swing in SF

An enterprising group of alumni from all five colleges pulled off a fabulous reception on November 14 at Gabbiano's Embarcadero Restaurant in San Francisco for 200 alumni. Everyone had a great time and it was fun to see alumni from all the Colleges. Our own Christopher Powers '86 and Carol Goldberg '79 were responsible for the Pitzer faction. Good job!

Back to the Bay Area

In December we were back in the Bay Area for a reception honoring Pitzer's Acting President Paul Ranslow and Professor Steve Glass. The reception was held at the beautiful home of Bob and Joyce Kern. Their daughter, Barbara, will graduate from Pitzer in 1995. More than 50 alumni and parents gathered to talk, eat, and reacquaint themselves with one another.

One group of friends including Barbara Bowen '68, Susan



▲ Suzanne Shelton '71 was one of five Pitzer alumni who spoke on censorship in the media at an Atherton dinner in March.

Norwick Laufer '68, Linda Witwer Whitehurst '69 and Beth Reasoner '74 had a good reunion. During the evening Professor Glass gave us his impressions of Pitzer and how it has changed (or not changed) over the past 28 years.

Pre-holiday Fun in Portland

A good-sized group of us met at the Riverfront Alexis Hotel in Portland for a pre-holiday reception. It was a great setting, but the company was even better. Professor Don Brenneis and Acting President Paul Ranslow joined the group and we had a wonderful time talking about the College and our recently tenured faculty members. This prompted all kinds of reminiscences about our own days at Pitzer and how it felt to be a student.

Seattle Asian Museum Event

More than 30 alumni and parents gathered at the Wing Luke Asian Museum for a reception in December. We were invited to the museum by our gracious hostess Lisa Ely '72. She made all the arrangements for the event and was even able to coerce the museum director, Ron Chew, into discussing the background of the museum.

We had a wonderful time exploring the museum while Professor Don Brenneis told us about Pitzer's new faculty and current classes. Lisa has already offered to help organize the next Seattle event. Thanks, Lisa!

In the Cold Midwest

In the cold of November, a brave group of 55 people attended a wonderful reception at the beautiful home of Susan Pritzker, both a Pitzer trustee and parent. Paul and Stephanie Ranslow had the opportunity to join parents and alumni for talk, food, and enjoyment. It is always great to see our friends in the Windy City.

THE SCOOP

Class of 1968

BETSY BAMFORD (Cannon Beach, Oregon) recently obtained grant funds and constructed a state-of-the-art, architect-designed Head Start Center in Seaside, Oregon. Her daughter, Meadow, is enrolled as a freshman in University of Oregon Honors College.

BARBARA BOWEN (Stinson Beach, California) reports that her family is happy to be in California again. Her family arrived in Stinson Beach in April 1991.

BOBBIE ZEIFERT WRIGHT (Fresno, California) writes that oldest son Mark just started first year at her husband Andrew's alma mater, Claremont McKenna College.

Class of 1969

DONNA GREENBERG's (Los Angeles, California), oldest son, Jason, is a freshman at Claremont McKenna, so they have been in Claremont again. Donna says "lots of changes seen—good ones it appears."

SUSAN HALL PATRON (Los Angeles, California) says her first book, *Burgeo Stew*, has been garnering an appreciative audience of 4 to 9 year-olds, since its publication in the fall of 1991. The next book, *Five Bad Boys, Billy Que, and the Dustdobbin* is scheduled for release in late 1992.

MARY GIBBS (Ukiah, California) announces her marriage this last year to Seth Delaney. Mary, Seth and Mary's 13-year old son, Michael are now living in Ukiah, California. Mary also reports that in June 1991 she became licensed in California as a clinical social worker. Mary has a private therapy practice in Ukiah.

Class of 1970

GINI MORITZ GRIFFIN (San Luis Obispo, California) reports having two great new mural commissions and having such a wonderful time—painting at 17' "altitude" which is a new experience for her and she is loving it. She said she runs into Perry and Jim Jamison all the time—small world!

