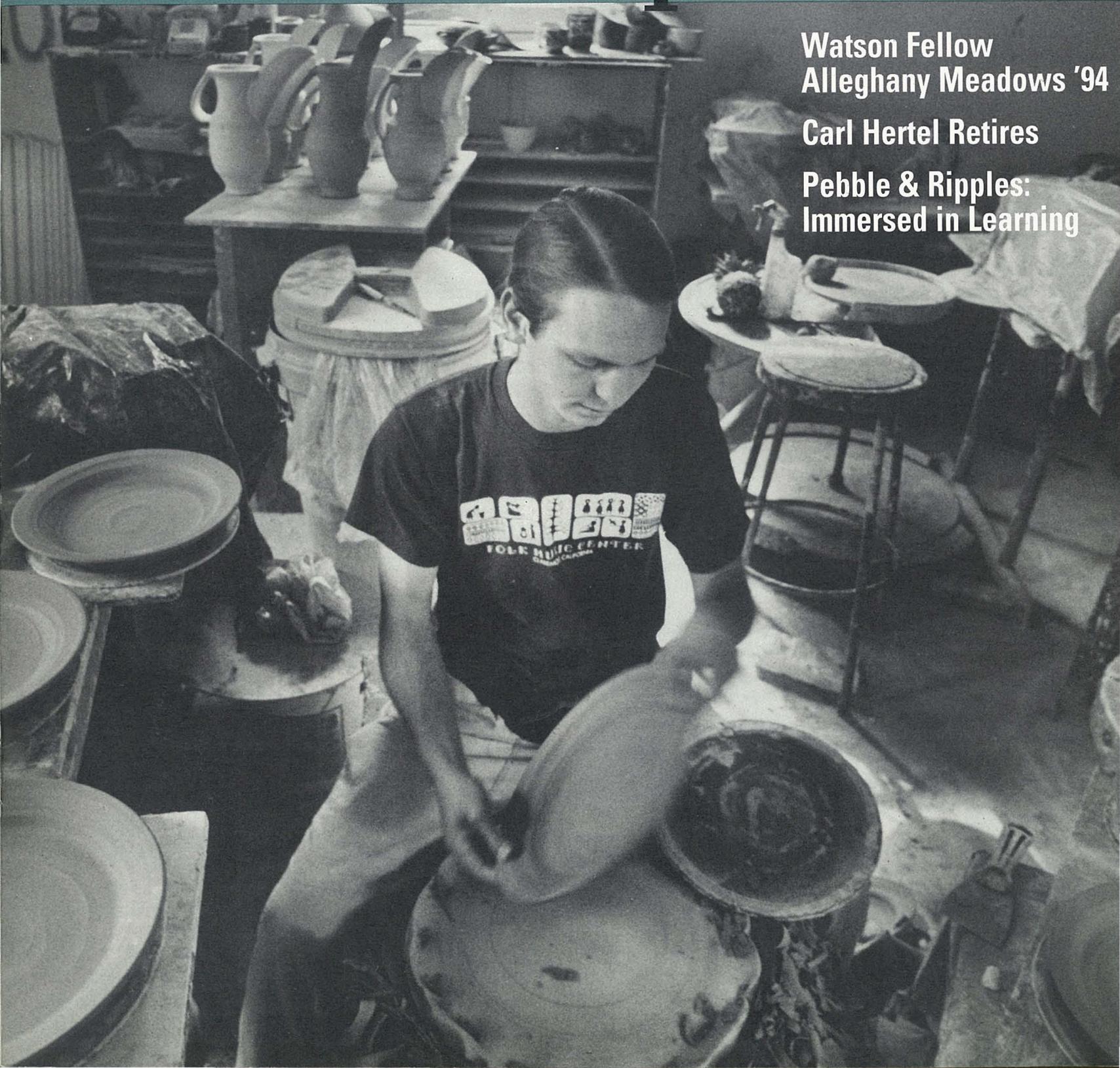


Participant

Watson Fellow
Alleghany Meadows '94

Carl Hertel Retires

Pebble & Ripples:
Immersed in Learning



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A member of the Claremont Colleges, Pitzer College is a private liberal arts institution committed to values of interdisciplinary perspective, intercultural understanding, and social responsibility. Participant is published three times a year by the Communications Office and welcomes comments from its readers. Address letters to Participant Editor, Pitzer College, 1050 N. Mills Ave., Claremont, CA 91711.

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Cover: "Art needs to be integrated into daily life," says Watson Fellowship recipient Alleghany Meadows '94, whose ceramic dishware demonstrates his commitment to the notion that "beauty and love of the beautiful can make the world a better place to live." Photo: Tom Alleman



Pitzer Celebrates 30 Years

Thirty years ago Pitzer opened its doors to its first class: 150 women who had responded to founding President John Atherton's invitation to "all young women interested in joining an exciting new college devoted to exploration ... in the social and behavioral sciences and liberal arts."

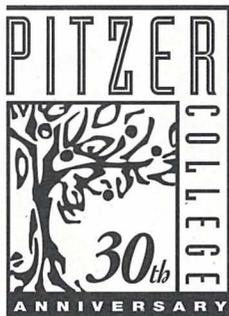
The young college was named for Russell K. Pitzer, an attorney turned citrus rancher, whose business sense and philanthropic generosity extended to The Claremont Colleges, culminating with funding for its newest member.

Encouraging initiative among its students and nurturing them through the exhilarating, yet demanding, process of self-discovery, Pitzer fostered a participatory style of governance: Students, faculty, administrators and trustees served on decision-mak-

ing committees. A flexible curriculum, offering students the opportunity to design their own academic programs with guidance from faculty advisors, emphasized ideas from many cultures, the interplay of disciplines in exploring subjects, and an awareness of how individual and group action may affect society. The goal: the flexibility and creativity for which a liberal arts education is most valued; skill in critical thinking; and the capacity to use these qualities to help make the world a better place.

Today, under the leadership of Pitzer's fourth president, Marilyn Chapin Massey, the student body numbers approximately 855, of which some 35 percent are ethnic minorities; 45 percent come from states outside California; and 15 percent are from other countries. Two new buildings

have been added to the campus's physical plant this year, and a third—a long-awaited student center—will open in the spring. Faculty are recognized nationally and internationally for their publications, papers and leadership in addressing issues of social consequence. More than 5,000 Pitzer alumni serve throughout the world in the public sector, business, the professions and the arts.



Commencement Speeches Urge Community Action

Today's pluralistic society will thrive if people work within a strong framework of shared values, said commencement speaker James Joseph, volunteer chair of the Corporation for National and Community Service and president of the Council on Foundations. A

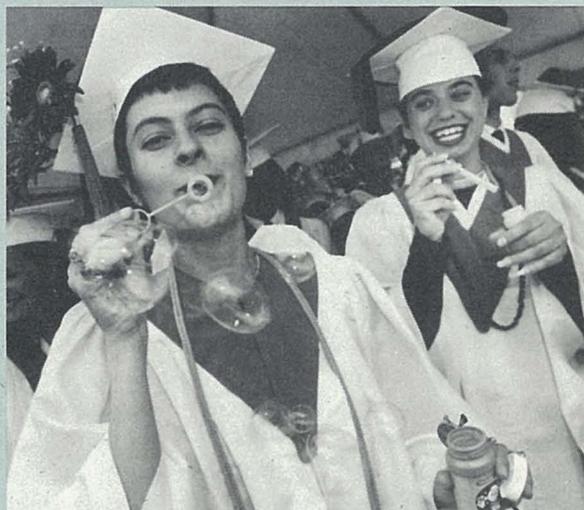


PHOTO: TOM ALLEMAN

new civic culture may be founded upon an ethic of service which recognizes the mandate to "live and help live."

Joseph urged graduates to seek power only to disperse it; to work within as well as outside the establishment; use history to liberate the soul; rely upon values to cope with ambiguity; and to retain a humility which recognizes the possibility of human error and human wisdom.

Senior speaker Sekou Andrews '94 likewise enjoined graduates to realize the spirit of activism in the world beyond campus. "The past four years have been a rehearsal," he said. "The real performance lies ahead." (AG)

As Pitzer enters its fourth decade, we look to a future built upon the conviction that individuals can, indeed, make a difference, by devoting their unique voices and vision—nurtured by those who

share their commitment—to their communities and the world at large. We celebrate Pitzer's past, present and future throughout the year in Participant. (AG)

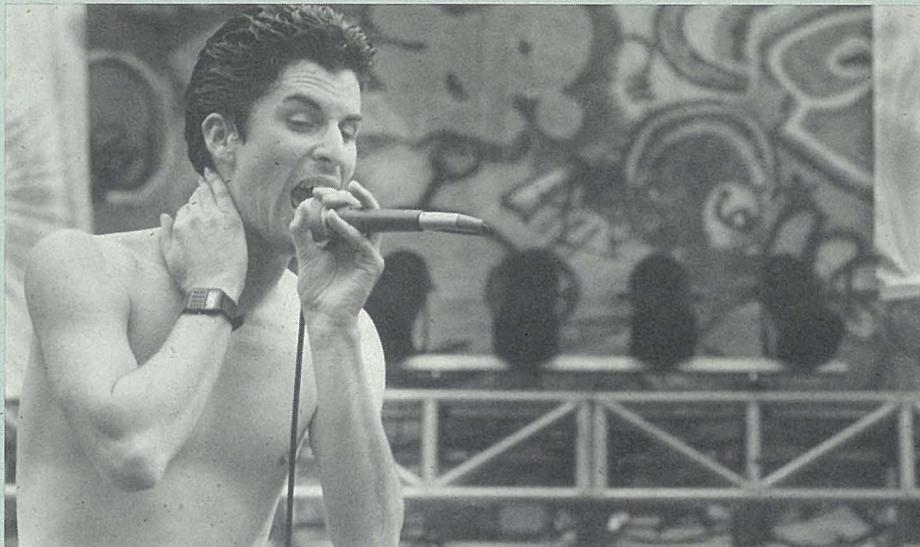


PHOTO: TOM ALLEMAN

Kohoutek Festival Turns Twenty

Twenty years can flash by as quickly as a—well, as a comet. It was a comet, in fact, that gave its name to one of Pitzer's longest and most celebrated traditions. Kohoutek, the college's annual music and arts festival, reached the 20-year mark last April.

The event was first staged in 1974 when a group of Pitzer students and faculty gathered on the rooftop of a dormitory hoping to view the comet's arrival. When the cosmic forces failed to cooperate, the group was inspired to preserve the energy of the moment with an annual celebration. The first Kohoutek festival drew 200 fans; today's runs two days and hosts more than 1,500 participants. The music remains eclectic, featuring everything from rock, hip-hop, reggae and blues to jazz, thrash and ska; booths offer food and crafts. The festival is still organized by students and is free and open to the public, with most events taking place on the Mounds.(ED)

L.A. Attorney Lisa Specht Joins Pitzer Board

Lisa Specht, a Los Angeles attorney specializing in administrative law, was recently elected to Pitzer's board of trustees. A partner in the legal firm Mantatt, Phelps & Phillips, Specht is a founder and director of the Women's Political Committee; vice president of the NOW Legal Defense and Education Fund as well as Bet

Tzedek Legal Services; and a member of the executive board of the American Jewish Committee.

Specht is well known in the Southland for her work as legal correspondent for KABC-TV's "Eye-witness News" from 1979 to 1989 and as the co-anchor of NBC Television's "TrialWatch" during 1990-91.

Specht received her J.D. from the University of La Verne, where she served as editor-in-chief of the Law Review.(ED)

Update on the Alhambra Project

Papers by Chau Phan '95, Sarah Morganstein '96 and Wendy Mumford '95 were selected for presentation at the 21st Annual Western Anthropology/Sociology Undergraduate Research Conference last April at the University of Santa Clara.

The presentation was the result of research conducted for last year's Alhambra Schools Project, directed by Profes-

sors Betty Farrell and Jose Calderon in their "Social Responsibility and Community" course.

The three students were part of a panel on education in sociology. "It's an honor to be chosen to present," said Farrell, who also attended the conference. "But beyond that, it was an impressive effort all around." (ED)

Reunion Run Down: April 29-May 1

It was a great weekend: The weather cooperated, the schedule was full, and the opportunity to see, make and visit with friends was enjoyed by all. The other campuses, as well, were abuzz with reunion activities. And there were numerous opportunities for Pomona, Scripps, Harvey Mudd and Pitzer alums to gather together. If your reunion is coming up, start calling your friends now—the reunion experience means even more when shared with friends. (MD)



Extra, Extra: "Paper" Screening Nets Scholarship Funds

This year's film benefit garnered \$115,000 for Pitzer's scholarship programs. The March event attracted more than 300 trustees, faculty, parents, alumni, students and other Pitzer supporters, who gathered at Universal Studios for a reception and dinner before viewing director Ron Howard's "The Paper."

The annual event is thanks in part to the generous support of Pitzer trustee Sidney J. Shein-

Film Benefit attendees viewed director Ron Howard's "The Paper."



