

Spring 1997 | Pitzer College Participant

Pitzer



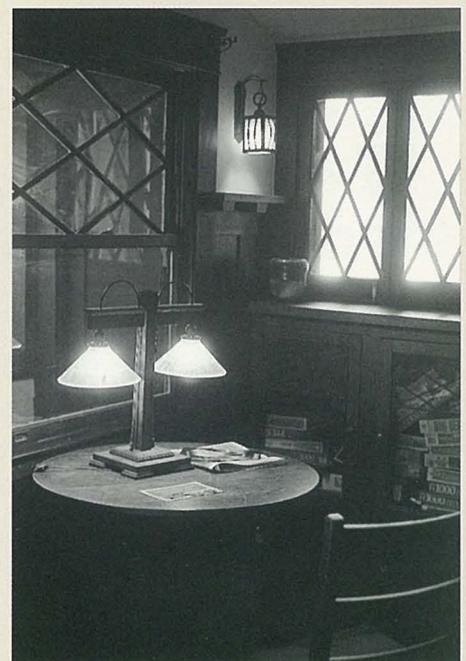
Learning to Live a Life: Pitzer Students Today



President's Message *What I Learned in My*

Freshman Seminar “What should be the highest priority of a college president?” A recent editorial in the *Chronicle of Higher Education* gave an increasingly popular answer: presidents should work to abolish tenure, a system portrayed by many sectors of the public as rewarding and fostering irresponsibility and inefficiency in higher education. Many critics of higher education believe that the abolishment of tenure would herald a revolution. ¶ I have a different answer:

presidents should teach freshmen. More than any of the many treatises on higher education, freshmen are the living, at-hand sources of knowledge one needs to help shape a distinctive, effective college. ¶ Among presidents, I am privileged. This fall, I was able to teach a seminar—“Religion, Politics, and Cyberspace”—to 18 Pitzer freshmen. In this issue you will read about the initiative we took with the entire set of Freshman Seminars, to further tie together “classroom” learning and the lessons of living at Pitzer. Here, however, I want to raise larger questions about Pitzer’s future, and higher education in general, posed by the subset of the Class of 2000 I got to know well. ¶ Innovation in information technology, the rapid diversification of our populace, and the quickening changes in countries around the world and their interchanges—these topics are part of the life experience, the “worlds” of our entering students. Some of my students came from urban U.S. high schools where often there were well over 100 ethnic groups represented. Others came from nations as far away as Saudi Arabia and Korea. Some were Web page experts or competent “surfers,” one was a “conscientious objector” to computers as a means of communication technology, and all were serious students concerned about their own individual futures and those of peoples around the world. ¶ In our three hours a week for 13 weeks together—a brief time—we tried to do on a small scale what needs to be done by many as we enter the next century. We acquired new cognitive knowledge, in this instance, about religion and politics around the world. But equally challenging, we wove connections with each other across and through cultural differences. ¶ To strive to combine the objectives of the acquisition of knowledge and the formation of new, responsible, social bindings in education is to set an eminently ambitious goal. But this has always been Pitzer’s goal. It is a labor intensive goal that defies all quantification. It is a goal that demands rigorous research and stellar teaching—and more hours spent with students than can ever be counted. ¶ The critical issue for Pitzer is not the use and abuse of tenure. Our faculty are ambitious and involved with 21st century students in an effort to build responsible societies here and around the globe. Theirs, as my freshmen reminded me, is a most demanding work, that like the labor of love, is never done. ¶ If presidents taught freshmen, if more senior professors at universities taught freshmen, we would solve many of the real and perceived problems in higher education. We would train young faculty to teach as well as research, and create a reward system across the academy that supported the labor of love of both knowledge and students. ¶ This indeed would usher in a revolution in higher education. **Marilyn Chapin Massey, President**



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On the cover:
Professor José Calderon chats with students on The Mounds. Photo by Philip Channing.

Field Station Site of New Institute

A seventh college—The Graduate Institute of Applied Life Sciences—was approved by the policy council of The Claremont Colleges in January, following a lengthy process of discussion.

In March, the Policy Council of The Claremont Colleges voted 10 to 1 to submit a land plan that would site the new venture on the west side of the Bernard Field Station.

The initial phase of this project would cover approximately 4.5 acres, with a maximum size of 11 acres to handle anticipated growth over the next 15 to 20 years. The board of fellows overwhelmingly approved the Council's recommendation on March 21.

Reflecting Pitzer's opposition to any development on the Bernard Field Station, the lone "no" vote came from Pitzer President Marilyn Chapin Massey. "Our vote shows concern for the land, and our commitment to the future use and value of the Bernard Field Station," said Massey. "As I have stated before, we have made considerable progress in this area. We have helped others recognize the educational value of the field station, and moved from a plan to build on all of the field station, to considering how little land might be taken." To this end, Massey pointed out that the policy council did strongly endorse the recommendations provided by field station consultant Philippe Cohen '75 of Stanford University's Jasper Ridge Field Station, to preserve "the academic viability of the field station and its value to the Colleges." Philippe Cohen is a Pitzer alumnus in environmental sciences.

Over the past several months, Pitzer students, faculty, staff, trustees and alumni have voiced considerable concern on both the concept of the new venture and its siting.

See the next issue of the Participant for an in-depth look at the new Institute of Applied Life Sciences. The Land Planning Policy Statement regarding this decision is posted on the Pitzer Homepage (<http://www.Pitzer.edu>) under "What's Happening," "College Issues." (GC)



Harry Pachon Named to President's Advisory Commission

Harry Pachon, president of the Tomás Rivera Policy Institute and Keenan Professor of Political Studies at Pitzer, has been appointed to the President's Advisory Commission on Educational Excellence for Hispanic Americans. His role will be to advise President Clinton and the secretary of education on the progress of Hispanic Americans toward national standards of educational accomplishment. "A number of TRPI's projects, such as Out of Reach, our study on Latinos, education and technology, contain information that is vital to the commission's interests," Pachon said. "By bringing these issues to the table, I hope to help the commission make a positive impact on public policy." Pachon also has served as executive director of the National Association of Latino Elected and Appointed Officials.