MOLLY MACNULTY KARLSGODT, (San Diego, California) is currently teaching third grade in an inner city school—mostly Hispanic students. Molly says her Spanish is returning slowly! Her children are growing—Katie is 14, and Stephen is 12. Molly's husband, Kurt (CMC '68), still does real estate financial planning.

JO DEANE ZALAY-GERARD (San Luis Obispo, California) writes that she and Alan continue to plug away at the Department of Corrections. They just got back from a week in Taos, New Mexico, visiting Laurie Arnold Brannen '69 and her husband Ming Chen. Jo Deane says that Laurie and husband, are opening a restaurant in Taos. They had a fun trip taking in all the museums, galleries, etc.

Class of 1973

MERIDEE DUDDLESTON (Morristown, New Jersey) writes to say hello to Karen Riskin '73, Kristen Mendenhall '73, Karen Payne '73, from long ago and far away. She sends regards to all.

JOANN COPPERUD GILS (Oakland, California) writes that her family luckily didn't lose their home in the East Bay fire—although it was quite close. They have had another family of three living with the four of them since the fire. A commune for the '90s. JoAnn asks, why is it so much easier to live with unrelated people at age 40 than at 20?

Class of 1974

PAMELA DUHL (Evanston, Illinois) has had a busy private practice doing psychotherapy. (Pamela got an M.A. in social work at the University of Chicago in 1983). Pamela has two kids—Emily, 4, and Jacob, 18 mos., and lives in Evanston, Illinois, and reports being very busy, but happy with it all.

Class of 1975

LAURA E. SONNENFELD (Portland, Oregon) got married on August 18, 1991 to Jim Andrews. Congratulations to Laura and Jim!

Class of 1976

HOUSTON PUTNAM LOWRY (Avon, Connecticut) is pleased to announce Little, Brown, and Company recently published a book that he wrote *Critical Documents Sourcebook Annotated: International Commercial Law and Arbitration* in August 1991.

Class of 1977

DENISE HANKINS (Northridge, California) has begun studies at Southwestern University School of Law, working towards a juris doctorate. Denise earned her B.A. in political science from Pitzer College. She is currently self-employed as a certified public accountant in Northridge.

LINDE MOHR (El Paso, Texas) reports husband, Nandor Pelsen, (CMC '77) returned from the Gulf safely in the spring and she is now back to being a full-time mom and sometimes writer. Linde is "doing" kindergarten at home with Aziane, 5, and Zephhyr, 3. Linde says she thinks she has more fun and learns more than they do.

Class of 1978

AMY BORENSTEIN GRAVES (Kent, Washington) is currently doing research on dementia and Alzheimer's disease. Amy is also an assistant professor at the University of Washington and has a 5½-year-old daughter, Rebecca.

GAIL MAUTNER (Seattle, Washington) says she keeps busy with a full-time law practice and her two children, ages 4 years and 18 months. Gail's husband, Mario, is back in school studying music. She said, "We're all having fun."

MERI IRWIN BEN-YEKUDA '78 (Lake Forest, California) says, "Hello to DAWN MULKEY, JOHANNA SIEGMANN (give me a call!) and Carol Cole, who has a new baby girl." Meri and her husband are enjoying their 5-year-old daughter, Alyson. Meri is a kindergarten mom and loving it. Meri reports that their business is doing well, and expanding every minute. All is great in sunny California!

Class of 1979

CATHERINE T. CURTIS (Claremont, California) writes that after eight years of her own computer business she has decided it's time to get back in touch with other aspects of life. Catherine is in a year-long Shiatsu-Anma training program and hopes to start a body work practice here in Claremont this winter.

JEANNE AMBRUSTER SHERRY (Flagstaff, Arizona) still continues to enjoy the people with whom she works as well as a growing and happy family. Her children Jene, 6, and Tyler, 4, are constant reminders of what really counts. Husband Dave is now the long-term chair of the Philosophy Department at Arizona University, and Jeanne continues to thrive on international travel and technical challenges at Gore (medical company).