Trustee Chair Chad Smith, M.D., joined 300 guests for this year's successful Film Benefit, which raised \$115,000 for scholarships.

berg, president and chief operating officer of MCA, Inc. Other supporters include trustee Chadwick Smith and his wife, Corinna; Mr. and Mrs. Lew R. Wasserman; trustee Judy Avery Newkirk; trustee Bruce Karatz and his wife, Janet; Kaufman & Broad Home Corp.; Technicolor, Inc.; Fox, Inc.; the David Geffen Foundation; Warner Bros.; and Amblin Entertainment. This year's event was co-chaired by trustees Constance A. Austin and Deborah Bach Kallick '78. (ED)

Update on PACE

Last June, PACE and the College's Special Programs office co-hosted a workshop on services management in higher education. This, the workshop's third year, featured speakers from both Pitzer and the Peter F. Drucker Management Center of The Claremont Graduate School. Participants included presidents, deans of faculty and directors of international programs from two- and four-year colleges and universities throughout Japan. (ED)

Pitzer Student Volunteers Feted

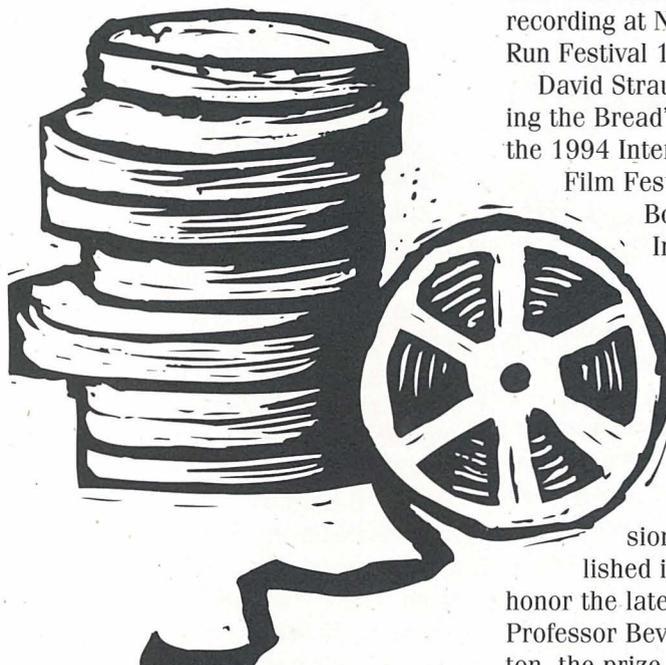
Pitzer saluted the volunteer efforts of hundreds of its students at a ceremony held last April. Dubbed the Community Service Honors, it was the first time the college formally recognized student volunteer efforts.

Sponsored by the Office of Career Planning and coordinated by Will Brown, the office's graduate student intern for community service, the event recognized participation in community service organizations, public education, environmental activism, community service fieldwork incorporating international service, and Pitzer community concerns. Some, but not all, of the students cited worked in coordination with a class.

Nominations were submitted by the college community, and certificates of merit given to those who gave a significant amount of time and energy, exhibited exemplary service, and/or whose efforts had a significant impact on the community.

Kallick Community Service Awards for \$500 each, in honor of Pitzer alum and trustee Deborah Bach Kallick '78, were presented to Sierrita Martinez '94 and Jana Scrivens '94. Martinez was cited for her work with the City of Chino Community Services Department, Scrivens for her efforts as a hotline advocate for Project Sister. Juan DeLara '96 received a \$50 prize for his work as student senate convener, a tutor with the Pomona School District, and an Early Academic Outreach volunteer. Neil Evens '95 received a \$50 prize for his work on behalf of Claremont High School, the Northridge earthquake relief effort, and the Los Angeles Food Bank. The Katie Lawson Memorial Fund granted fellowship prizes to Susan Pour-Sanae '96, \$2,000; Sarah Bravinder '95, \$1,500; Beverly Chen '96, \$500; and Heather Anselmo '95, \$500.

"We hope this event will become a tradition," says Brown. "There are a tremendous variety of projects and an extensive number of students who contribute to their communities through volunteer work." (ED)



The film received a post-production award from Warner Bros. and was awarded excellence in directing, writing, acting, cinematography, art direction and sound recording at NYU's First Run Festival 1993.

David Straus's "Breaking the Bread" debuted at the 1994 International Film Festival in Bombay, India. He is presently enrolled in

UCLA's School of Theater, Film and Television. Established in 1989 to honor the late Pitzer Professor Beverle Houston, the prize recognizes achievement in film and video production or criticism by students and alumni of The Claremont Colleges. (AG)

Atherton Dinner Spotlights Alums in Film

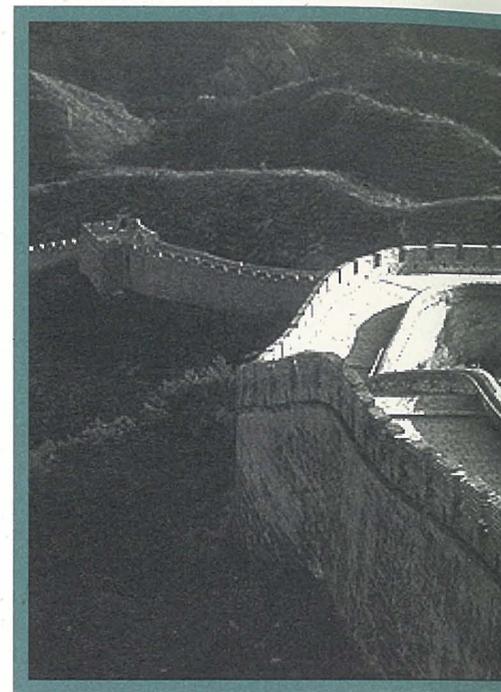
A college girl's first kiss and a widow's memories of Jewish family life were the topics of student films presented by Jenniphr Goodman '84 and David Straus '90, recipients of Pitzer's Beverle Houston Memorial Prize in Film and Video, at an Atherton Society Dinner last spring.

A 1992 M.F.A. graduate with honors in directing from New York University's Tisch School of the Arts, Jenniphr's "Daisy's Vigil" was selected to be screened at the Directors Guild of America in Los Angeles as part of NYU's Haig Manoogian Screenings in June 1993.

Bay Area Bash

On March 17, for the third year, our Five College friends in the Bay Area organized a festive gathering at Gabbiano's Restaurant in San Francisco for recent alums. This year the event had a St. Patrick's Day theme and attracted approximately 140 alums. The baton has been handed to the Harvey Mudd College alumni contingent for planning next year's event. (MD)

Field study in China is one of two exciting new options the External Studies program offers Pitzer students.



External Studies Office Helps West Meet East—Again

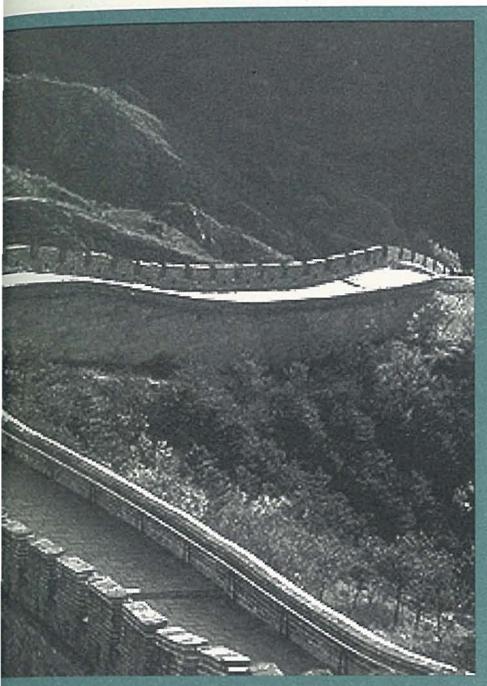
Pitzer's External Studies program has launched two new field study options for students, one in Turkey and one in China. As in programs in Nepal, Zimbabwe and Italy, the program in Turkey promotes learning through structured interaction with the culture, according to External Studies Director Tom Manley.

The program in Shanghai focuses on traditional Chinese medicine (TCM). Program founders hope that participating students will become more thoughtful in examining their own cultures and more creative and effective in responding to the many social problems their communities face, says Manley. As with established Pitzer field-study programs, the

China experience emphasizes the acquisition of the linguistic and cultural skills necessary for students to participate in the local culture.

"Pitzer has long recognized the value of traditional Chinese medicine, putting us ahead of virtually every other undergraduate school, not only in the courses available here but also the study abroad program offered now," says Manley. "It's a unique program where students can be steeped in Chinese culture while learning and practicing TCM." (ED)





Pitzer East Coast

Sometimes geography is crucial; sometimes it's history. But almost invariably both people and places determine the course of events. In the case of Pitzer's late spring gathering at the gracious Manhattan home of Joni Weberman '79 and Roy Lenox, it was both again.

Joni entered Pitzer the year I began teaching here. While I stayed, she went off to a Wall Street career and a happy marriage to Roy, a wonderfully successful portfolio manager whose credentials include a Ph.D. in history as well as the requisite MBA. The event they hosted was both a reunion and a first-time meeting, held for Pitzer alumni, trustees and applicants.

For me, it was a reunion with my city as well. I was born in New York, and for that reason, perhaps, when the call came to say a few words about Pitzer College, I thought first of geography. I wanted to talk about the college as a nationally recognized center of intercultural and interdisciplinary study, and for me Pitzer is and was intercultural and interdisciplinary from the ground up.

It's a place where political studies people, sociologists, historians, linguists, psychologists, studio artists, philosophers, mathematicians, and literature professors work in offices next to each other—something so

natural to Pitzer that we hardly notice it, but at the same time unique even in the special world of The Claremont Colleges. Interdisciplinary? We live it in our offices and halls. We've been living it for years, and when the big new thrust for interdisciplinary and intercultural education hit the world at large, Pitzer found itself at the forefront.

That was what I talked about—the effect of hallway geography on Pitzer's history and my own research there. My friends and new acquaintances were kind. The host and hostess were superb. It was a gathering that can't be duplicated—unless they choose to hold one again. If they do, by all means come.

—Al Wachtel,
Professor of English

Career Resources Evening for Alums

Last April Carol Osborn '70 invited alumni to her lovely Pasadena home to examine "who we are" according to the Meyers Briggs Temperament Scale.

Pitzer Career Resources Assistant Director Peter Deyo led 30 participants through the test and scoring to help them evaluate how their current careers suited their temperaments. There were lots of surprises, but those present agreed that the event provided insight into their everyday lives.

One alum observed, "We are at a point in our lives where we are looking not only at our current career paths, but at options. This type of evening allows us a chance to explore who we are and other paths open to us." (MD)

Annual Fund Has Record Year



PHOTO: ANDREA MAROUK

Student volunteers for the Annual Fund campaign have a lot to be excited about: According to Barbara Jefferson, Annual Fund director, Pitzer broke the \$200,000 mark in total alumni giving for the first time this past year. The program's efforts boasted four successful reunion giving campaigns and the participation of 27 percent of the college's alumni.

The Annual Fund helps support student financial aid and faculty development, as well as the recruitment and retention of talented students and faculty. Students will be calling again this fall in hopes of setting yet another record.(ED)

Rwanda: Extraordinary Case of Colonialism

The once peaceful and subsequently bloody relationship between Tutsis and Hutus in Rwanda was brought into high relief during the spring semester by visiting Professor Majid Rahnema, who served as United Nations commissioner to Rwanda during its transition from Belgian colonial rule to independence in 1960.

Rahnema was appointed to the position following his presidency of the UN's Decolonization Committee, which drafted the guidelines for granting independence to African countries. "Democracy backlashed," Rahnema now observes of circumstances in Rwanda. "No one was ready for it." In his native Iran, Rahnema created the Ministry of Science and Higher Education in 1967, where he served until 1971. Presently residing in France following retirement from lengthy service with the UN, he taught courses on the United Nations and Third World countries at Pitzer. (AG)



PHOTOS: KATHRYN MILLER AND JOHN JACOBS '95



Community Garden Day

Jackhammers, compressors, picks, shovels, wheelbarrows and gloves were pressed into service on Community Garden Day in March as faculty, students and staff reversed a familiar pattern and tore up a parking lot to create a garden. Removing asphalt, loosening soil, and screening rocks, members of the campus community took a big bite out of the 12,000 square foot Mead Hall parking lot, which is being converted into The Farm Project, an ecologically sustainable, environmentally benign, dryland farm to contain fruit trees, vines and vegetables.

Students in Professor John Rodman's environ-



mental studies classes have already begun experimental vegetable plots of lettuce, tomatoes, onions, chard, cabbage, beets and chiles as part of the most recent extension of the Pitzer Arboretum. "The intent," explains arboretum director Rodman, "is to transform portions of the campus into ecologically sustainable environments by using plant varieties and gardening methods suitable to Southern California."