Light is a Beacon About Memory

One of the most essential, yet perhaps least understood, human mental capabilities is memory. Professor of Psychology Leah Light, who became editor of *Psychology and Aging* in January, has been researching memory and aging for the past 16 years.

Light has found in her research that there are different kinds of memory and that they do not all decline with age. While deliberate recollection—the ability to recall or recognize events from our own lives—deteriorates with age, implicit memory—which does not require deliberate recollection—remains much more intact. For example, although a 60-year-old may not recall a list of words as well as a 20-year-old, both will read the same words aloud faster if they have seen them recently. Light's extensive research in the area of aging is one reason she has been appointed editor of the *American Psychological Association's* quarterly journal devoted to this topic.

Light has served on editorial boards in the past, but she says the six-year editorship will be "a new adventure." Readers of the journal include gerontologists and psychologists who study such diverse aspects of psychology and aging as personality change, gait control, driving and intergenerational relationships. Ande Spencer, who also works in Pitzer's Office of International and Special Programs, will serve as assistant editor for the journal. (MNH)

BROOKE BRETON '78 RECEIVES BEVERLE HOUSTON AWARD

Members of the Pitzer community gathered last November at the Directors Guild in Los Angeles to recognize Brooke Breton '78 as the 1996 recipient of the college's eighth annual Beverle Houston Memorial Award. Breton was thrilled to accept the award, which commemorates her personal mentor, Professor Beverle Houston. Effects reels from films on which she has collaborated, including *True Lies*, *Dick Tracy*, *Star Trek V*, and *Star Trek VI*, were shown as Breton described the making of visual effects. Professor Barry Sanders helped the Alumni Office organize the event. Following the presentation, a tantalizing selection of Southwestern hors d'oeuvres was provided by alumna Sue Feniger's '76 Los Angeles restaurant, Border Grill.

Breton, a producer for DreamWorks SKG, has worked on many productions that have won both Emmy and Academy Award nominations. Previously she served as senior vice president for Digital Domain, during which time the facility created the visual effects for *Apollo 13* and *Interview with the Vampire*. Breton has worked as associate producer for three *Star Trek* features (*IV*, *V*, and *VI*) and done freelance consulting for such disparate films as *Multiplicity* and *Attack of the 50 Foot Woman*. Currently, she is producing *El Dorado*, an animated film due for release in 1999.

The Beverle Houston Memorial Award is named in honor of the late Professor Beverle Houston, who established Pitzer's film studies program. (MNH)

Students Serve as Human Rights Observers in Chiapas



This past winter break seven Pitzer students, along with other students from The Claremont Colleges, went to Chiapas, Mexico. With support from the Pitzer community, Lisa Ameyna '97, Jessica Arciniega '97, Carlos Campos '99, Flor Covell '97, Raquel Nunez '98, Suzan Pour-Sanae '97, Layla Welborn '99, Pitzer Professor of Political Studies Richard Stahler-Sholk and

Scripps Professor of History Cindy Forster were able to serve as human rights observers in Chiapas for 11 days.

Once the group arrived in San Cristobal de las Casas, the colonial town where the Zapatista uprising first surfaced in January 1994, they met with representatives from a local human rights center to receive training and certification as human rights observers. Shortly after, the delegation of students split into smaller groups of three or four people. Each group was sent to live in a community in the Lacandon jungle to observe and document human rights abuses and violations of the Law of Dialogue by Mexican federal troops. Students observed federal bases and roadblocks near indigenous Maya communities, part of the increased militarization of the communities.

The students who participated had an awareness of the situation in Chiapas before they left. Many events to gather support for the indigenous communities, as well as educational presentations to local schools, have taken place since the students returned. Jessica Arciniega '97 commented, "It is very important that the international community is aware of the people's struggle in Chiapas and the United States' contributions to their plight through NAFTA and the deploying of helicopters and other military equipment to Mexico." Acting on Pitzer's commitment to social responsibility, students have followed up on the trip with public presentations, media interviews and expressing their opinions in meetings with Mexican consular officials and U.S. congressional aides.



SHARON MONSKY '75 AWARDED FOR LEADERSHIP IN RESEARCH

Sharon Monsky, the founder and chair of the Scleroderma Research Foundation, was honored as the first lay person ever to receive the prestigious National Volunteer Advocacy Award in March in Washington, D.C. from Research! America, a consortium of national research organizations which recognizes outstanding contributions to science. This prestigious award was presented at a special dinner at the National Academy of Sciences. CNN's Judy Woodruff served as master of ceremonies and introduced comedian Bob Saget, who presented the award to Monsky.

During the ceremony, Judy Woodruff read a letter sent by Senator Barbara Boxer in which she described Monsky as an inspiration and "one of the true fighters of our time." Monsky spoke of her commitment to collaborative research, of the important breakthroughs achieved by the foundation's research program, and of how the foundation is targeting development of the first meaningful therapeutics to treat this widespread but little-known disease. Following her speech, Monsky was greeted with a four-minute standing ovation, after which Senator Hatfield said that "we are all truly changed this evening as a result of knowing this remarkable woman."

Monsky appeared with Senate Subcommittee on Appropriations chairs Arlen Specter and Tom Harkin the next day as they hosted a press conference to announce the introduction of legislation which would increase total funds available to basic research. In their remarks, the senators highlighted the innovative efforts of Monsky's foundation in pursuing cross-disciplinary, multi-institutional research. "The government needs to follow the same business approach to science as the Scleroderma Research Foundation," Senator Harkin announced.