Class of 1980

ELIZABETH KERR (San Francisco, California) marries Keith Halperin in spring 1992. Elizabeth is working for a Bay Area elementary and high school textbook publishing company fulfilling her long-time goal of working in publishing.

TERRILL WEBB HELANDER (Arcadia, California) received her Ph.D in educational psychology from USC in August 1990. Terrill gave birth to David on September 21, 1991. He weighed in at 10 pounds and was welcomed home by 7-year-old sister, Meg, and 5-year-old brother, Tom.

MIKE FILIGENZI (Sacramento, California) wants to know where Mark Cogan, '81 is? But word is Mark wants to keep that a secret.

JON PARRO and DIANE WATANABE PARRO (Pasadena, California) write that after returning to the Southland from three years in Boston, Diane has joined Focus Media, a Studio City advertising agency, as director of client services. Jon is now at USC's School of Medicine as assistant director of development and administration. Their son, Joshua, is now at Caltech's child

care center, preparing to attend Pitzer in 2005.

Class of 1981

PALMER LAWRENCE RAIBLE (formerly Linda Pasnick) (Bainbridge Island, Washington), reports being married to Robert Raible on October 26, 1991 in Seattle. Robert's only connection with Claremont is his Pomona-grad grandmother. However, Kathryn Field '80 was matron of honor and Mitch Rubin '83 was a groomsman. Palmer and Robert spent 10 days in St. John, U.S.V.I. before returning to real life in the rainy northwest.

ROBERT WARDEN (Riverside, California) finished his Ph.D in social psychology in March 1991. He now teaches theory of personality at the California School of Professional Psychology in Alhambra, and is working on some professional papers.

JANE ROTHFIELD (Voocheesville, New York) and husband Allan are living in Albany, New York, and have a baby girl named Shona. Jane is in television advertising.

Class of 1982

LARRY DIAMOND (Buffalo Grove, Illinois) says he thinks of Pitzer quite often. After spending more than three years at the University of Chicago, Larry took a leave of absence from his Ph.D. fellowship in diplomatic history to expand his asphalt paving business (now in its 14th year). He says he has been a full-time capitalist ever since. Larry's been happily married to Sue for five years. She's an art teacher by trade but is now running the office. Larry says they will be hibernating this "off-season" in a new country cottage tucked away in the backwoods of Wisconsin. Visitors are welcome "as long as you help chop wood."

KATIE WHEELER (Milton, Massachusetts) is still plugging away at her doctorate in education at Harvard and is continuing research on child care.

Class of 1983

KATIE LEONY BECKSTRAND (Eugene, Oregon) finished her residency in family practice in Long Beach in June

1991. Katie and her husband enjoyed some time off until October then moved to Eugene, Oregon, where she joined an established group of physicians. She said they miss the fun and all their friends (including many Pitzoids) in Southern California but really like their new community.

BORG and NANCY LU KLEIN (Fairfax, California) recently saw Michael and Fran (Corcoran) Gallo '83, and reports Fran looking great—better than ever! They said it was nice to see Michael too. Michael sends a warm "chirp chirp" to the Pomona-Pitzer Waterpolo Sagehens.

Class of 1984

DONELSON S. BERGER (San Francisco, California) is living in San Francisco with his wife Jane Crawford (Scripps '83) and their two cocker spaniels. Donelson and Jane both work in the financial district. Donelson is an international seafood trader specializing in shrimp for Berdex International Inc. and Jane is the manager of art buying services for Young & Robinson Advertising. Randy Steckler, Stan Casselman, Todd Little, Grace Power, '84, visit occasionally. Jane Epstein, where are you? If in town, call the Berger's.

KATRELYA ANGUS (Sierra Madre, California) Congratulations!! Katrelya has just made her acting debut as Miss Jessel in *The Innocents*, based on Henry James' *Turn of the Screw*. Apart from breaking into this new career, Katrelya is continuing to dance.

JANE M. GIRSON (formerly Epstein) (Los Angeles, California) was married January 1992 in Los Angeles. Her husband is an accountant from Johannesburg, South Africa. Jane hopes to begin studying for a masters in art education in fall 1992.