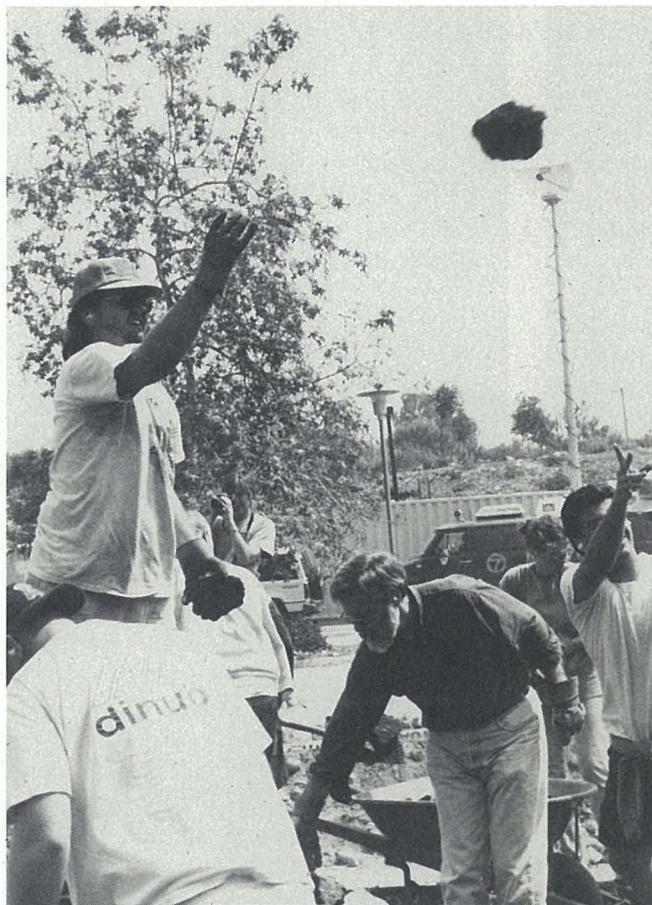


Students, faculty and staff helped transform the Mead Hall parking lot into an extension of Pitzer's arboretum.



In addition to exploring the adaptability of different vegetable varieties to dryland farming, Rodman and his students are also experimenting with alternative methods of pest control, companion planting, and a variety of irrigation techniques. The Farm Project will also contain a demonstration garden and a community garden, in which students and other members of the Pitzer community may farm individual plots. And each student enrolled in the course "Ecological Agriculture" will be assigned a plot for trying out ideas discussed in the classroom.

Community Garden Day was part of a grant-funded, semester-long study of ways in which Pitzer can incorporate its commitment to social responsibility into the curriculum and other aspects of campus life. (AG)



Speaking Volumes

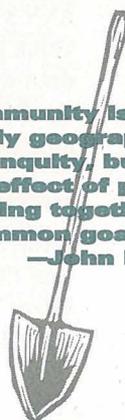
Lucian Marquis, professor emeritus, political studies, was honored in May with the dedication of the Mead Hall reading room library in his name.

Observed linguistics Professor Ron Macaulay at the surprise event, a champagne reception held in the facility Marquis helped establish years ago, "Lucian is not only an avid reader of books with wide-ranging interests, he is also an assiduous recommender of reading materials. ... The minds of his students are filled with the volumes he has inscribed there.

"We are happy to have 'the purely material entity' of the Lucian Marquis Library on the Pitzer campus," concluded Macaulay, "to remind us of the true Lucian Marquis Library, which is scattered far and wide in the minds of his former students." (AG)

"Community is not simply geographical proximity, but the side effect of people working together for a common goal."

—John Rodman





PUBLICATIONS, PAPERS & EXHIBITS

CARL HERTEL presented a paper at the Second World Conference on Medical Qi Gong in Beijing. He will do renderings for a book on qi gong written by Pitzer Professor SI-TU JIE, and his art will be included in a group show at the Charlotte Jackson Gallery in Santa Fe, N.M., in December.

ALLEN GREENBERGER, American editor of *The Indo-British Review: A Journal of History*, and Pitzer Trustee EDITH L. PINESS will co-edit a special issue of the publication, "European Travellers in India." The two also will write an article for the issue, "Images and Power: Richard Halliburton and R. Talbot Kelly." Last year Greenberger delivered papers at the 22nd Annual Conference on South Asia at the University of Wisconsin and at Nagoya City University, Nagoya, Japan. "Plants, Genes and Agriculture" is co-authored by DAVID SADAVA. Last year Sadava published "Cell Biology: Organelle Structure and Function."

DAVID FURMAN'S ceramic sculpture was included in a benefit auction at the Venice Art Walk; in a teapot exhibition at the Dorothy Weiss Gallery, San Francisco; a group exhibition at the Tortue Gallery, Santa Monica; and at the Sybaris Gallery, Royal Oak, Mo.

JAMES BOGEN gave a talk on Plato's contributions to Aristotle's philosophy of science at the University of Pittsburgh and at the Pacific Division of the American Philosophical Association meetings in Los Angeles.

ROBERT ALBERT published "The Achievement of Eminence: A Longitudinal Study

Undergraduate Research at Pitzer

Research such as the recent study of ethnic relations among Asian, Latino, black and white students in Alhambra, Calif., high schools—the cover story for the Spring 1994 issue of *Participant*—may be a matter of course at the graduate level; for an undergraduate program, it is exceptional.

Pitzer students have many opportunities to conduct original research. In addition to grant-funded research conducted by students at the Alhambra Schools, senior Karl Halfman's work with Professor Hal Fairchild to record data from survey respondents regarding racial attitudes in South Central Los Angeles (discussed on facing page), and senior David Zeller's work with physics Professor Steve Naftilan researching clusters of stars which may be the oldest visible objects in the universe (featured in the Fall 1993 issue of *Participant*), Pitzer students are involved in a variety of other projects.

Anthropology Professor Lee Munroe has developed a formal procedure within his classes for introducing students to the entire enterprise, from concept to technique to publication. "My exposure to this sort of training ... was positive in a fashion that begged emulation," he states of his graduate work at Harvard. He seeks to introduce, in turn, an "enduring and powerful feeling for research" to his own students, and credits their experience for influencing some to continue in graduate programs elsewhere. His students have examined gender differences among children in Nepal and in Kenya, the effect of absent fathers upon children, and allocation of time in several societies.

Working with Pitzer sociologist Glenn Goodwin's "Sociology of Community" class, Evangelina Haro '95 recently studied the Recreation Community Center in Highland Park, an urban area of Los Angeles, as a "community within a community" that helps fill the same needs that gangs fill.

Other students are working with psychology Professor Leah Light to determine how the normal aging process affects language comprehension; Jeff Lewis to examine how low self-esteem affects coping powers of parents with children, teachers with students, and managers with employees; and Mita Banerjee on a study of how parents' values and beliefs are reflected in their children's understanding and expression of emotion; and with anthropologists Susan Seymour and Don Brenneis' field methods class on such topics as the ethnography of a fire station in nearby Upland, travel agency tours of Japanese visitors to the Grand Canyon, transsexuals, and Claremont's Pilgrim Place retirement community.(AG)

of Exceptionally Gifted Boys and Their Families," a chapter in "Beyond Terman."

RON MACAULAY delivered a paper, "The Aesthetics of Urban Dialect," at a conference in Scotland.

ANN STROMBERG presented "My Friends Think I'm Crazy: Foster Parents of Children with Special Medical Care Needs" at the Pacific Sociological Association meetings in San Diego.

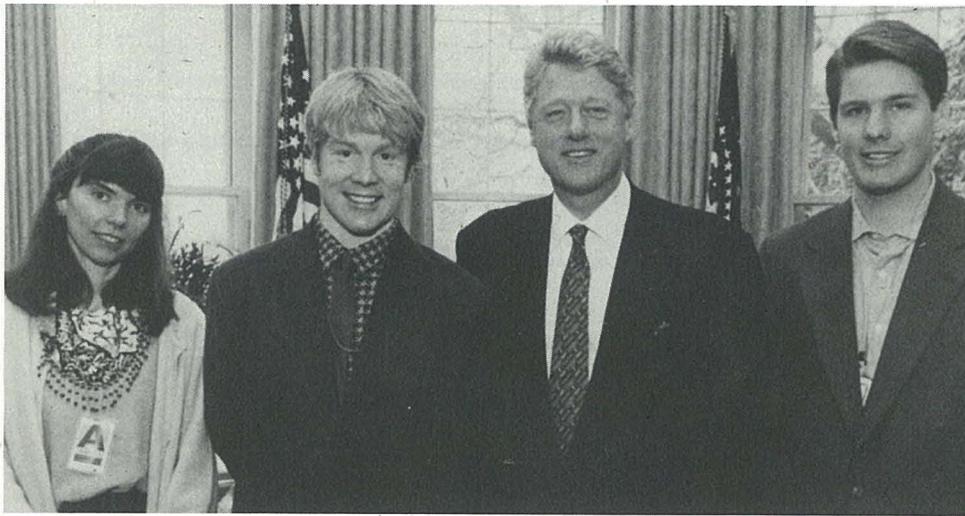
HONORS & AWARDS

PAUL SHEPARD, Avery Professor of Natural Philosophy and Human Ecology at Pitzer and The Claremont Graduate School, retired from teaching last May.

His 10th book, "The Others: Animals and Human Being," will be published in 1995.

JACKIE LEVERING-SULLIVAN was awarded First Place in Picture Book Fiction by the Society for Children's Book Writers and Illustrators in April for her children's book, "The Day the War Ended."

RUDI VOLTI is an advisory editor for the journal, *Technology and Culture*. He also will be one of three judges awarding the Dexter Prize for the outstanding book in the history of technology. The \$5,000 award has been provided by the Dexter Chemical Company through the Society of the History of Technology for more than 25 years. The other two judges this



Political studies Professor Nigel Boyle and his wife, Vanessa Ashworth, were visiting White House communications staffer Paul Meyer (Pomona '92—whom they had met in Oxford, where Meyer was studying abroad and Boyle was teaching prior to Pitzer), when President Clinton dropped by for a chat and a snapshot.

year are David Hounsell, previously of Harvey Mudd College and presently at Carnegie Mellon, and Robert Friedel, University of Maryland.

PETER NARDI was awarded a 1994 Faculty Fellowship from the Haynes Foundation for his study of "The Social and Political Organization of Space in Lesbian and Gay Urban Communities."

ANN STROMBERG received the Spanish Trails Girl Scout Council's Golden Angel award along with co-leader Carol Gil '73.

GLENN GOODWIN will serve on the Social Action Award Committee of the Society for the Study of Social Problems. He is past chair and a current member of the Committee on Teaching Sociology of the Pacific Sociological Association.

CARL HERTEL chaired an international panel of the Second World Conference on Medical Qi Gong in Beijing with Chinese space medicine expert Dr. He Feng.

WORKSHOPS, SYMPOSIA & SPEAKING ENGAGEMENTS

DAVID FURMAN conducted a clay workshop last summer for the South Kona Education Association/Kona Potter's Guild, Hawaii.

JAMES BOGEN participated in a symposium at the UCR Science and Objectivity Conference, and chaired a session of the Conference on Platonism, Neoplatonism, the Mathematical Tradition, and Early

Modern Science at Vanderbilt University in Nashville, Tenn.

MITA BANERJEE presented a poster on "An Examination of Gender and Emotion in Children's Storybooks" at the Western Psychological Association meetings in Hawaii.

ROBERT ALBERT presented "What Emminence Can Teach Us" as president of the Psychology and Arts Division of the American Psychological Association last August.

GLENN GOODWIN conducted a session at the annual meetings of the American Sociological Association in Los Angeles. PETER NARDI chaired a panel that included LOURDES ARGUELLES on "25 Years After Stonewall" at the meeting.

CURRICULA, RESEARCH & OTHER ACTIVITIES

In 1974 JAMES BOGEN helped BARRY SANDERS plan the first Kohoutek festival. Last April Bogen celebrated Kohoutek's 20th anniversary by marching and playing with his band in the opening day parade. His wife, Deborah Sillers Bogen '90, a former Highland Hotrodders baton twirler, also marched and twirled the baton.

Students from Bogen's "Freedman Seminar" performed a John Cage radio piece as part of Interconnections, held at The Claremont Colleges in conjunction with an exhibit honoring Cage at the Museum of Contemporary Art in Los Angeles.

Urban Uprising Examined

How do residents and business people within South Central Los Angeles view the causes of the urban uprising following the "not guilty" verdicts in the trial of police officers accused of beating Rodney King?

Psychology Professor Hal Fairchild is analyzing a survey on this topic which he developed for the non-profit Coalition of Mental Health Professionals, Inc. This group consists of psychologists, social workers, marriage and family counselors, and community workers who provided counseling and referrals to several thousand individuals and groups following the disturbance. Seeking to document levels of stress and perceptions about causes and solutions, Coalition members administered the brief questionnaires during many of their visits.

In a preliminary analysis of data provided by more than 7,000 respondents, racism emerged as the leading perceived cause of the disturbances, with police violence a close second, and unemployment and the economy strong contenders as well. Homelessness and health care were rated lowest, with gangs, schools/education, politics, housing issues, drugs, and low morals falling in between.

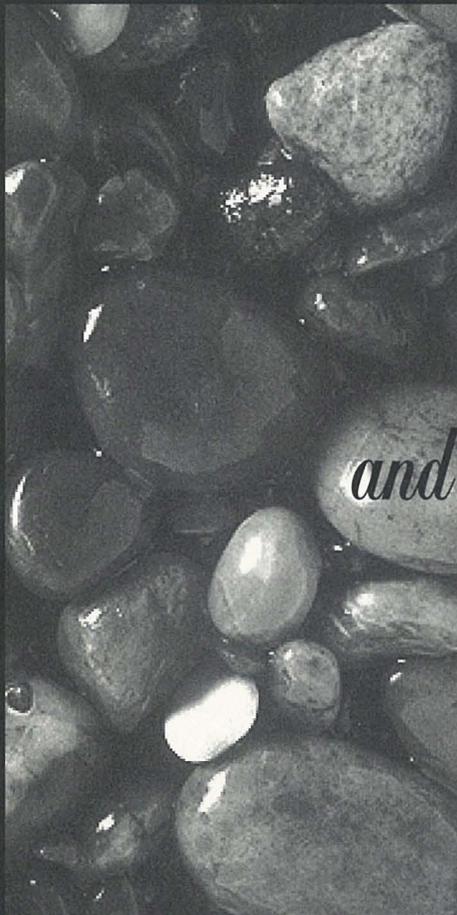
Asked whether they approved or disapproved of six designated types of behavior, respondents indicated highest disapproval for police abuse and, in descending order, hitting people, burning stores, and looting. Demonstrating was the most approved of form of social protest, and arresting people was the favored police behavior.