Sharon Monsky, with the help of Pitzer alumni Susan Feniger '76 and husband Mark Scher '75 among others, has shown the world the power of collaboration and the opportunity to make a difference with a limited, well-focused investment and unprecedented, unified plan of attack. (BAH)

Above: Sharon Monsky '75 (right) and CNN's Judy Woodruff. Photo by Focused Images Photography

Professor Ruth Munroe Honored

"Her strong, gentle spirit, her egalitarian values, and her infinite determination" were cited by the International Association for Cross-Cultural Psychology in naming retired Professor Ruth Monroe an Honorary Fellow last summer. She was able to receive this honor before her death in October 1996. Her achievements are remembered with admiration by her students.

Her guidance of students was "much more than a rigorous training; we were, indeed, mentored and nurtured," explains Valerie Havill '81, who worked with Professor Munroe as a student and again, more recently, on a research project at the University of Georgia, where Havill serves as research scientist in the Department of Child and Family Development. The late Munroe and her husband, Lee, research professor of anthropology, included students in the publication of several of their 90-plus journal articles, chapters and books.

Founding members of Pitzer's faculty, Lee and Ruth Munroe were honored in January with the dedication of a new facility, the Ruth and Lee Munroe Laboratory for Cross-Cultural Research, in Broad Hall. Readers who would like to contribute to a scholarship fund established in Ruth's memory may send a check to Pitzer College, Advancement Office, 1050 N. Mills Ave., Claremont, Calif. 91711. For more information, contact Suzanne Zetterberg '68 at 909-621-8130 or Suzanne_Zetterberg@pitzer.edu.

New Trustees Elected to Board

Larry Brezner and Jonathan P. Graham '82 have been appointed to the Pitzer College Board of Trustees.

Larry Brezner, of Los Angeles, is a partner in the personal management and production firm of Morra, Brezner, Steinberg & Tenenbaum. Brezner produces films including *Good Morning, Vietnam*, *Throw Momma from the Train*, and *Angie*, and he guides the careers of actors such as Robin Williams and Billy Crystal. Brezner is a graduate of the University of Bridgeport, Connecticut.

Jonathan P. Graham '82 is a partner in the law firm of Williams & Connolly in Washington, D.C. While at Pitzer, he was a Robert H. Atwell Senior Scholar and a founding member of the Braineaters Ultimate Frisbee Team. He received his law degree from the University of Texas in 1987. He is married and the father of two future Pitzer students. (MNH)



NICHOLS GALLERY HOSTS WELLS EXHIBIT

A candid photography exhibit by David H. Wells '79 addressing conditions under which farm workers in the U.S. often labor was featured in February and March at Broad Center's Nichols Gallery. The exhibit was sponsored by The Claremont Colleges' Ecology Center and funded in part through the Durfee Foundation Fellows Program.

"The Pesticide Poisoning of America" is one example of Wells' documentary-style depictions of subcultures that are frequently plagued by stereotypes. As a photojournalist, he strives to make photographs that are powerful enough to move his audience beyond awareness and toward change. Wells was able to spend a year researching and photographing this subject through a Nikon/N.P.P.A. Documentary Sabbatical Grant in 1988.

A freelance photographer for the past 12 years, Wells has concentrated on in-depth photo-essays. His extensive work on the relationship between Jews and Arabs in Israel, made possible through a MacArthur Foundation fellowship, has been exhibited across the country. His photos have been published in *Time*, *Life*, *New York Times Magazine*, *National Geographic* and *Newsweek*, among other publications. Currently, Wells teaches at the Maine Photo Workshops, the International Center for Photography in New York City and Peters Valley Craft Center in New Jersey. (MNH)

PACE Adds New Program

With the assistance of the Pitzer College Program in American College English (PACE), The Claremont Graduate School established the Drucker International Fellows Certificate Program this year, enrolling 15 full-time students from seven countries (Japan, Taiwan, Turkey, Thailand, China, Indonesia, and Korea). The program provides outstanding international students with knowledge and expertise in international business, the ability to use English confidently in business and related social settings, and the facility to engage other cultures successfully. Students who possess exceptional potential as leaders enter an International Fellows Certificate Program and gain conditional acceptance to Claremont's Drucker MBA program.

The program is divided into three stages: a 12-week summer program centered in the topics of advanced English and management; two management courses and two specialized English courses; and finally three to four management courses. Students are supported through individual tutorial sessions with the English faculty and Drucker MBA tutors. (JB)



Transcending Risk by Fire and Art

"Art-making transcends cultural inhibitions and boundaries," states Pitzer art Professor David Furman. He and a group of Pitzer students continued to breach boundaries when they brought a group of at-risk teens from the neighboring city of Ontario to campus last fall to experience the raku process of firing ceramicware. Raku involves exposing bisqued pots to the open flames of a fire stoked with wood such as eucalyptus, whose oils and heat glaze the items with natural patterns and sheen.

The teens participate in an after-school program developed at the Ontario Youth Center by Furman in 1994. With the help of a grant from The James Irvine Foundation, the program now sports two electric kilns as well as the requisite potter's wheels, clay, glazes, tools and storage space of a full-fledged ceramic facility. "I never imagined this project would explode with such energy, enthusiasm and adventure," commented Furman.

"One of the most rewarding experiences of this program is the positive feedback from the kids, and the emerging talents we are privy to," wrote one of the Pitzer student interns who staff the site five days a week during the school year.

Furman and the students were honored for their work by the City of Ontario with Volunteer of the Year and Hall of Fame awards in 1995 and 1996.

Development News



***Beautician and Beast* Scores Scholarship Funds**

A world premiere screening of *The Beautician and the Beast*, starring Fran Drescher and Timothy Dalton, netted \$102,000 for Pitzer College scholarships. This exciting gala, held for the first time at Paramount Studios in Hollywood, was co-chaired by Pitzer trustee Susan Dolgen, Fran Drescher and Elton John, whose AIDS Foundation also benefited. Honorary chairs were Rosie O'Donnell and Pitzer trustee Constance A. Austin. "Entertainment Tonight" and other media programs covered the event, which concluded with a buffet supper and dancing.