Class of 1985

CHARLES W. BREER (Ann Arbor, Michigan) is now looking for a job as he finishes his MBA at the University of Michigan. He will graduate in May 1992.

ALEXANDER PLATT JR. (Topanga, California) graduated from the Graduate School of Architecture at UCLA in the spring of 1991.

Class of 1986

TODD KEATING LITTLE (Los Angeles, California) says, "Everything the folks cautioned me about...they're right! Freelance designing giftware—36 hours in a day? Still hoping. Wishing peace for all in '92."

REGINA E. WEBSTER (Claremont, California) says for the past four-and-a-half years she worked as David Alexander's assistant at Pomona College. But upon his retirement in June, she left Pomona to take the position of coordinator of the Titan Athletic Foundation at Cal State Fullerton. Regina is in charge of fund raising for scholarship revenues for student athletics. She says it is a very interesting and challenging position. Regina works with high-level donors in Orange County and is learning all the tricks of marketing, sponsorships, and radio advertising in IA sports. Regina plans to pursue a masters at Cal State Fullerton in sport sociology.

MICHELE TRAVER-RASMUSSEN (San Francisco, California) and her husband drove to Kansas City, Missouri, for Diane Vile's '85 wedding this past summer then went on to Mt. Vernon, Iowa, to meet Jeff's entire family. Michele says she and Jeff have been married for two years but she hadn't even met his parents. Michele is now back at school, plugging away at the UCSF Pharmacy program. Said if she ever graduates, it will be in 1994. Michele would like to say hello to Becky Ballesteros '85.

Class of 1987

NANCY SELDMAN DUGGAN (Pasadena, California) married John Duggan (whom she met at CGS) this past July. They are living in Pasadena where Nancy is teaching 4th/5th grades,

and loving it! Nancy would like to congratulate Dean Ferguson on his great teaching job, and Robin Kelson on her promotion at University of Washington.

CHUCK FRACCHIA (San Francisco, California) will finish with his teaching credential in the spring of 1992 in social studies. As to where he will get a teaching job, that is another question for Chuck, but he says he is considering going out of California, possibly to South Carolina. Chuck is looking forward to the 5th Anniversary Party at Pitzer in May 1992 and to a having a great time. He says "hi" to all his old Pitzer buddies, especially Anna Clawson, Sophie Muller, Jeff Wood, Mike Smith, and sends special greetings to Clare De Paola in the Admissions Office. Chuck also attended the wedding of Jeff Wood '88 and said it was really great!

ANDY KEMPLER (Davenport, Iowa) reports to have met Melissa Devor once at the Los Angeles Zoo at a Pitzer benefit. Andy graduated from Pitzer in 1987 after spending his last semester abroad in Israel, but started with the class of '86. Andy would like to get back in touch with that class. Andy is currently attending Palmer College of Chiropractic in Davenport, Iowa. Of a three-and-a-half year program, He has completed two years and started his internship in the clinic in February 1992. After graduating in February 1993, he plans to head back west and practice.

Class of 1988

HECTOR MARTINEZ (Alta Loma, California) and Coleen Leavitt '90 write to say hello to all their friends and to announce their engagement. Hector and Coleen will be married on June 13, 1992 in Claremont. Hector and Coleen look forward to seeing their Pitzer friends at their wedding.

Class of 1989

DAPHNE HARVEY (Taos, New Mexico) and SHERRYL GOSCHKE '89 attended the marriage of KAREN ELIZABETH NIELSEN, '89 to Mr. William Nelson (POM '90) in Phoenix, Arizona, on December 7, 1991.

LAURA KERMAN (Seattle, Washington) along with two other friends, bicycled from Washington, D.C., to Portland, Oregon, this past summer. Laura says she is now starting her own business sewing and painting tablecloths, napkins, pillows, placemats, etc. Laura reports having a co-ed soccer team with almost all PO-Pitzer soccer alums. The Ragehens are getting better and would love a sponsor.

KAREN N. NIELSON (Pasadena, California) married Chris Nelson, PO '90, on December 7, 1991.