Of those who provided ethnic data, less than 1 percent were Asian, 71.5 percent were African American, 18 percent were Latino, 7 percent were white, and 2 percent were Native American. Forty-two percent were male and 57.9 percent were female. The mean age of respondents was 28 years, with a range of 4 to 92 years. Respondents had lived in Los Angeles an average of nearly 20 years, with a range of zero to 82 years.

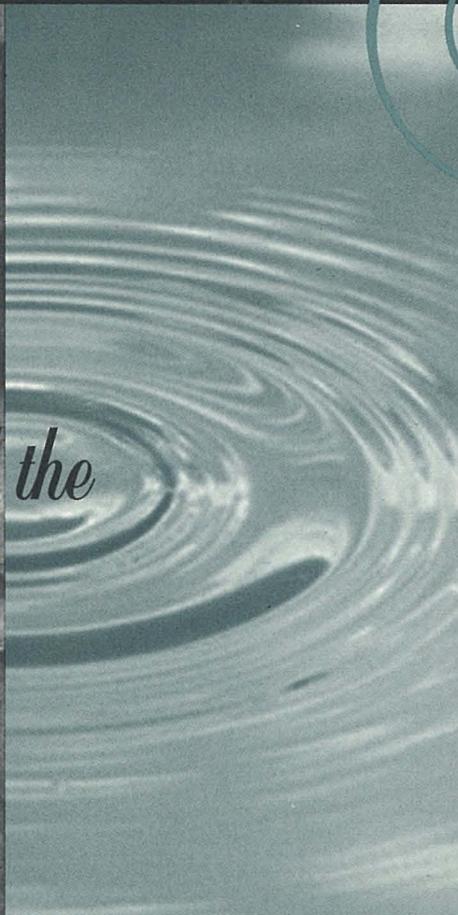
Yet to come is an analysis of public perceptions of lingering problems within the community, and an examination of the perceptual differences among ethnic groups, between genders, and geographically.(AG)

A New Program Challenges Seniors to Synthesize Their Learning

T H E P E B B L E



and the



R I P P L E S



oss a pebble into a pool of water. Watch as ripples form and begin to surge outward in a steady rhythm. The waves reflect off the pool's boundaries, then bounce back, as the water starts to churn in a seemingly random displacement of energy.

But it's only the illusion of chaos. While the laws of nature permit an infinite number of patterns to emerge, every one of them is predictable.

That is where Lucian Marquis and physics part company.

Marquis, professor emeritus of political studies, looks into the pool and sees something more. Imagine the pebble you cast is the tangible manifestation of a problem. The ripples that emanate are the effects and causes of that problem. We may categorize them with familiar labels: This effect is political; this one economic; still another literary. It hardly matters. What does matter is that the path you take in following each ripple—though anything but predictable—is called learning.

Marquis' determination to free students to skip across disciplinary boundaries formed the basis of a new program for seniors at Pitzer last semester, "The Pebble and the Ripples."

"By the senior year, students have accumulated a certain amount of baggage they can't unpack," he says. "They are often disenchanting, cynical or bored. If they do a thesis, it is very often out of obligation. And even if it is done with the whole heart, these are usually more narrow than their program of study, a piece of research.

"By contrast, the liberal arts education is supposed to be one of synthesis. I

By Elisabeth Duran

"... the liberal arts education is supposed to be one of synthesis. I thought of the pebble and the ripples, where the pebble would be an idea, a passion, any topic, the larger, the better. The ripples, then, could follow these ideas in any direction."

thought of the pebble and the ripples, where the pebble would be an idea, a passion, any topic, the larger, the better. The ripples, then, could follow these ideas in any direction." And while it is a new course, its roots are buried deep in Pitzer tradition, harking back to other cross-disciplinary seminars such as the "Course Plus" program of the early 1970s.

Marquis sent letters to seniors last fall announcing "The Pebble and the Ripples." The seven who expressed interest were invited to meet with him before the winter break, when Marquis suggested specific readings for each of them and asked them to write papers laying forth their topics.

The students' proposals ranged widely: progress; environmentalism; revolution; nationalism; art and society; fundamentalism; and aggression against women.

Class convened at the Marquis home just north of campus for three hours weekly, often featuring guest speakers. Marquis met individually for two hours with each student every week in the sort of Oxford-inspired tutorial sessions few had experienced. It added up to some 100 hours of tutoring sessions devoted to the students, a commitment only a semi-retired professor could undertake, Marquis notes.

And there was more. Marquis asked his students to write one paper each week and to keep a journal to discover how ideas come into play at any moment in daily life. They were asked to assemble a portfolio of news clippings, in order to follow their pebbles' "real world" ripples. Each student sought out two faculty members, specialists in the chosen topic, to act as "consultants" throughout the course and to participate in the oral exam (undertaken at semester's end) with each stu-

dent and Marquis. Students were able to earn either two or three course credits for the program.

In essence, Marquis asked his students to get passionate about their own educations. Judging by the passions expressed now by those seven newly graduated students, "The Pebble and the Ripples" may be counted a tremendous success.

"The class was a good way to get some focus, some perspective, on my years at Pitzer," says Tadish Durbin, a sociology major whose topic was revolution. "I felt so intimately associated with my education—because you are educating yourself. ... Being able to decide on a topic, chart [my] own program, and decide what is to be studied, for how long, with what materials, has been extremely liberating."

Not that it wasn't a lot of hard work, adds Sarah Houghton, a European studies major who examined nationalism. "I worked harder than in any class I ever took—and by my choice. The more I read, the more I wanted to read. I found I read [in] diverse [areas]— anything from history to plays to art to economic theory ... [and that] I was able to make connections between the books I read."

Jenny Ader likens the experience to a 30-day backpacking trip she once took (and remains undecided over which experience proved the more difficult). The art and environmental studies major admits to both occasional tears and confusion. "The class was meant to be broad, and that 'broadness' was something I loved and hated. It led me sometimes to confusion rather than answers."

Marquis, with 47 years experience teaching, is unperturbed by the angst born of so much intellectual freedom. "Some of

the students are terribly specialized all the way through [college]," he reasons.

"They are not reading novels, not listening to music. ... [But] I don't want learning to hurt. It has to be an emotional and a pleasurable experience."

Emotional, indeed. The task of keeping a daily journal, for instance, roused students to everything from ecstasy to wrath. "Sometimes choosing words to put in that notebook felt like squeezing the last bit of toothpaste out of the tube," says Ader. Several express awe at the idea of one person willingly reading every page, penning considered responses and occasional advice.

Marquis doubts his own offspring would be surprised: "My children accuse me of being a Nosy Parker. It's partly a curiosity about what makes people tick, of seeing how ideas come into being. When I ask people about their backgrounds, I'm interested in them as human beings."

Andrea Zuellig, a psychology major, says that interest comes through to students in some very real ways. "What Lucian did for us in this class represents all Pitzer is supposed to be in a student-professor relationship.

"I had lots of problems with my topic [aggression against women], in part because it was so emotional," Zuellig explains. "But Lucian was always available, always responsive to my needs." It became a running joke that if she had it to do over, she would choose humor instead. Zuellig views the course as a student-professor enterprise; the fact that "we learned together, decided what to do as we went along, and that student feedback really mattered" made the class a success.

"They became a community, learned to support one another," says Marquis. As

the distinction between disciplines receded, students proposed and sought answers to issues mutual to both: for instance, How does revolution use art?

The class, in turn, gave the seniors a certain amount of celebrity on campus. They report encountering both curiosity and amazement that students so close to graduation, with the diploma within reach, would choose to work that hard.

"None of us took an easy load," agrees Zuellig. "We all had a lot going on. But when I would explain [to other students] what we were doing, what we were getting out of it, I think they were envious."

That's easy to say now. Marquis describes the small uprising that ensued as he made the particulars of the semester-end oral exam known. He composed a list of possible questions for consideration: Does the artist have social responsibilities? What distinguishes progress from development? Is aggression innate or culturally determined? What is ecofeminism?

"It really was amusing," recounts Marquis. "They thought they would only get questions from their area of interest. I was flabbergasted. I thought, My God, they almost missed the whole point of this class!"

Perhaps. But with the benefit of hindsight, Durbin offers this conclusion: "I am pleased by my work, and impressed by everyone else's. ... We should feel a little twinge of pride.

"I believe this course would be valuable to all seniors having trouble dealing with the question, 'After four years, what was it all for? What did I accomplish?'"

Marquis plans to offer the course again next year, with certain refinements. One issue will probably remain unsolved. It is, in fact, a tension inherent in teaching the liberal arts. Marquis acknowledges his "no boundaries" approach is not without its critics.

"Some of my colleagues would say, How can I dare do this? What do I know about such and such? And it's true, I don't know enough, but I try to call on people who do. ... For instance, if we are discussing ancient Greece, I go to [classicist] Steve Glass; [Professor of English] Al Wachtel

One Pebble, So Many Ripples

Even the most significant journey begins with a single step. For his study of religious fundamentalism, Mark Waters, 33, a native of London, began with readings from the Bible and the Koran. His intellectual travels concluded 14 weeks later with works chronicling contemporary American fundamentalism, including a 1990 article in *The New Yorker* on Jim and Tammy Faye Bakker and Jerome Lawrence's "Inherit the Wind" (1955).

Choosing fundamentalism was a personal choice, says Waters. "I had spent time in Egypt where I began to wonder about acts of violence committed in the name of religion.

"At the beginning of this class, I saw fundamentalism as a recent occurrence, as a more or less monolithic phenomenon," he says. "I was able to challenge my pre-suppositions through my studies."

Waters' bibliography for "The Pebble and the Ripples" includes some 50 works, encompassing books, periodicals and films. During his examination of Islamic, Jewish and Christian fundamentalism, Waters explored such topics as blasphemy and censorship ("The Rushdie File," by Lisa Appignanesi, 1990); women and Islamic fundamentalism ("Tearing Off the Veil," from *Vanity Fair*, August 1993); fundamentalism and the environment ("God is Green," by Ian Bradley, 1990); fundamentalism and politics in the U.S. ("The New Christian Right," by Robert Liebman, 1983); and fundamentalism and modernity ("Defenders of God: The Fundamentalist Revolt Against the Modern Age," by Bruce Lawrence, 1989).

"It may seem to have no rhyme or reason," Waters admits, "but I had an agenda in mind." Professor Marquis recommended a few works at the beginning of the course but Waters says he soon "veered off" on his own.

In the end, as Waters wrote in his final paper, he began to see fundamentalism "as a far more profound and diverse movement, [one] that could not only trace its roots to a variety of causes existing in contemporary society, but also ... to the last century as well. ... As I attempt to summarize my findings I come to see the similarities in the various fundamentalisms, all the while having sight of their differences."(ED)

talked to us about modernism; [Third World studies and political studies Professor] Lako Tongun spoke about nationalism in Third World countries.

"But those are technical questions. I am only a bystander, an amateur. Then I remember that the word amateur derives, etymologically, from lover—a 'lover of knowledge.'"

To love knowledge. These little pebbles create ripples that may last forever.

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A Conversation with President Marilyn Chapin Massey & Trustee Bruce Karatz

We asked President Massey and Bruce Karatz, chairman, president and chief executive officer of homebuilders Kaufman & Broad and executive vice chair of Pitzer's board of trustees, to discuss the implications of Pitzer's 30th anniversary.



What does Pitzer's 30th anniversary mean to the college?

BK: Pitzer is no longer a new-born; we are now reaching a certain maturity, which presents challenges but also opportunities. Now there is no question that Pitzer will survive, and that it has found a place for itself in the world of education.

The 30th anniversary is also marked by the completion of three new buildings, which inject a sense of optimism for the future and of commitment by all the supporters of the school. We won't have to wait another 30 years for significant capital and program improvements.

MCM: A prospective trustee recently said he'd never seen a building with the distinction of the new Broad Center. Its distinctiveness is so like Pitzer itself. The building is great, even though relatively modest in size. Charles Gwathmey met the challenge of designing a building which could reflect the character of this college. It really does represent Pitzer's coming of age, Pitzer's 30th birthday.

BK: I'd like to add that the 30th is a wonderful starting point for us to set new goals for ourselves, for the trustees to think about the next level to which we'd like to take the college. We need to set a timetable and specific goals.

MCM: Part of what excites me as we approach the year 2000 is that Pitzer is so right for the future: its commitment to social vision, to helping students. It's so *correct* for what young people need to work in careers, in business professions.

BK: The foundation of Pitzer's curriculum is at the heart of business, political and social issues in large and small towns throughout the United States and the world. There are no easy answers.

People are looking for people who have thought about diversity issues as Pitzer students and faculty have for 30 years. This is not a fad. It's something substantive, real. It goes beyond meeting a socially desirable goal: This is serious business as populations that were previously in the minority rapidly become the majority.