Mrs. Dolgen also helped to secure a \$10,000 scholarship grant from The Permanent Charities of the Entertainment Industry.



Attending the benefit screening of *The Beautician and the Beast* were Jonathon Dolgen, Susan Dolgen, President Massey, Susan Pritzker and Hirschel Abelson.

NSF SUPPORTS NEUROSCIENCE AT CLAREMONT COLLEGES

The National Science Foundation has awarded The Claremont Colleges a \$210,000 grant to develop a coordinated undergraduate neuroscience program within the six colleges.

Pitzer psychobiology and neuroscience Professor Alan Jones was the principal investigator for the grant. He explains that the proposed interdisciplinary,

intercollegiate program will bring together philosophers, psychologists, chemists, anthropologists and neuroscientists, not only from separate departments, but also from separate colleges.

New upper division courses will focus on brain functioning, specifically from cognitive/computational and molecular perspectives. Jones and his colleagues will develop a freshman-level, modular introductory neuroscience course and will also prepare students at the undergraduate colleges and The Claremont Graduate School Teacher Education Program to teach neuroscience to elementary and intermediate students in the nearby city of Ontario.

"I'm very pleased," said Jones, "that the National Science Foundation has decided to support our interdisciplinary approach to the sciences in general and the neurosciences specifically. The forefront of science is moving along interdisciplinary boundaries, and we believe that there is no better introduction to science than along these boundaries." Jones expects that development of the new programs will commence as early as this summer, with courses beginning in the spring of 1998.

LYBUNTS, BEWARE!

Alumni Fund Committee Chair Meg Perry's '72 campaign is working! A number of alumni who have supported Pitzer in the past but haven't continued their support—"Last Year But Unfortunately Not This"—have returned to the fold. As Participant went to press, 1,267 alumni had made a gift or pledge, totaling \$210,349 for student scholarships. That dollar figure represents a 21 percent increase over last year at the same time and a three percent increase in alumni participation. Thank you, one and all!

ENVIRONMENTAL PARTNERSHIP NETS GRANT

Southern California Edison awarded a \$20,000 grant for Leadership in Environmental Education Partnership, a new



outreach program which will team college students with local students in grades K-12. The program will be directed by Paul Faulstich '79, professor of environmental studies, and Susanne Faulstich '81, director of Pitzer's Conflict Resolution Studies program.

A GIFT THAT GIVES YOU MONEY BACK!

Congratulations to David Neubert '88, the first alumnus to take out a Pitzer College charitable gift annuity. David chose a deferred annuity plan that allows him to invest now, receive a substantial tax break immediately, and upon retirement, when his income is lower, receive his annuity payments. A portion of those annuity payments, which he will continue to receive for the length of his life, will be tax free.

After reviewing the spread sheets to compare all of the options available, David told us he could see real advantages to taking out a charitable gift annuity with Pitzer. In addition to the opportunity to make a difference to his college, he will receive a guaranteed, fixed payment with added tax advantages not available with other investments.

Many thanks, David.

If you are interested in finding out what gift plan option may work best in your particular situation, please contact the Office of Planned Giving at 909-621-8130 or e-mail planned_giving@pitzer.edu.

KECK FOUNDATION GRANTS \$1 MILLION TO LIBRARY

A \$1 million grant from the W.M. Keck Foundation will make dramatic changes in the way the libraries of The Claremont Colleges fulfill their educational mission in the information age. The funding will support innovative methods for librarians to work with users to enhance teaching and learning. Included in the resources to be funded will be an electronic reserve Web site, a "virtual room" housing digitized versions of materials instructors have put on reserve for their students, and a learning room in which hands-on instruction in the use of technology-based resources will be provided. "The funds will allow us to take the giant step to create the kind of library we envision for The Colleges in the 21st century," said President Marilyn Chapin Massey.

Faculty Notes

HALFORD H. FAIRCHILD (Psychology/Black Studies) gave a talk entitled "White Psychology, Black Psychology and the Future of the World" at Cameron University in Lawton, Okla. in February.

SALLY RASKOFF (Sociology) presented a paper with co-author Rich Sundeen (USC, Public Administration) providing an overview of Los Angeles high schools entitled "Youth Socialization and Civic Participation: The Role of Secondary Schools in Promoting Community Service in Southern California" for the November 1996 meeting of the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) in New York.

RICK TSUJIMOTO (Psychology) was awarded a Hewlett grant to visit Pitzer's external studies program in Shanghai.

JOSE CALDERON (Sociology/Chicano Studies) was the keynote speaker for and chaired workshops at two national Campus Compact Institutes. Last October he spoke on the theme of "Service Learning as a Catalyst for Community Development and Collaboration" at Denver University. In March 1996, he spoke at a conference sponsored by the Neighborhood Planning for Community Revitalization entitled "Research For Change: Strengthening Community/University." The presentation "Research for Change: Ethics, Cultures, and Realities" took place at the Earle Brown Continuing Education Center at the University of Minnesota.

KAREN S. GOLDMAN (Spanish) has been voted a delegate in the Modern Language Association Delegate Assembly for a two-year term. She gave a talk entitled "Historical Revisions of Mass Murders in Latin American Cinema: 'Macu' and 'El Chacal de Nahueltoro'" at the Latin American Studies International Congress in Guadalajara, Mexico, in April.



Goldman

JUDY GRABINER (Mathematics) has been on sabbatical this spring at Cambridge University, where she is a visiting scholar in history and philosophy of science. In April she gave a talk at the University of Leeds entitled "Maclaurin Among the Molasses Barrels: Science and Society in Eighteenth-Century Scotland." Her article "Was Newton's Calculus a Dead End?" appeared this spring in the *American Mathematics Monthly*.