GORDON MIZE (San Diego, California) and Charley Black '88 are taking a trip around the world for one year starting in the summer of 1992.

Class of 1990

COLEEN LEVITT (Ontario, California) and HECTOR MARTINEZ '88 have announced wedding plans for June 1992 at Scripps College. Coleen is employed by San Bernardino County Job Training Partnership. Hector is associate dean of Admissions at Pitzer.

MICHAEL WRANOVICS (Sunnyvale, California) married Pamela Montgomery '91 on June 8, 1991. Michael and Pamela have an apartment in Sunnyvale. Mike is a product marketing manager at Poget Computer Corporation in Silicon Valley (he has been there since graduation). Mike has also started a company with three other guys called Memory Card Associates. Keep your eye out for them. Mike and Pamela are considering moving to North Carolina where Mike might go for an MBA at Duke. Mike says, "I bet nobody ever thought I'd go high tech!" He also adds "Yes, the Raiders and Warriors will go all the way this year."

FRANCINE CAPORALE (Claremont, California) is currently in her second year of the marriage, family therapist program at Azusa Pacific University. She is working for the cities of Claremont, Montclair, and Ontario toward her 3,000 hours needed for licensure.

MARIANN SILBERMAN (Manhattan Beach, California) has moved back to California. Mariann's company transferred her from Chicago to Los Angeles.

Class of 1991

BECKY CLECH (Pasadena, California) is the coordinator and education assistant at the Huntington Library. Becky also teaches workshops at Kidspace, the children's museum.

DEBORAH MANNING (Glendora, California) has been accepted to Southwestern University School of Law, which leads to a juris doctorate. Deborah earned her B.A. in American studies from Pitzer. She is married to Howard Manning, and they have one daughter.

CAROLINE MUTSUMI SAKAGUCHI (Northridge, California) sends, "Greetings to all. My hair is greyer. I have a facial tic. I've gained 6 lbs., but it doesn't show, or maybe I just don't care anymore. I get to work at 5 a.m.—the time I used to go to sleep! I hate my job, (medical transcription for Words Times 3) but I got my own parking space... I still wear my Birkenstocks!"

Births

LEE M. KLEINMAN '81 (Dallas, Texas) is a proud parent of a new baby boy born on August 20, 1991. His name is David Jacob Kleinman.

CAROL B. COLE '79 (Seattle, Washington) and husband Andrew Groom, had their first child, Lela, born August 7, 1991. They are excited and exhausted! Carol took five months off from her job as a psychologist at Virginia Mason Clinic in Seattle. She went back to work in January 1992.

SUSAN COOK '74 (La Habra Heights, California) is thrilled to announce the adoption of Kelsey Susan Cook, born August 13, 1991. She joins brothers Stephen, 6½, and Kevin, 5½. Susan is still working part time as a clinical pharmacist for Orange County Mental Health. Portia! Susan! Cookie! Vicki! Pam! Give Susan a call!! (310) 690-0864.

STEPHANIE MANDEL, '84 (Nevada City, California) and partner Vince Haugey of Nevada City, California, are proud parents of Melody Rain Hughey Mandel, who was born June 29, 1991. Stephanie has launched a publishing services business so she can work at home.

DONNA ABOFF HARRISON, '78 (Huntington, New York) and husband, Scott, had their first child, Jordan Maxwell, in March 1990. Donna is directing 7th and 9th graders in musical productions at Oyster Bay Private School. Donna says Jordan usually stays home but if she does take him to school the kids all love to babysit him.

ELLEN RUBEN MORRIS, '78 (Cary, North Carolina) writes that she and Peter have adopted Austen Isaac Morris. Austen was born August 31, 1991. Ellen and Peter attended his birth, after following his birth mother's pregnancy for almost six months. She says Austen is a joy, and is delighted to be a stay-at-home mommy! "Best job I've ever had!"

ELIZABETH GERSON HJALMARSON '81 (Chicago, Illinois) writes that it has been a very fulfilling and busy year. Kathryn Hjalmarson was born on February 22, 1991. Sara celebrated her second birthday on October 1, 1991. Elizabeth's husband, John, bought a business last November and Elizabeth joined the company in August. Everyone is fine but sorry to have missed the reunion.