MCM: We should note that Pitzer has resisted traditional academic structure from the beginning. This is critical to our success in addressing complex cultural issues. Other colleges are now having to fight a traditional structure which doesn't accommodate new ways of looking at things. We must preserve Pitzer's original impulse to break barriers.

What is the short term and long term potential of the college to raise money?

BK: We've achieved our annual giving goal of \$698,000 and hit new highs with respect to capital improvement giving. The challenge is to nurture sources of larger giving. This comes with age and demonstration of success. On the occasion of our 30th anniversary, we've got enough of a portfolio of accomplishments to raise our expectations.

In the world of giving, it doesn't take much to make an impact at Pitzer. We offer a great opportunity for someone who supports what we do and stand for. At major universities, \$1 million gifts don't mean much; at our college, such gifts mean everything. Our challenge is to identify sources.

What at Pitzer is most likely to attract donors?

BK: Donors in Southern California, especially, have the opportunity to be part of a dynamic educational institution promoting values and training students in ways that are important. Pitzer enables donors to be intimately involved with students and faculty.

MCM: What's exciting about Pitzer is its combination of mission and academic excellence. We have brilliant, imaginative theoreticians who are committed to social change.

BK: Pitzer's location itself is unique in American education because Southern California is at the center of the most diverse population in the world. If we were located elsewhere, our mission would be as laudatory and our faculty as exciting, but the linkage with social problems would be far more abstract. Here, mission and school can take advantage of challenges presented within an hour's drive: Our students and faculty have the opportunity for experimentation and impact.

Not every household in the Chicago suburb of Highland Park receives regular e-mail from Nicaragua. But having adapted to faxes from Cuba, Ronald and Carole Feingold are glad to use any technology to stay in touch with their daughter Cathy. Currently in Managua where a Fulbright Fellowship enables her to research the effects of International Monetary Fund loans on women, Cathy, through her travels, has exposed her admittedly conservative parents to some of the more marginalized nations of the world.

Dr. Feingold and his wife, Carole, have grown accustomed to their daughter's first-hand accounts of such political hotbeds as El Salvador, Israel, Nigeria and Cuba. During her four years at Pitzer, they watched Cathy grow in political awareness and involvement.

"As a conservative Republican, I don't always understand her actions," Dr. Feingold explains. "We look at politics through very different eyes." Mrs. Feingold appreciates the many ways her

youngest daughter has affected the family. She, herself, is contemplating Spanish lessons as a result of Cathy's many travels in Latin America. However, Mrs. Feingold may opt for a less rigorous course of study than that of her daughter.

At age 17, bored with high school French, Cathy decided to learn Spanish by studying in Costa Rica. Dissatisfied with the American-run program, she befriended and settled in with a family of artisans in a town outside of San Jose. There she painted souvenir ox carts for the tourist market and picked coffee

beans while attending an artisan school. Her hosts became a second family to Cathy and to her parents. Members of the two families have traveled to each other's homes on numerous occasions in recent years. They all met again in Claremont to attend Cathy's graduation from Pitzer.

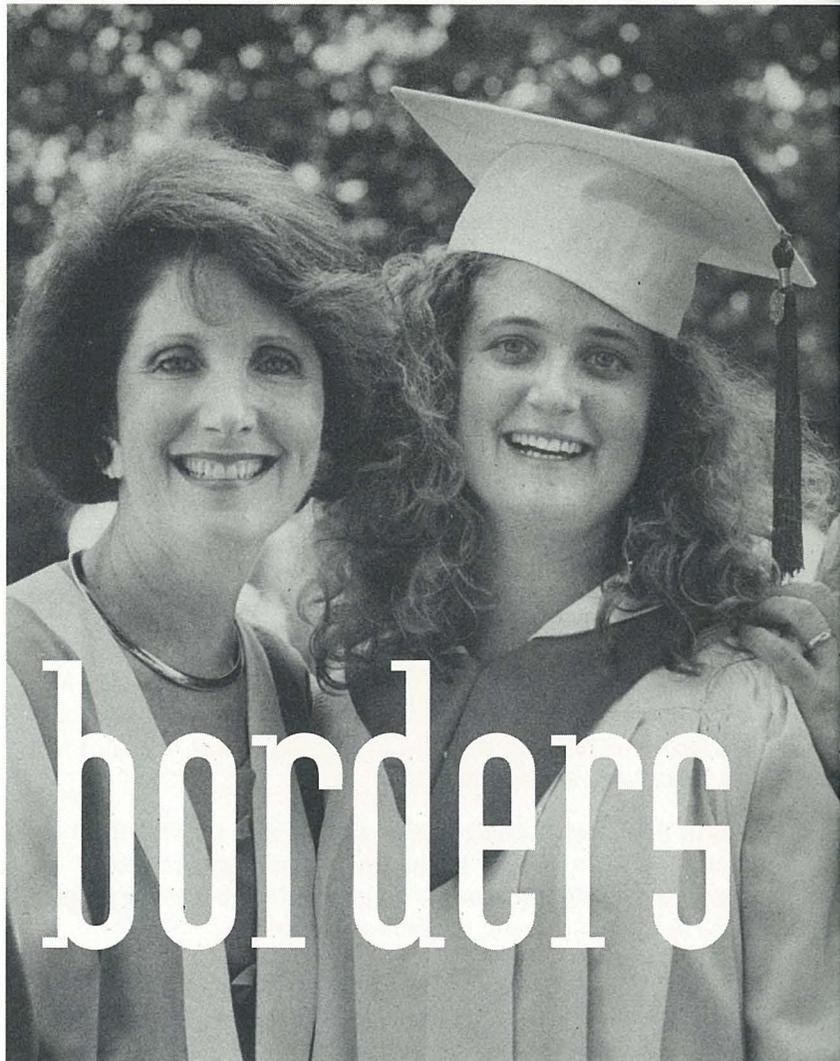
Ronald and Carole Feingold both graduated from large universities, but supported liberal arts educations for their four children. Two of Cathy's three older siblings attended private colleges. Even so, both parents were surprised at Cathy's choice of



CATHY FEINGOLD '93 AND HER FAMILY DRAW CLOSER AS SHE TRAVELS ABROAD.

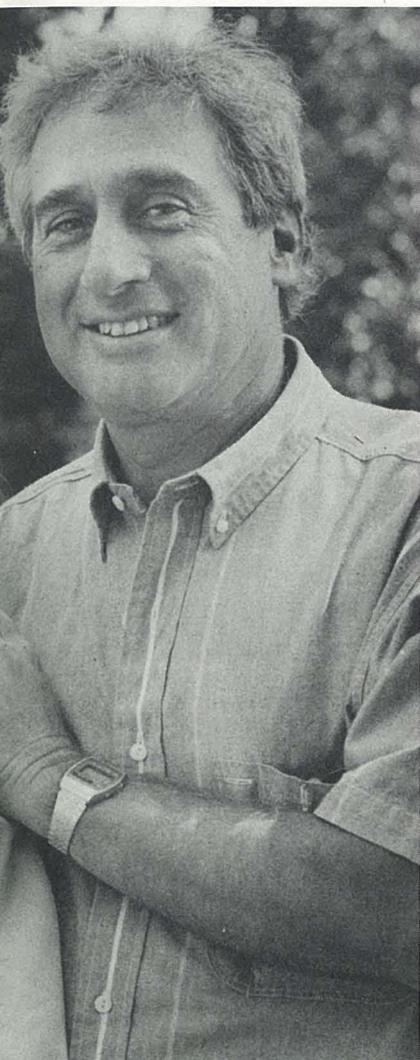
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BY SHERYL GORCHOW STUART



borders

"As a conservative Republican, I don't always understand her actions," Dr. Feingold explains. "We look at politics through very different eyes."



PHOTOS: TOM ALLEMAN

Pitzer. Mrs. Feingold recalls how Cathy favored this small college because she could create her own major and not be forced into a mold.

At Pitzer, Cathy pursued her love of Spanish by diving into the complex politics and economics of Latin America. With the support of faculty advisors Lako Tongun, Lourdes Arguelles, Richard Stahler-Sholk and others, Cathy blended her diverse interests into a coherent course of study.

On campus, she helped organize chapters of the Central American Concern at The Claremont Colleges and the Community in Solidarity with the People of El Salvador (CSPES). Looking abroad, she planned an External Studies program for herself in Cuba to study the Yurupa people, part of the Afro-Caribbean diaspora. The plan proved too difficult to implement, however, because of the extreme rationing of food and housing.

Instead, Cathy traveled to the Universidad Nacional Autonom de Mexico for a semester. Her involvement with CSPES at Pitzer led her briefly to El Salvador, where, riding into San Salvador with the FMLN caravans, she served as a translator when the peace accord between the government and the Farabundo Marti National Liberation Front was signed in January 1992. Next, Cathy spent a semester in Nigeria living with the Yurupa. This experience formed the basis for her senior thesis in political science and gender studies, "The Effects of Structural Adjustment on Women in Nigeria." Finally, Cathy visited Cuba in her senior year

THE CUBA PROJECT

Last March eight Claremont College students, including six from Pitzer, traveled to Cuba with the third annual U.S./Cuba Friendship caravan. The caravan, which brought 250 supporters from Europe, Canada, the United States and Mexico to Laredo, Texas, carried medical, educational and other supplies for delivery to Cuba. The Minneapolis-based religious group Pastors for Peace organized the Friendship in defiance of a 35-year United States trade embargo.

Pitzer students Scott Stolzman '94, Anna Meehan '96, Dianne Goetze '94, Max Brooks '94, New Resources students Janni Richardson and Jaijung Suh, and Monique Flores and Andrea Seanez of Scripps College joined the caravan to see for themselves how the embargo has affected Cuban lives.

Planning and fund raising for the journey were handled by 18 students who united as The Cuba Project, an outgrowth of an independent study class, "The Cuban Revolution, U.S. Policy, and the Anti-Embargo Movement," taught by Professor Richard Stahler-Sholk. Because Pitzer College could not support the students' violation of U.S. policy, six of the students traveled under protected status as official news gatherers. Under that condition, they were obligated not to participate in political action.

At the U.S./Mexico border, the caravan was inspected. Several personal computers and a satellite dish were confiscated or detained for reasons of national security. The rest of the supplies and the caravaners continued on to Tampico on the Gulf of Mexico, where they loaded the goods onto a Cuba-bound ship before flying to Havana.

After a day's welcome in Havana, the "Caravanistas" traveled to various regions of the country, visiting schools, hospitals and communities. Returning to Havana, they unloaded more than 150 tons of supplies while thousands of appreciative city residents gathered to watch.

and again after graduation, before moving to Managua.

"Pitzer was perfect for me," says Cathy, and both parents agree. They credit their daughter's attainment of the Fulbright Fellowship in large part to her Pitzer experience.

While Dr. and Mrs. Feingold watched Cathy thrive at Pitzer, Cathy watched her parents grow as well. "When I first went to El Salvador, they thought it was the most horrible thing imaginable." Now, Cathy's parents follow news from Latin America with great interest. In response to

Cathy's involvement with the Pomona Neighborhood Center, a facility for the homeless, her father made a donation to the homeless last Thanksgiving.

"Cathy has brought a whole other side to issues that I had never thought about," comments her father. "I was delighted to be made aware of these perspectives and have made some modifications in my own views." He hopes that his values and views have had an impact on her as well. "Together, we create a centrist balance."

No Rocking Chair Required

CARL HERTEL ATTACKS RETIREMENT

By Elisabeth Duran

Talk to Carl Hertel for any length of time and the conversation is destined to sweep across a canvas of many hues. The same exchange that elicits memories of Pitzer in the '70s moves gracefully to the urbanization of China, from where it seems only a small leap to the difficulties inherent in parenting an infant.

Hertel's interests know no boundaries. That distinction is no less true of his pursuits during a lifetime in Claremont. And, it seems, it will be equally true of his life after Pitzer, because after 28 years teaching art and environmental studies at the college, Hertel is moving on to New Mexico.

This will be no "rocking chair" retirement—Hertel's term—but another incarnation altogether, as teacher, writer, artist and activist.

"I thoroughly understand the option of retiring and becoming part of the culture, the intellectual life here," Hertel says. "The comfort of Claremont is just astounding." He first encountered that comfort as a Pomona student in 1948, going on to earn an M.A. from Harvard but returning to earn an M.F.A. from The Claremont Graduate School.

But now the fourth-generation Californian moves into a relatively new environment, one more like the old California he remembers from childhood. "In a way, it's a very natural kind of transition," he says. "It's a part of the world where I feel at home. I need ... something of that old feeling of open spaces.

"That's not to say anything against cities. It just happens that my personal experience wasn't urban. That openness is what I'm after. I want a more direct connection with the natural world."

Hertel's connection to Pitzer seems likely to transcend location. He likes to call it "continuity."