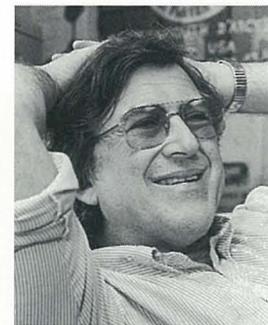
DAVID MOORE (Psychology) presented new research data in the paper "Infant Mathematical Skills? A Conceptual Replication," delivered at a meeting of the Society for Research in Child Development in Washington, D.C., in April.

KATE ROGERS (Organizational Studies) and **MICHAEL WOODCOCK** (Art/Environmental Studies) are working on "Valuing Art," to be team-taught next year. The course will contain both seminar and studio components. Topics will include auctions, advertising, forgeries, gallery and museum systems, and myth-making.

RONALD MACAULEY (Linguistics) spent last fall in England working on two books. *Standards and Variety in Urban Speech* is scheduled to come out in 1997. *Extremely Common Eloquence: Some Strong Scottish Voices* is tentatively scheduled for publication in early 1998. While in England, he gave talks at the Sociolinguistics Symposium in Cardiff and at the universities of Strathclyde and Glasgow.

ROBERT S. ALBERT (Psychology emeritus) published "The Achievement of Eminence

as an Evolutionary Step" in M.A. Runco (ed.), *The Creativity Research Handbook*, Vol. 2 in 1996; "Some Reasons Why Childhood Creativity Often Fails to Make it Past Puberty Into the Real World" in M.A. Runco (ed.) *New Directions in Creativity* (1996); "Mathematical Giftedness and Mathematical Genius: A Comparison of G.H. Hardy and Srinivasa Ramanujan" in Andrew Steptoe (ed.), *Genius and the Mind*, 1st edition Oxford, Oxford University Press, 1997. Albert presented the paper "What Matters, What Predicts? The Transformation of Gifted Potential Into Careers" at the Sixth Annual Ester Katz Symposium on the Psychological Development of Gifted Children at the University of Kansas in Lawrence last September.



Bogen

JAMES BOGEN (Philosophy) contributed chapters to the recently published *Philosophy of Science, Logic, and Mathematics in the 20th Century* (vol. vii of *The Routledge History of Philosophy*) and "Form, Matter, and Mixture in Aristotle" (Blackwell). In February, Bogen presented the paper "Analytical Philosophy and Scientific Explanation." In March, he presented a talk about epistemology to the Western Association of Graduate School Deans. In December 1996 Deborah and Aubrey Bogen, Alan Jones, David Moore and Michael Woodcock joined Bogen in celebrating the near completion of the Galileo moon mural painted by them, Don Brenneis, Chris Michno and Wynne Furth on Avery Hall. To celebrate, they read Galileo's book, *The Starry Messenger*, along

with Doug Anderson, Tad Beckman, Morton O. Beckner, Patricia Easton, Paul and Suzanne Faulstich, David Furman, President Massey, John and Gwen Rodman, John Sullivan, Rudi Volti and Charles and Nancy Young. This esteemed group was accompanied by members of the newly formed Pitzer drum circle and a full moon.

EMILY CHAO (Anthropology) won an Irvine Enterprise award to develop a course entitled "Shanghai In Focus," which will study Chinese culture through the case study example to support the External Studies program and add diversity to the course offerings in Asian studies.

ALEX JUHASZ (Media Studies) recently had an article, "Knowing Each Other Through AIDS Video," published in *Connected: Engagements with Media*. Eighty-two photos created for the film *Watermelon Woman*, which was co-produced by Juhasz and written, directed and acted in by **CHERYL DUNYE** (Media Studies), are featured in this year's Whitney Biennial in New York.

STUART McCONNELL (History) had a paperback edition of *Glorious Contentment: The Grand Army of the Republic, 1865-1900* printed in February by the University of North Carolina Press.

PETER NARDI (Sociology) published *In Changing Times: Gay Men and Lesbians Encounter HIV/AIDS* (University of Chicago Press, May 1997). It is a collection of articles written by sociologists, psychologists and anthropologists, focusing on the impact AIDS has had on American society's core institutions.

DAVID FURMAN (Art) saw his work included in several exhibitions: "A Survey of Contemporary Ceramics" at the Tustin Renaissance Gallery; "Drawn Conclusions" at the Riverside Art Museum; the "Sculptural Objects/Functional Art Expo" at Navy Pier in Chicago; "On the Westside" at the

Sherry Frumkin Gallery in Santa Monica, Calif.; and "Tea and Comfort" at the City of Brea Gallery. Last fall he donated a "Tea Cup" tile to the Sixth Annual Tile Show at the First Street Gallery in Claremont in support of its art program for disabled adults. He is again represented in the upcoming edition of *Who's Who in American Art*.

ANN STROMBERG (Sociology), Mykle Parker '97, Angie Cumin '97 and Jessica Merson (Scripps '97) presented a workshop, "Learning About Domestic Violence in the Classroom and Community," at the annual National Conference on Campus Sexual Violence in San Diego in February.

Peter Nelson is Spring Semester Writer in Residence

If the designation "writer in residence" implies a rather amorphous, loosely defined position, that's a good thing, judging by the background of Pitzer's latest appointee to the post. Peter Nelson has successfully combined three areas most people dare put together only in their fantasies—filmmaker, academician and novelist.

The core of his work has always been writing, however. His multi-dimensional approach led to the conception and production of the 1990 *Superstar: The Life and Times of Andy Warhol*. The film received invitations to 25 festivals, winning critical acclaim in the U.S. and abroad. Nelson himself received the award for excellence from the Chicago International Film Festival (1991) and the CINE Golden Eagle (1993).

Nelson taught literature and poetry writing at the University of Hawaii from 1968 to 1979, developing the university's poetry writing program and founding an international visiting writers program. In the mid-1980s he began working in film as an apprentice writer, a script consultant, and then as writer and producer. He wrote and developed projects with Columbia, Amblin Entertainment and the Corporation for Public Broadcasting.