ELLEN STEIN '81 (San Francisco, California) said in 1983 she met the man of her dreams in New York City. Ellen married him in 1988, and dragged him back to San Francisco. "Just last July we had our first baby, Joshua, who is an unbelievable joy." After six years working in public health, Ellen is back in school taking science prerequisites for medical school.

CYNTHIA KETCHUM CAMPBELL '79 (Lewisville, Texas) gave birth to a baby boy, Sam, on May 16, 1991.

SHERYL COOPERMAN STIETEL '80 (Bothell, Washington) announces the birth

of her baby, Miriam Rose, born on April 19, 1990.

TODD MAIBACH '84 (Menlo Park, California) and wife, Carol, announce the birth of their daughter, Sarah Allison, born August 1, 1991.

DAVID YALE '81 (Los Angeles, California) and wife, Catherine, have a son, Samuel, born in 1990. David and Catherine are also buying a home in Echo Park.

GAYLE B. WHEATON '80 (Torrance, California) would like to announce the arrival of her daughter, Christine Nicole, on Friday, the 13th of September, 1991, (Gayle says that 13 has always been a lucky number for her—and it was again this time as this delivery was so much easier than her first!!) Also, at home is Christine's older sister, Elizabeth, (just turned 18 months) so life for Gayle is very busy, but pretty wonderful. Gayle said Elizabeth really seems to like the "dede" (baby). She says either she is really lucky (definitely) or maybe her child development classes with Prof. Albert paid off.

MICHAEL JAY MOODY '80 (Glendale, California) announces the birth of his first son, Neil William, born November 7, 1991.

ANDREW KOPPERUD '90 (Los Angeles, California) and his wife, Linda, are the proud parents of baby boy Grayson Clifton, born January 11, 1992. Grayson weighed 8 lbs., 4 oz.

PAMELA MAUREEN KASPAR '75 (San Mateo, California) and Frederick Arn would like to announce the birth of their second son, Kirk Frans Whitten Hansson. Kirk was born on October 2, 1991.

CATHERINE LEE DAVIS '72 (Westport, Connecticut) proudly announces the birth of her baby boy born on November 22, 1991. Gregory Lee Davis weighed in at 8 pounds and 1½ ounces. Congratulations!

CALLING ALL “LOST” ALUMS

It could just be an oversight, but we’ve noticed that when some people move, their alma mater is the last place to get a change of address card. Know anybody like that?

Take a look at the list below. These are “lost” alumni from the reunion year classes of 1967, 1972, 1977, 1982, 1987. Hard to imagine, but we are no longer in contact with them, and we would like to reestablish contact. If you know the whereabouts of any of these alums, please let us know. Send the information to:

Melissa Devor
Director of Alumni relations
Pitzer College
1050 N. Mills Avenue
Claremont, CA 91711

Class of 1967

Susan Stein Burkhard
Dorothy Langston Heninger
Shan DuBoisson

Class of 1972

Yolanda Ruiz Beltran
Susan Taylor Buchan
Donna Miller Buland
Nancy Becklund Byrd
Sylvia L. Cattouse
Marcia Warner Cornejo
Gary R. Dixon
Patricia Hedrick Duncan
Alan Erenberg
Peggy S. Hedrick
Jennifer Jones Royes
Jon Klancher
Randi Burnam Land
Carol Ryerson Janvier
Rhea Fellars Loudon
Ann L. Matthews
Victoria Shastid Nuzzo
Peggy Ockerman Saleeby
Jennifer Louise Sanborn
Stella Modrijan Mohan
Linda Schrenkeisen
Deborah Piper Thomas
Willem Van Marle
Karen Gerliepp White
Gail Webb
Denise Ferguson
Hollis Herman
Morris Graves
April Rose Zweig
Jany P. Giovannini
Elissa Rothenberg
Linda Factor
Gary Fisher
Anita Johnson Vance