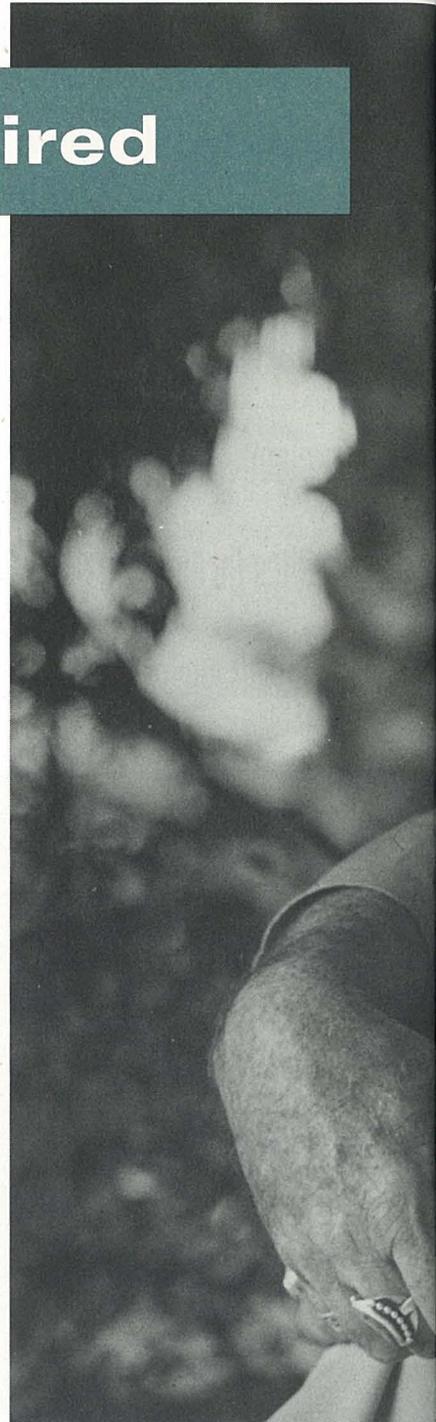
"My personal feeling is there's a character about Pitzer, in terms of staff, stu-

dents, its general ethos, that has continuity. You don't lose your roots. There are differences today, very clear differences, but the spirit, a kind of soul if you will, is still there ... a willingness to engage change ... to be perhaps sometimes overly concerned with process," he says, laughing.

Hertel has been heard to kid in the past that he was "hired to be subversive." That fits in nicely with his memories of Pitzer in the early days as a women's college, with its emphasis on wanting to do things differently, its charge to educate women in the social sciences to be agents of change. "That, in itself, is a subversive thing," muses Hertel. "I came here really enthusiastic. To me, art wasn't something that was narrowly defined. It was perfectly logical to do a course with [sociologist] Russ Ellis called 'The Communal Organization of Space.' At the end of that course, Russ said, 'My God, you're teaching sociology and I'm teaching art.'

"The whole ethos of Pitzer was to try new combinations, new juxtapositions, and to work together. That was the charge to me—to try and interface the arts with what the college was about."

Indeed. One of the most striking things about Hertel is



how neatly he seems to embody what Pitzer—what every liberal arts college—seeks to teach its students: how to integrate learning into everyday life. The ideal, as practiced by Hertel, took many forms: the Tuscarora project, its backdrop a desert ghost town; the Earth, Sky and Water project, which took students out of the classroom and into

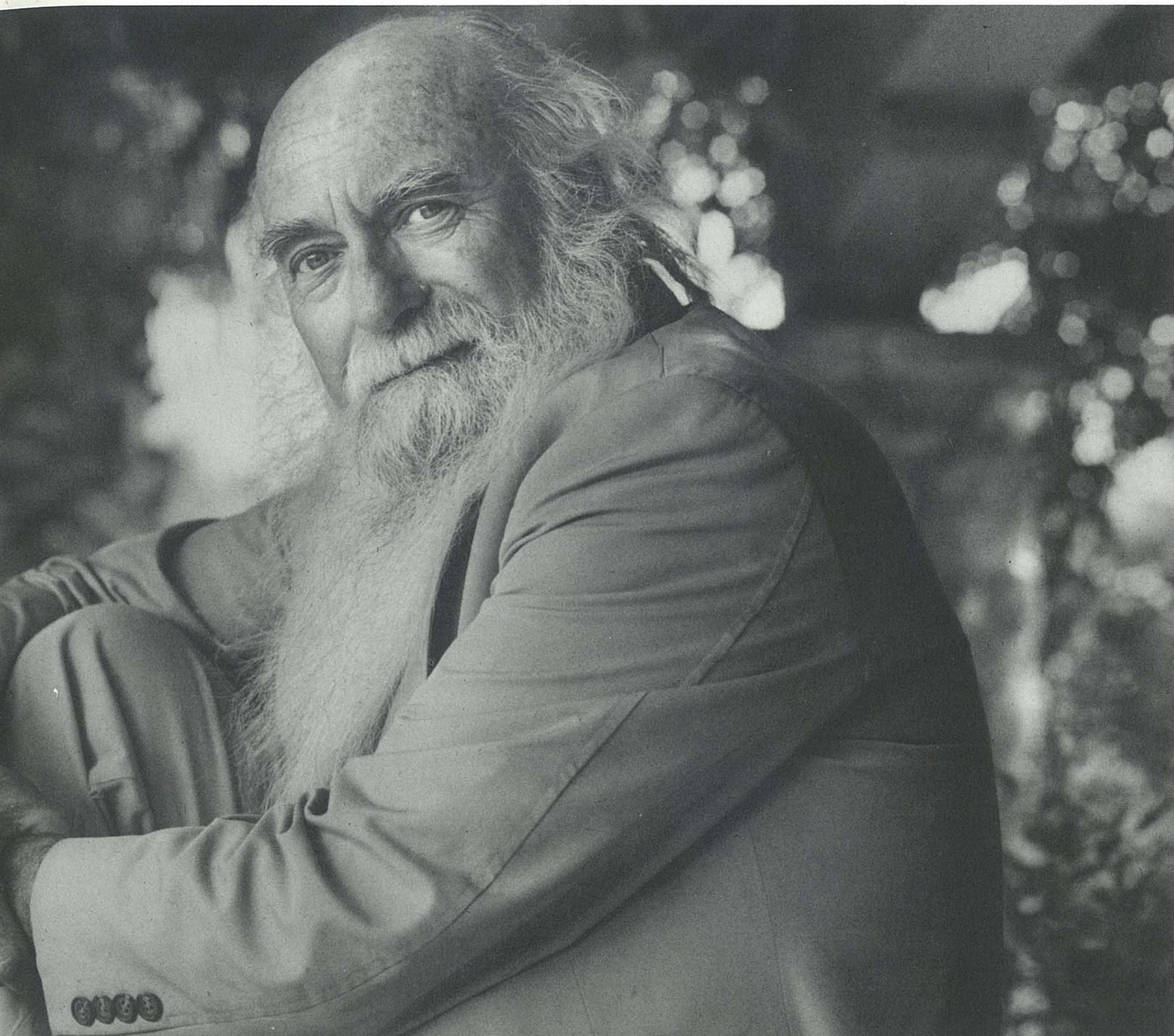


PHOTO: TOM ALLEMAN

New Mexico for an integrated course of studies in art, the environment and natural energy systems; Hertel himself, living in the desert in a tepee, the ultimate environmentally-friendly abode; or gathering with anxious students in the Founders Room, talking and meditating about the Gulf War, channeling that fear from reaction to response. He calls it the “motif”

of his years at Pitzer, his belief that whatever a teacher brings to teaching is not separate from the rest of life.

“It’s sort of ‘living and learning,’ we used to call it,” he says. “And it’s still here, as a kind of subtext, but the world is changed. It would be ridiculous to have a college of the ‘60s in the ‘90s, absolutely absurd.

“Pitzer was like an arena, an opportunity and a gift to come and try those experiments in education that I felt were really important to do. That’s what everyone felt. This place was at the beginning. Beginnings are different.

“There was a tremendous amount of energy, a tremendous amount of hope in creating an educational environ-

ment that was different, productive. I’m still very excited about Pitzer—which is not to say I’m all snugly with everything that goes on here—but I think the energy is still here. There’s a great future ahead.”

Once relocated, Hertel and his partner, Linda Filippi, will devote considerable time to the Rio Abajo Garden Alliance. They and the other

“The whole ethos of Pitzer was to try new combinations, new juxtapositions, and to work together. That was the charge to me—to try and interface the arts with what the college was about.”

founding members of the non-profit organization cultivate complete vegetable gardens for households with limited financial resources, free of charge. The process of reuniting people with the earth, they believe, will initiate a kind of healing toward a life of well-being rather than alienation.

But Hertel will remain a teacher. This time, his students will be elementary school children in northern New Mexico. With his personal slide collection, accumulated throughout his travels at home and abroad and featuring American Indian, Chinese, Tibetan and Indonesian arts, he will become a modern-day circuit rider. He hopes to focus on solar energy, in particular the notion of one’s “built environment in relation to the total environment.” And he plans to introduce his new students to the arts of other cultures involving traditions also native to

northern New Mexico.

“Take carving, for example. What you get is a tie-in. The carving of two different cultures can be very similar in technique, although the cultures are very different. So you get a real broadening effect and at the same time have something that applies very directly.

“I took [Balinese artist and Pitzer graduate] Ari Bawa all through northern New Mexico, visiting Indian and Hispanic communities. Everywhere we went, it was just like this—click, click, click,” he says, snapping his fingers. “We would be talking about something like Pueblo rain dances. He found that *they* use smoke to *create* rain. Well, Ari told them, ‘We use smoke, but to *stop* rain.’ That, to me, is understanding the issue of smoke and all the ritual disposition, but using it for purposes that are appropriate to where you are.”

Hertel and Filippi are building a rammed earth house on an 80-acre property some 60 miles out of Albuquerque. For the present, they consider themselves part of the community of Placitas. The core of the village consists of nine families, whose ancestors settled there 300 years ago. “The rest of the population—and I’m generalizing,” says Hertel, “is a group of artists and hippies who came in the early ’60s, and now their children—sort of anarchists, very subversive!—and then a kind of overlay of people, artists and professionals like Linda and me who are looking for an environment to find some peace in and explore some spiritual avenues.

“It’s a small town. Scale is a big part of it for me. That’s why I love New Mexico. The region is very multicultural, and there’s no government whatsoever—just like Pitzer!”

Not a rocking-chair retirement, at all; more like a solar-powered convertible with a one-of-a-kind paint job.

“When you’re retiring, you get all this stuff in the mail about how to get rich, how to invest, how to get a motor home, how not to worry, how not to be alive,” Hertel says. “It’s an illusion, just a money-making scheme about the aspect of retirement that’s probably the least important.

“Retirement’s a funny rite of passage. The reason some people get cranky is that you kind of go through a crack. There’s some kind of inertia, and you have a moment when you think it just might all sink slowly in. ... I think what I’ve just described is a birth, frankly. That’s the way I look at it. It’s just another phase and a birth into another life.”

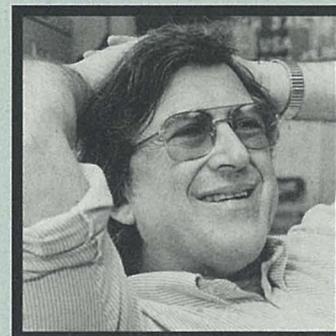


PHOTO: J. HARLAN

PICTURES OF CARL

by Jim Bogen
Professor of Philosophy

At the beginning of his last semester at Pitzer, Carl put books outside his office for people to take. A crank astronomy book. A wonderful novel by Christopher Morley that I hadn’t seen since high school. An album of 78RPM records of bird songs. A book about the health benefits and cultivation of gin seng. A 1936 cookbook for new brides. A book about Vietnam. And dozens more. No matter who you were, or what you knew, or what you wanted them for, there they were, and you could take any of them you wanted.

I’ve never known anyone who gave away so many different kinds of things. The things he gave and the people who got them seem to be matched randomly with no consideration of kind or quality. But so many people got things that were just right for them you’d think there was some kind of system. If there was, it was like the system Carl used at swap meets. I never understood that one either. Carl would go to swap meets and collect things you wouldn’t expect. Then he’d

go to other swap meets and sell them. Cheap. He didn't need the money. He didn't need the things. It was like taking things out of a Sargasso Sea and then putting them back in to maintain some kind of flow most people wouldn't know about.

Carl's family had owned Hertels, a venerable Pasadena department store. That may have something to do with his interest in swap meets. But his theory of what to buy, what to give away, and what to sell certainly wasn't the one that drove Hertels department store.

Some things he gave away were objects. In my living room there's a large painting which Carl gave Deborah and me for a wedding present. It has tracks of white and lavender painted over an ordinance map with bits of mirror and metal and masonite, and some magic sticks attached to it. Some of the painting is invisible: Carl wrote the locations of some Vietnam battles on the ordinance map and then erased them. Looking at that painting makes music sound better. It's good to sit near while talking. And seeing it after a time away is one of the things that makes us feel like we've come home.

Sometimes he gave information and advice. Carl has told me things which are so foreign to the rest of what I believe that I wouldn't have taken them seriously if I had heard them from anyone else. They have always come in handy, but I need to keep them carefully separated from everything else I know; if they seeped into the part of my head where I

keep reasonable beliefs it would cause a meltdown.

Carl also gave away poems. The best were chants which he improvised in a voice I won't try to describe. I thought he called them rain songs, but Dick Barnes thought he called them range songs. I asked Carl which it was, but he said he didn't know. At any rate, they were topical poems that would blow down your head like a wind on the range—or soak it to

Carl had attended the cotillion some years before, and was legendary for having led a Conga line out of the Civic, down the street, around the block, and into a bar so ferocious that it made even the toughest denizens of Fair Oaks nervous.

the bone like a rain storm.

In the spirit of the books outside the office, here are some pictures. Take what you want.