Still, Nelson felt something was missing from his life. He made another career leap by accepting a teaching post at the University of Iowa, "where there is silence, snow, deep winter and I could go deeply inside myself," he says. "I went to recapture my literary self." He taught fiction and film from 1993 to 1996, leaving to become Pitzer's writer in residence this semester.

His wife Margaret "Greta" Mason, a Pitzer graduate from the class of 1982, gave him his first exposure to the college. Touring the campus last March, he says he noticed the emblem of the college is a tree. "It's hard to miss the implications of that particular archetype. The symbol says a lot."

"My experience with students has given me quite a strong impression as well. Pitzer is an ideal place to teach writing, including screen writing. The students are well prepared.... I feel a respect and love for creative vision."

Nelson's own current project is to adapt his novel *The Secret Choir* into a screenplay. It is a complex espionage/love story set in the U.S. and Russia, involving elements of history, art and nature. Teaching duties include beginning and advanced screenwriting courses this semester. While that's not sufficient time to complete an entire feature-length script, students will develop a subject and story arc. After studying films, film clips and theory, they will go on to develop a film treatment and outline of scenes, writing the major scenes in screenplay form. "With that momentum, they can finish a full length script," says Nelson. (ED)



Learning To Live a Life

At Pitzer, the classroom is only the beginning of an ongoing conversation, which continues in the residence halls, on The Mounds, and within the community beyond. By Gary Córdova

In 1883, M.J. Riggs said, “You come to college not alone to prepare to make a living, but to learn to live a life.” This statement is as pertinent today as it was more than 100 years ago. Aligning philosophically with the basic premise of the liberal arts college, the statement challenges one to be successful in leadership positions using an ethic of care and social responsibility to enhance the world community in which we live. This, too, is one of the basic premises of campus life at Pitzer College.

“In preparing to ‘learn to live a life,’” says Dean of Students Jacqueline Peterson, “it is vital that students learn the skills, and have the opportunity to practice those skills of leadership, building community, self-governance and interpersonal communication.” The practical application Peterson speaks of takes many forms.

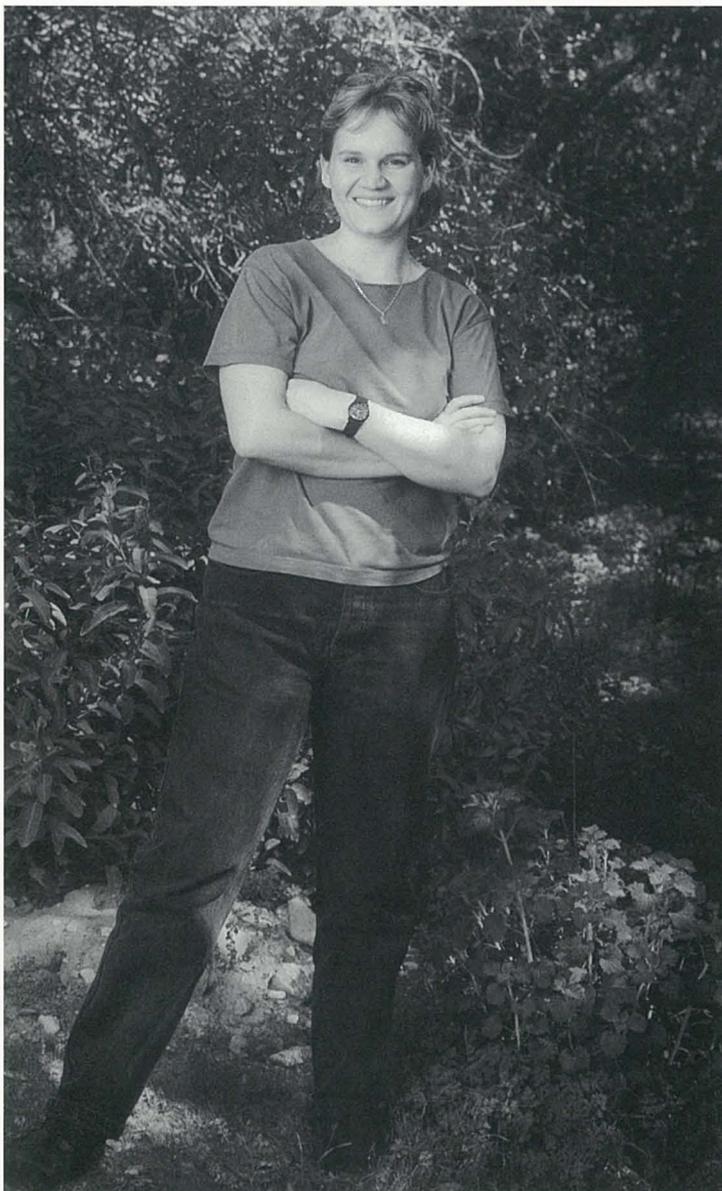
From competing in goofy Olympic-type games at the inaugural Pitzer Olympics, joining Student Senate or the Residence Hall Association, working through living arrangements with a roommate, to participating in floor governance meetings that establish the norms and values of each floor, students are given opportunities to learn and practice skills while still having the support of professional and paraprofessional staff members as they maneuver through these complex issues. These “practice sessions” allow students the opportunity to push the boundaries of their limits and skills and to prepare themselves to become socially conscious leaders of the future. Living daily in close proximity with people of different cultures, ethnic backgrounds and beliefs poses not only wonderfully rich opportunities for learning, but also presents opportunities for struggles and challenges. The Student Affairs staff provides workshops, programming and individual discussions and counseling on a variety of issues that students confront during their academic journey.