Kathleen M. Brady
Margaret Steenrod

Class of 1977

Julie Belneck
Lisa Bernell
Steve J. Braman
William J. Chapman
John Child
Felicia Curran
Dorene Marie Curtis
Nancy da Silveira
Barbara M. Dietzel
Marlene Duchesne
Anne O. Ellis
Robert Feirer
Brad Friedman
Lisa Kritzer Friedman
Kelcie M. Gosling
Linda Halfon
Eileen Henry
Joy E. Klopp
Nathan Lewis
Lark Loveday
Elizabeth Lynne Maiden
Cheryl P. Murray
Davida M. Rosenthal
Stacy Rudman Harper
Nadine Sternfeld
Gilbert Valadez
Beverly H. Walters
Allan Widmeyer
Lila Wills
Margaret Winn
Judy Lucille Wortman
Michael Roper
Ernesto Reza
Heather Levin Turner
Robert Yokelson
Laurence James Shooks
Jacklyn Norris
Jonathan Moore Schmutz
Margaret Ellen Raskin
Jeff Braun

Class of 1982

Scott T. MacDonald
Peter R. MacDonald
Melonee Jacks
Jackie Spector
Warren David Long
Janet A. Neft
Carolyn Starks
Von Elissa Jones
Fernando Arias Lopez
Janet Leigh Capps
Lisa Marie Carr
Thomas Eoghan Cox
Anna Marie Rodriguez
Michelle Janine Rodriguez
Margaret Louise Roth
Antonette Marie Zulli
Mark Alan Reckard
Cheryl Daphna Burney
Jo Ann Greenberg
Brenda Kesser Goodrum

Celia McCarty
Tracy Margaret McDonald
Thomas Theodore Perls
Carlos Rivera
Richard Michael Sanchez
Brad Alan Rothman
Jeffrey Bradford Smith
Joel Morgan Stewart
Marian Morris Thayer
Marguerite Langdon Jones
Mami Yamajo
Jeanne Maile Oikin Lau
William Gary Griswold
Bruce I. Brown
Tony F. Powell
Anne Marie Greene
Brenda Magee
Elizabeth Anne O’Mara
Darryl Tang
Catherine Hackett-Remley
Courtney Spencer
Jessica Blackhurst
G. Kevin Flood
David Allen Brock
Edna Anne Schurman
Paul Pellettiri
Patty Berlin

Class of 1987

Alyse Surratt
Christina Weber
Jill McMillin
Dina Pereda
Natasha Wasserman
Steve Yang
Yolanda Amancio Gonzalez
David Bricker
Margaret Nelson Bush
Raymond Castro
John Chowning
S. Chase Davenport
Carol Donohugh
Alain-Richard Donwahi
Elaine Dawn Evans
Delores Gomez-Vicuna
Carmen Catalina Guevara
Peggy Jackson
Monique Denece King
Catherine Leff
Joann A. Lemau
Thomas Levinthal
Peter L. Maldonado
William Matthews
William Prest
Daniel A. Stein
Ellen Chase Verdries
Brannon Mitchell Wheeler
Adriana Yanez
Stephanie Brown
David Yenney
James Robert Brown
Joe Mark Olague
Kendall Collis Cook
Robin Neuwirth

Dear Alums,

One of the things I enjoy most about my job is learning what you are doing. Besides, we all know that "The Scoop" is the first thing everyone reads when they get the Participant! With this in mind, I'm asking you to help us help you keep in touch with other alums.

Let us know: Did you get a new job? have a baby? move to a new city? go back to school? never leave school? learn something new? I'd like to hear from you, whatever the news. Then read all about it in the next "Scoop."

By the way, if you have ideas for alumni events in your area, or would like to become more involved, jot your thoughts down and I'll be in touch.



Melissa Devor '78
Director of Alumni Programs

GIVE US THE SCOOP

Name

Class Year

Address

City

State

Zip

Telephone

Announcements, comments, thoughts, messages, news:

Please forward to:

Melissa Devor '78
Director of Alumni Programs
Pitzer College
1050 N. Mills Ave.
Claremont, CA
91711-6121