I heard of Carl long before I met him. In high school, I was forced to attend Mrs. Gollacz' cotillion, where mothers with social aspirations would send their children to learn the fox trot, the waltz, the samba, the rumba, and other soon-to-become obsolete ballroom dances. Mrs. Gollacz was located in the Pasadena Civic, a few blocks away from Fair Oaks Avenue, now yuppified, but then, a black ghetto lined with bars. Carl had attended the cotillion some years before, and was legendary for having led a Conga line out of the Civic, down the street, around the block, and into a bar so ferocious that it made even the toughest denizens of Fair Oaks nervous. As we painfully whiled away long hours dancing

incompetent sambas with the daughters of close friends of our mothers, we fantasized about Carl Hertel coming back to lead us away to freedom and glamour in dangerous places our mothers didn't know about. That isn't far from what he did for his colleagues and students at Pitzer.

The mural in the Pit was painted by Yondo Rios, a Peruvian tribal artist who left home, went to an art academy, and eventually got

to California in ways I don't understand. In those days the Pit had a coffee shop. Because of that, because it is right next to the art studios, and because Carl had arranged for Yondo to visit at Pitzer and paint the mural, Carl spent a lot of time in the Pit watching Yondo paint and discussing the painting with him. Yondo answered questions about the painting—usually by talking about devolution, a process he believed we were caught up in which runs contrary to evolution. One day Yondo discovered that McConnell Center was named after someone who had died. In honor of that, he painted in the figure that lies feet forward just above the fireplace. In the original versions, the feet were painted in glaring, warm colors—bright reds and oranges, as I remember. Because the effect was alarming, Carl decided to talk Yondo into

something less strident. It took weeks, but he finally succeeded. Almost any morning you could hear Carl saying something mystical about the feet, and Yondo saying something you couldn't understand about devolution in reply. The next day, the conversation would be a little harder to follow, and the feet would be a little less glaring. The colors receded as the talk got more elaborate until the talk reached a level that was nothing short of mystical, and the feet reached the color of their present version.

During my second week at Pitzer, I was walking along the first floor of Scott Hall on my way to class when I heard the sound of strange music with lots of drums coming out of what was then a large classroom, and what is now the financial aid suite. I decided I could get to class a few minutes late and went in to hear it, and walked into a ceremony Carl was conducting. There were faculty members and students. Some of them were playing conga drums, some were dancing, and some were just listening. Many of them were wearing masks which Carl's students had made. Almost everyone in the class I should have been heading for was there and the music sounded good, so I stayed. In fact 40 or 50 of us spent most of the morning there. I don't know what the ceremony was about, and it didn't have anything to do with what I was teaching or thinking about. But like many of the things Carl did, it had a lot to do with why many of us felt at home at Pitzer.



It might have been more fun to watch Alleghany Meadows make a bowl, to see the clay take shape under his fingers as he kicked at the wooden wheel he brought back last year from Japan. But it's too late in the semester to fire more pottery—too late in Alleghany's career here at Pitzer College, in fact, since his graduation is only a few days away. And anyway, Alleghany Meadows wants to learn how to make pizza.

Which turns out to be a fine plan. As he kneads the dough, you can see exactly how he works clay for his cups

dinner for 30 friends and teachers. For each person Alleghany made six pieces of tableware: dinner plate, salad plate, water cup, wine goblet, coffee cup, and saucer. He also made baking dishes, serving



A Potter Pursues Wonder &

and plates and his astonishing pitchers, the ones with oversized spouts shaped like toucan's bills. He spreads the dough out with his palms, the way cookbooks tell you to, but when he folds it back into a ball he's clearly ready to make a cup, not a crust. He keeps the sides of his hands as flat as though the counter were a potter's wheel, and he curls his thick fingers close around the dough to give it shape.

Pizza dough doesn't really need shape, not the way clay does, but Alleghany has been working with clay since his first year of high school. You could hardly expect his fingers to behave any other way now.

"I want to go to culinary school one day," says Alleghany. "What I do with clay is so connected to food." Indeed it is. The finished pizza—caramelized onion, sauteed spinach, and goat cheese—is eaten off two plates Alleghany made this spring. Each has an unglazed rim and a deep brown bowl in which a gentle ridge spirals toward the center. The final passes that Alleghany's fingers made across the surface of the clay are still plainly visible—he hasn't tried to make the plates look mass-produced. The plates are similar, certainly, but each has its own character, its own presence.

The two plates are part of a large set Alleghany Meadows made for his senior project, which culminated in a

trays, tea and coffee pots, sugar bowls and creamers—"Everything on the table I made," he says. Indeed, he made some 60 plates before he found one he liked well enough to use as a model for the set. "I hadn't made a lot of plates before," he says.

Alleghany's dinner party was both a celebration of his completing his undergraduate education and a statement about his approach to art. "I make pottery to be used, and to communicate to the world while it's being used," he says over coffee at a local bakery. He has brought along one of his own cups, which are feather-light and have comfortable handles. Like his plates, the cups show the indentations his fingers left—even though he could make plates and cups as smooth as glass if he wanted to. "I work with my hands. This is communication to me, when you hold this cup and feel this handle. Tactile communication is something we're denied in society—denied right here," he says touching the paper cup that holds his listener's coffee.

"I've thought a lot about the meaning of being an artist in society," he says. "So often artists go off to their studios and ferment. Art needs to be integrated into daily life. Beauty and the love of the beautiful can make the world a better place to live."

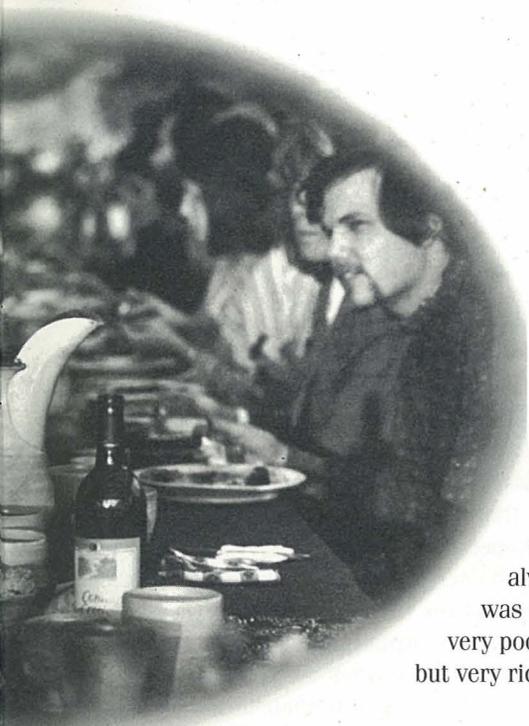
Since you asked: Alleghany Meadows was born Ra Sunny Alleghany Star Route Meadows—so named, he says, because he was conceived near the Alleghany Star Route, a road leading to a Colorado town named Alleghany. He goes by just Alleghany Meadows now: He is wiry, freckled here and there, and he wears his hair in a short ponytail. He



BY LAWRENCE BIEMILLER

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credits his mother, Nancy Meadows, for much more than his name. "My mother's a landscape painter.

Our values were always towards what was created. We lived very poorly economically, but very richly as far as other

on earth," Alleghany says, "where 15 people live in a small community based on this one person's ceramics. He related to us as humans, not as a boss. We all ate lunch and dinner together every day in his house. He has these beautiful wrinkles around his face from laughing over the years. In his studio all the wheels face the center of the room so people can talk and laugh while they're working.

"My day would begin with cleaning the studio with the three other apprentices, and splitting wood, and mixing clay. At night, after dinner, is the time for the apprentices to practice using the potters' wheels. Takashi would come down once or twice a week. He would sit and watch for a couple of

the Extraordinary at the Wheel

aspects of our lives. We moved to Northern California when I was 13 because my mother wanted me to get a really good education—to Mendocino. It's small and very beautiful and there are a lot of artists. The concept of community is very important to my mother."

It has become important to Alleghany as well: He wanted the dinner to strengthen a sense of community among people from all six of the institutions that make up the Claremont Colleges here. He enrolled at Pitzer after meeting Paul Soldner, a Scripps College professor with whom he wanted to study; now that Mr. Soldner is retired, Alleghany has been studying with a Pomona College professor, Brook Le Van.

Alleghany's studio is in what was once an administrative office; clay dust has disguised everything but the acoustical-tile ceiling. There are shelves cluttered with cups and plates, and on the counter are several pitchers with amphora-like bodies and those toucan's-bill spouts; he says he was trying to see how far he could take a spout without compromising the whole concept of the pitcher. "The process of making, for me, is always an exploration. If I'm making plates, I'm looking for plate each time—searching for it. I could spend a lifetime making cups and never come minutely close to exhausting the possibilities." It's all a bit humbling, he says. "I don't have control over how pieces turn out—the kiln does," he says. "I can form clay, but I can't make it stone."

It is not surprising that Alleghany studied Zen Buddhism in Japan. That was before he began his apprenticeship with Takashi Nakazato, a 13th-generation potter in Karatsu. "I got to be an apprentice at one of the most beautiful places

minutes. If I was doing well but hadn't mastered the step he wouldn't say anything. If I was doing it incorrectly he would motion for me to move and show me the correct way. And if I had mastered the step he would motion for me to move and show me the next step. The entire time I was there I never kept one thing I made—all the clay was recycled. It was like living in a monastery, a clay monastery."

The wooden potter's wheel that Alleghany brought back from Japan is in a large room next to his studio; he and several other potters worked there this year, talking among themselves late into the night. Next year, Alleghany will have a new set of potters for company: He's won a Watson Fellowship to spend the year in Nepal, studying "potters and their life styles and how their world view is incorporated in their work." Then he'll have \$18,000 worth of student loans to pay off. "There are slight moments of wonderment, but not worry," he says. "You risk everything when you go to make your living from pots, but I have faith in myself."

Maybe it's that self-assurance that makes Alleghany's plates and cups extraordinary. Or maybe it's the indentations left by his fingers as the wheel spun beneath the just-formed cup: Touching its side with your fingers is almost like touching Alleghany's fingers—like touching his humanity.

Or maybe it's the cup's feather-lightness, which days later you can still recall, standing in your own kitchen, as you stare at one of your coffee mugs and weigh it against the far pleasanter memory of his.



PHOTOS: TOM ALLEMAN

Thoughts on the Time in My Life

By Bill Sias '78

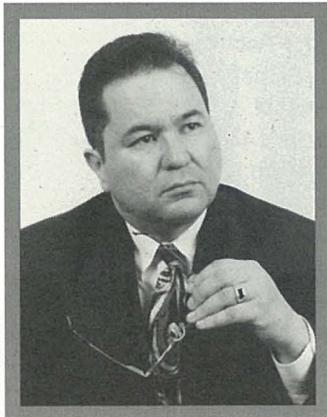


PHOTO: GALLEGOS

As I organized my thoughts for this column in Participant, I was confronted by a common obstacle: time. Or, more accurately—the lack of it. In my experience, this problem is two-fold: First, there is not enough time to deal with my business obligations; and second, there is not enough time available for friends.

I suspect everyone has experienced a shortage of time at work. For my part, it's meant spending

too many long days in the office, too much time involved with work and work issues. But I really like my work—honest. The strange part of this self-imposed madness is that I enjoy pitting myself against the challenges I find professionally. My professional life mirrors my undergraduate one in that respect, since I was similarly disposed in college: disciplined, even excessive, about my studies. But I digress.

I have a good friend, Terri Reiken, who lives in Sacramento. I want to spend some time thinking about her and sharing something with you. Terri and I met several years ago while I was in graduate school at UCLA. We became good friends, and, although she transferred to the University of Texas, we managed to keep in touch.

Since our lives had taken very divergent paths, though, it became increasingly difficult to get together as friends should. But between the letters and phone calls, we nurtured a very close relationship, one from which I derived a tremendous amount of pleasure and comfort.

Looking back on our history, I am glad that we both have made the time and effort to keep in touch. I will confess here that I have not been as successful maintaining certain contacts from Pitzer, and it troubles me.

As it turns out, I am afraid that time itself is now running out for my friend Terri. Last October, she sent me a hastily written postcard telling me that she had just been diagnosed with an advanced case of ovarian cancer and would be in emergency surgery the following day.

I was devastated. In the following weeks I could think of nothing else. And since those first moments of shock, she is never far from my thoughts. I think of her and call her often.

I visited Terri in Sacramento just before she began her chemotherapy. We spoke frankly about the fact that she may be dying. Since then, though, I usually speak with her mother, who has moved in to take care of her. So it is that time is at a premium for my dear friend.

Now when Terri and I talk, it is our time to speak of her disease and her continuing struggle. I recently read that "guided imagery" plays a potentially helpful role in conjunction with medical treatment for cancer. I know that Terri, the engineer, would never succumb to such nonsense, but for my own part, the possibility of using faith as a tool is a natural one. So, I shared personal experiences with her in the hope that she would become more receptive to the influences of her own personal healing powers. Meanwhile, I devote my own thoughts and energies to her recovery.

But I fear that my friend believes she is dying.

Terri was one of those folks who would tell me I spent too much time studying. Over the past few years, she changed her tune only slightly, advising me that I spent too much time working. She has always been concerned that we spent too much time working to the detriment of family and loved ones. I am stunned that I will learn this painful lesson at the cost of her life.