“Student learning and personal development is the central focus for all of higher education,” adds Associate Dean and Director of Campus Life David Clark. “Student Affairs professionals are educators who share in the educational responsibility with faculty, students and staff. I believe that the primary goal of Student Affairs at Pitzer is to enhance student learning and personal development by creating conditions that motivate students to devote time and energy to educationally purposeful activities both in and outside the classroom.”

“As a learning-oriented organization,” explains David Perez, associate dean and director of the Early Academic Outreach program, “we recognize the more students are involved in a variety of activities inside and outside the classroom, and which blend the two, the more enriching and rewarding their campus life experience.” The numerous programs and services offered by Student Affairs are designed to actively engage Pitzer students.

“This blending of experiences of the classroom and outside the classroom is referred to as a seamless learning environment,” says Peterson. “By crossing the boundaries between class and the co-curricular, students utilize the concepts learned in the class in practical experiences in the community.”

Campus life at Pitzer College is as dynamic and in flux as the college itself, says Associate Dean of Students David Clark. Here he joins a conversation with students on The Mounds.



Tiffany Keast, senior, political studies.

I may have a little different perspective on student life at Pitzer, as a transfer student from the University of Redlands. I had a clearer idea of what I wanted from a college—to be in an environment where people and opportunities could help me explore what I want my life to be. I wanted to interact with professors who were good mentors in an environment where having a role in the world was encouraged, as opposed to a place where students and professors live isolated from each other and the non-college world.

Pitzer's emphasis on social responsibility and community are crucial parts of doing this and were immense factors in my decision to be at Pitzer. Giving these activities a kind of validation, like academic credit, gives students the time and encouragement to impact their world. I've had good volunteer experiences with a local homeless shelter, CALPIRG (California Public Interest Research Group), and a legal services program in Pomona. But social responsibility applies to our own community as well, and I've found myself working more and more within the Pitzer community. I see my role as a resident assistant last year, and my ongoing role on the Student Senate, as very important aspects of social responsibility.

Responsibility to the Pitzer community is very important to me, and I believe it is an aspect of life on campus that is underappreciated. Students' seats on committees and the senators' votes on College Council can have an enormous impact on issues affecting the community. A good example of how much impact students have had are the stands the Student Senate took on the New Venture proposed by The Claremont Colleges and the Bernard Field Station. Simply because it took the initiative, the Student Senate was able to articulate many of the concerns not only of Pitzer students and the Pitzer community at large, but The Claremont Colleges as a whole. I really believe that all sides listened to what we had to say and took our points seriously. Students elsewhere don't necessarily have the opportunity and passion to organize in a meaningful way.

This is a roundabout way of saying that I like to know what's going on and how things work. That's why I was a resident advisor. Not for the tawdry details of student lives, but seeing how things work, how rules or policies impact our lives and making sure that is considered in the process. This is analogous to my interest in politics and public policy. I want to know how decisions are made. At Pitzer, you get a true appreciation of how difficult it is to make a decision in a democratic process. At times, I am frustrated by teamwork because there comes a time when you think you can accomplish things faster and get better results acting independently. Despite the frustrations, doing things collectively is important and does work; it also results in change and growth that is broader than just a response to an issue.

Pitzer students are an eclectic blend of idealism, realism and cynicism. We have dreams that sometimes can't or don't get played out in real life. But the opportunity does exist here to make things happen and to take tough stands. Although Pitzer isn't perfect, it is a safety net of sorts, a safe place to try ideas. I don't believe this happens in other places. It's a place where you can get support from faculty and students for innovative and sometimes radical approaches. I would like all members of the Pitzer community to see things in terms of possibilities. The potential here is enormous and unique.

Bringing together segments that sometimes appear detached is analogous with the Pitzer tradition of looking at the world as a whole. Helping students make these connections is accomplished best by collaboration between all campus constituents—students, Student Affairs and faculty. Working together, those links are created between the curriculum and experiential learning, crossing the disciplinary lines of our professional training and teaching. “Each day we explore new possibilities to enhance, or create new, purposeful, learning communities that make Pitzer College,” says Peterson.

Some examples of these intentional links are the programs in service learning and internships, several campus life programs developed by PAct, the student-led programming board, and first-year leadership programs designed to complement Freshman Seminars. In the residence halls students can choose to live and work cooperatively on thematic floors such as the A1 Food Co-op, NIA Hall (African American culture theme floor), Hush Hall, or in the Involvement Tower (designed for self-governance and campus involvement). Resident assistants provide leadership for each floor or tower, providing programming, counseling, facilities management and crisis intervention when needed. RAs have hosted camping and rock climbing trips to Joshua Tree National Park; soccer games for the non-athletic; birthday celebrations; and campus programs on substance abuse, eating disorders, interpersonal relationships and race relations.

PAct provides creative social, educational and cultural programs for the entire campus. Some examples include a faculty fireside chat series every Tuesday evening, covering topics ranging from economic conditions in Zimbabwe to cultural resistance through the use of rap music. PAct also sponsors parties, movies and trips to cultural and social events in the Los Angeles area. The Student Activities area also provides student leadership training and consultation for student organizations on



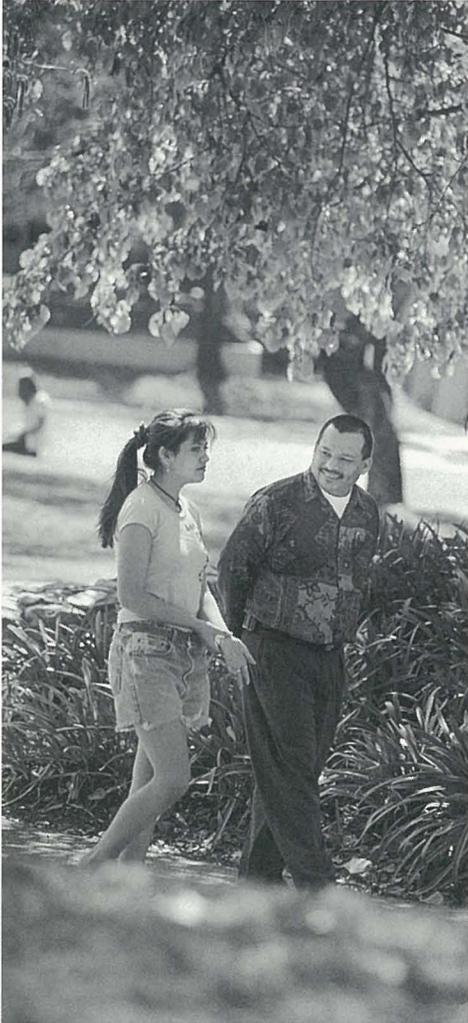
Edwin Gomez, senior, organizational studies.