I was talking with Terri the other day. I told her that as I thought about our experiences together it focused my attention on the real value of friendship, love and time. It trivialized the importance of time devoted to a career. That's why now I'm taking the time to urge all of you to stop and think about this. Each of us must take the time to care for others, to pay attention to our friends, to acknowledge their importance to us while they're still here. Begin with those closest to you and, as the opportunity presents itself, expand the scope of your care and concern to the community at large.

Terri told me she once thought that unless a person makes a significant mark in our society, they die in anonymity. The passage of time, so cruel to my friend in so many respects, has changed her perspective on this at least: She now realizes that her personal mark is measured by the depth of her friendships. She explained that as long as she is remembered, and the story of her life is still told, she will never really die.

Now, while the time remains, I take this opportunity to bring you a small part of Terri's story so that she may live on.

Time. There is never quite enough of it.

I respectfully request that my fellow alumni take a few minutes of their time to send their messages of compassion and prayers for healing to Terri Reiken, 608 Willow Creek Drive, Folsom, Calif., 95630.

Bill Sias '78, a political studies major at Pitzer, is a bankruptcy lawyer in the Century City offices of Epstein Becker & Green.



N I N E T E E N
SIXTY-EIGHT

Bobbie Zeifert Wright (Fresno, Calif.) spent a few days with Heidi Scheuber '68 in New York City in November (Heidi recently worked on a mayoral campaign; she looks exactly the same as in '68) and corresponding with Susan Page '68, who is currently in Foreign Service in Beijing, China. Bobbie's son Mark, CMC '95, was in Paris for his junior year; daughter Erin will attend Stanford or Dartmouth this year; son Adam, the baby of the family, is 15. Bobbie and her husband are also celebrating their 25th wedding anniversary this year.

N I N E T E E N
SIXTY-NINE

Susan Patron (Los Angeles, Calif.) had her book "Dark Cloud Strong Breeze," with magnificent illustrations by Peter Catalanotto, published in March. Susan's novel "Maybe Yes, Maybe No, Maybe Maybe" was selected as a 1994 American Library Association Notable Book.

N I N E T E E N
SEVENTY-FOUR

Peter Francis Sproul (Placitas, N.M.) is still building custom adobe homes, mostly in Placitas now. His wife Candace does all their design work. She is from Austin, Texas, and, while they both love New Mexico, they commute frequently to Texas for visits.

Lindsay Munter Rahmun (Corvallis, Ore.) says, "I've discovered a wonderful way to connect with old friends from Pitzer. Every year I make my donation in honor of a student or teacher at Pitzer." Lindsay said the Alumni Office contacts them and sometimes they contact her. She adds, "It's so great to be friends again with Inge Bell and Anne C. Percival."

N I N E T E E N
SEVENTY-FIVE

Frances DeJoseph Anton (Oregon City, Ore.) and husband Bill enjoy their three children, ages 13, 11 and 9. She shares ownership of a research firm with offices in Oregon and Washington—"so much for the performing arts degree"—but would not trade her experience at Pitzer for anything.

N I N E T E E N
SEVENTY-SEVEN

Jean Prinvale (San Diego, Calif.) is currently an assistant to the vice president for academic affairs at National University in San Diego.

N I N E T E E N
SEVENTY-NINE

Jim Arhelger (Somerville, Mass.) is on the road with the band Bimskala Bim and is part owner of BIB Record Company in Boston. Jim's wedding to Susan Cook was planned for last May.

N I N E T E E N
EIGHTY

Terrill Helander (Claremont, Calif.) and family moved to Claremont recently in need of a larger home and found a great house just north of Griswold's. A new addition to the Helander family, Andrew Robert, was born in August 1993.

Designing a Life

Devon Hartman '77 has been designing and building for much of his life—sometimes literally and sometimes more figuratively.

Elected last year to the Hall of Fame of a national remodeling magazine in the category of designer/builder, Hartman and his firm, Hartman-Baldwin, Inc., of Claremont, pioneered the practice of providing both design and construction to clients whose homes his firm is renovating or building.

"From project conception throughout the building process, every person in our company has the mandate to apply a high level of design and craftsmanship to their jobs," explains Hartman, who compares his approach to that of the Master Builder in the days before architecture and construction were considered separate activities. His projects range from new houses in Ojai, Calif., and San Felipe, Mexico, to the award-winning restoration of Pomona College's 1889 Victorian Sumner House.

Hartman demonstrated his creativity long before he turned to carpentry and construction, however. Responding to his own impulse for social change, he moved from the Midwest to Hollywood in 1970, where he teamed up with psychologists and a local church to establish Virgil House, an early facility for juvenile drug, rape, and runaway intervention and rehabilitation.

Seeking to enhance his self-taught experience in counseling with an academic perspective, he enrolled at Pitzer. "The college affirmed that what I was doing was valuable, and I loved the opportunity to create my own academic program," he says. Majoring in psychology and French, Hartman traveled to France for a year of study and met a friend whose chateau in Burgundy called out for renovation.

"Psychology had been my life for seven years," recounts Hartman. "I realized how burned out I was."

Helping with the repair of the castle, Devon rediscovered how much he enjoyed working with his hands, and that, in fact, "there are many options for having creative social impact."

A recently devised sideline further demonstrates Hartman's creativity and continuing interest in cultural exchange: a tour company that coordinates cruises in Egypt, where American and Middle-Eastern professionals meet to exchange cultural perspectives and heritage. (AG)

Smart Alum Produces Newsletter for Smart Kids

Combining education, training, experience and interests into a successful home-based business is what Michelle Dowd '90 and husband Scott Lukesh have managed to do with their SmartKids newsletter. Michelle is yet another example of how Pitzer alums, accustomed to being self-directed and resourceful, make great entrepreneurs.

Begun in February 1993, the newsletter fills a void in the publication industry recognized quickly by Michelle and Scott after the births of their twin girls, Summer and River, in July 1992.

"Most of the publications for parents out there were not very literate," recalls Michelle. "They assumed you didn't know much."

According to Michelle, "We created SmartKids for intelligent parents who are actively raising intelligent children—who want to offer their children the advantages of a wide range of experiences."

The publication is aimed at parents of children ages three through 12 years.

A move from Colorado back to Southern California and the birth of their son, Storm, last May, put the publication on hiatus for several months. The June 1994 issue marks the continuance of SmartKids with Michelle focusing primarily on the publication while teaching English literature part-time at Chaffey Community College, and Scott teaching a fourth and fifth grade class in the Pomona school district in addition to his co-publishing duties. It is certain that, with three preschoolers at home, Michelle and Scott will be offering a real "hands on" perspective in upcoming issues.

For more information about SmartKids, write to Michelle Dowd, P.O. Box 114, La Verne, CA 91750.(TS)

N I N E T E E N

EIGHTY-ONE

Robert S. Koppelman (Eugene, Ore.) received his Ph.D. in English from the University of Oregon last spring. His dissertation was on Robert Penn Warren.

.....

Jon Parro (Pasadena, Calif.) and wife Diane Watanabe Parro '80 have a new addition to the family, born last

November: a son named Cameron. Josh is in the first grade. Diane works on infomercials for Sears at an ad agency in Studio City, which may be moving to Century City; Jon works for USC School of Medicine.

.....

Susan Hale (Northridge, Calif.) would like her Pitzer pals to know that she survived the January 17 Northridge earthquake at "ground zero." Although her apartment was destroyed, she is fine and is keeping a sense of humor about being a

"direct victim" and "displaced person." She still teaches philosophy at Cal State Northridge where she is also faculty adviser to the Lesbian, Gay and Bisexual Communities Resource Center and co-founder of the Institute for Queer Studies. She is trying to view as a great adventure working at a university now composed of 400-plus portable classrooms strewn about fields either dusty or muddy, and lecturing to the sound of jackhammers; tractor engines, wrecking balls, and portable electric generators.

N I N E T E E N

EIGHTY-TWO

Peter M. Kulkin (New York, N.Y.) served seven years as a criminal defense attorney with the Orange County Legal Aid Society in Goshen, New York, and four years as a city council member in Newburgh, New York. He has now moved to Manhattan and would like to hear from old friends. Peter can be reached at 212-873-8551.

.....

Theodore J. Ellenhorn (Amherst, Mass.) and his wife Tricia Everett had their first child, a son, born November 15, 1993. His name is Hazael Matthew Everett Ellenhorn.

.....

Judith Wahnon (Montclair, Calif.) proudly announces becoming a member of the Inland Empire West Association of Realtors on February 9, 1994. She adds, "If you or anyone you know need real estate services, I am here to help you."

.....

Bridget L. Baker (Hollywood, Calif.) attended George Washington University's graduate school of business after leaving Pitzer and has now been named vice president, national accounts, for CNBC and "America's Talking." Bridget is a member of several cable industry associations.

N I N E T E E N

EIGHTY-THREE

Malee Stearns Nuesse (Hull, Mass.) recently gave birth to Isabel Anne, her second daughter. Malee and her husband Michael

are both self-employed: he's a lawyer and she is a marketing consultant. They have just bought a Victorian wreck and are renovating it themselves. "We have our hands full and are quite busy." Malee reports seeing Kelley Bipson Dunke frequently, and talking to Kathy Faiter Rossini often—both are well.

.....

Russell LeDonne (Bronx, N.Y.) has kept in touch with Susie Levin '80, Andy Heytow '82, Link Nicoll '83, and Libbi Ball '83. He would like to hear from Kevin Flood '82, Josh Rosenthal '83 and Tom Perls '82.

.....

Tim and Susie Magill (Tucson, Ariz.) send a note to Jeff Pierot '83, letting him know they got his message last year and would like for him to call again and leave his phone number.

N I N E T E E N

EIGHTY-FOUR

Jane Epstein Girson (Kansas City, Mo.) and husband had their first baby, Joshua Lee, born April 9, 1993. Jane would love to see any Pitzer faces if visiting the Midwest.

.....

Richard Backman (San Antonio, Texas) and wife Sylvie proudly announce the birth of their son Laurent Christopher Backman, born August 29, 1993.

.....

Kathryn Mansfield Malera (Pepper Pike, Ohio) and her husband have moved to Ohio, where they both have positions at Case Western Reserve University.

N I N E T E E N

EIGHTY-FIVE

Bill Gaede (San Francisco, Calif.) and Tacy Hess Gaede '86 are the proud new parents of Nicholas George Gaede (8 lb., 6 oz., 21.5"), born April 16, 1994.

.....

Alexander Platt (Boulder, Colo.) notes his status as an "architect, married, having a child, dog, cat, etc."

David Quillen
(Durham, N.C.) is now in his second year of residency in family medicine at Duke University.

N I N E T E E N
EIGHTY-SIX

Tammy Lavanty
(Upland, Calif.) and husband Vince Wukmir '85 gave birth to Leopold Cornelius Wukmir (6 lb., 19"), on June 25, 1994.

N I N E T E E N
EIGHTY-SEVEN

Charley Black
(Temecula, Calif.) "Please say 'hi' to the Green Parrot crowd." Also, he's still up for a game of "beergamma."

.....
Khalid Azim
(Charlottesville, Va.) completed his tour as a naval officer on a U.S. nuclear submarine and returned to graduate school to get his business degree from The Graduate School of Business Administration at the University of Virginia. Khalid planned to join Morgan Stanley & Co. in New York City following his graduation in May.

.....
Gina Hernandez
(Watuaga, Texas) would like for alum Colleen Goldenberg '87 to call her!

N I N E T E E N
EIGHTY-NINE

Andrew R. Harrison
(St. Louis, Mo.) worked as an intern at Jewish Hospital in St. Louis. In July he went to Minneapolis for an ophthalmology residency. Andrew spends most of his free time watching "Beavis & Butthead" and pickling pig's feet.

N I N E T E E N
NINETY

Elizabeth Gura
(Austin, Texas) received her MBA from the University of Kansas last spring and was married last August 27 to Michael Landry. The two will reside in Austin, where Michael will pursue Ph.D. studies in bio-medical engineering at the University of Texas, and she will work as a human resources consultant.

Correction

The e-mail address for Melissa Devor '78, director of alumni programs at Pitzer, was incorrectly listed in the last Participant. Her correct e-mail address is: MELISSA@PZADMIN.PITZER.EDU

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SINCERELY,
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name _____ class year _____
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Inside the Beltway

Seemingly, John Hoel stepped off the Pitzer Mounds at the 1984 commencement and walked on to Capitol Hill. Starting as a congressional intern after graduation, he has logged eight years as a Washington insider. As associate staff for Congressman Bart Gordon, D-Tenn., and counsel to the House Committee on Rules since 1990, Hoel's work centers on domestic policy issues.

Hoel credits Pitzer's interdisciplinary curriculum for laying the foundation of his political acumen. "Pitzer prepares you to assess limits within a situation and to make the most of what you are given," he said. This skill helps him grapple with the complex issues which come before the House Rules Committee, including national health care policy. "That will be interesting both in terms of substance and in terms of politics," he adds.

The former political studies concentrator earned a law degree from the University of Missouri-Columbia. As a student he clerked in the Washington, D.C. office of Manatt, Phelps and Phillips, an L.A.-based firm specializing in legislative and litigation issues. He also served as editor-in-chief of The Journal of Dispute Resolution, an international journal focusing on alternative dispute resolution.

Along with classmate Dennis Smith, Hoel co-chaired his class reunion last April. He also served on the Development Board under former Pitzer President Frank Ellsworth and as an admissions volunteer.(SG)



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