In my search for a college, I was looking for a place that encompassed elements based in reality: the link between my studies and community, and between the intellectual and the concrete.

Pitzer has offered me the opportunity to be aware of real issues. Pitzer makes a point to emphasize social responsibility. Professors and students walk the walk, and uphold the belief that “no research without action, and no action without research” is useless. Community service brings you back to who you really are.

I found the perfect opportunity to explore this link in the Early Academic Outreach program. Early Academic Outreach not only helps children learn the importance of higher education, but it helps college students gain more perspective about their own lives. Children can teach you more than you realize—that life shouldn't be that serious, that life is precious, and things that are simple can be beautiful. My interest in social issues like the welfare of children, and generally, caring about others, has taught me that we are part of a community, and that our objective in learning is not to isolate but to integrate.

My goals have definitely been sharpened by my Pitzer experience, and from now on I can't turn away from the concept of social responsibility. In the future I plan to pursue law and be an advocate for children. I am reminded of a statement, “It is better to serve than to be served.” The act of serving gives us something spiritual. When we serve we become more in touch with our spiritual self. It is something some of the world's greatest grassroots leaders like Mother Teresa, Ghandi and Martin Luther King, Jr. were able to tap into. They would lose the essence of “self” for the benefit of others and commit themselves to social change. We don't all have to be a Ghandi or a Mother Teresa, but if we each do our bit, we can make this world a better place.



Associate Dean of Students David Perez and Jolene Montoya '99 plan a campus visit for local elementary school students participating in Early Academic Outreach.

campus. The Pitzer calendar, coupled with the other four undergraduate colleges' calendar, is full of activities every day of the week.

"During the past four years," says Peterson, "our office has emphasized and made considerable progress in implementing practices that promote an ethos of student involvement and participation in campus settings in addition to the classroom. Some of the ways that this has happened is through actively advising various student organizations like the Student Senate. By doing this we hope to create

Lucian Marquis, professor emeritus, political studies.

Pitzer is different from other liberal arts colleges in that students and faculty can, under the best circumstances, collaborate; that the classroom is only the beginning of an ongoing conversation; and that learning and teaching cannot be confined to hermetic fields. Pitzer from its very beginning was interdisciplinary, comparative, intercultural—and that teaching and learning has an intellectual as well as affective element.

Arthur Koestler maintains that the distance from the bedroom to library has become astronomical. However, that need not be. Why cannot the living rooms of the residence halls also serve as classrooms?

During the academic year 1970-71, I taught an "Introduction to the Social Sciences," for which some 20 students committed themselves for a year-long course of study. We met in one of the Sanborn residence hall living rooms but also had a suite of rooms in one of the halls which served as study space, meeting room, and snack bar. The space was totally under the control of students, who decorated the walls with poems, charts, and clippings. There developed a sense of *gemeinschaft* (community) among these students (we happy few) and not surprisingly I still hear from some of these students after 26 years.

Faculty members at Pitzer College have sought out other venues than the conventional classroom. Thus classes have been held on The Mounds surrounding the dormitories, at the Grove House, in the instructor's homes and even as far afield as Mexico. It is the acknowledgment that an important ingredient of learning and teaching is a "sense of place."

lasting and invaluable leadership development experiences for resident assistants, mentors, mediators, planners and a host of other roles that are available for students through the programs and services of Student Affairs."

"Campus life at Pitzer College is as dynamic and as in flux as the college itself," explains Clark. "As new members with different opinions, life experiences and values join the community, the entire college community changes and re-examines its community values. By pulling these sometimes disparate areas together into a common dialogue, we strive for a seamless, cohesive and socially responsible view of Pitzer and the greater world community." It is with these experiences that those who go beyond Pitzer take with them the tools, skills, knowledge and passion "to learn to live a life."



"Each day we explore new possibilities to enhance, or create new, purposeful learning communities," says Dean of Students Jacqueline Peterson, visiting here with Puanani Forbes '97.

At right: Students from Ben Franklin Elementary School in Pasadena take time out from Early Academic Outreach activities to mug for the camera.

Mahesh Raj Mohan, senior, creative writing/English and world literature.

For me, being a student at Pitzer is about opportunities. Pitzer allows students to create a living environment that stresses social responsibility. For instance, I live in the Involvement Tower, a residence community founded in the fall of 1995. We feel that it exemplifies what we believe to be the embodiment of the Pitzer ethos—an awareness of the social and ethical implications of action. Living in the Tower offers residents a greater sense of identity and community, a system of networking with other students, encouragement to be responsible to the Pitzer environment, and the ability to self-govern.

I think it says a lot about Pitzer that there is a different living environment alongside the more traditional one. While the Tower means different things to everyone who lives there, it is certainly a place that has been designed to allow for change. We have been given latitude to present proposals to change policies, though everyone on campus has that right. In that regard, I see the Tower as a place to expand awareness of what students can do to empower themselves.

At this time, we have about 26 people living in the Involvement Tower. I'm one of the three elected representatives. We meet every two weeks, with near-perfect attendance every time. We discuss issues and projects important to us, the Pitzer community, and the outside community. Thus far we have discussed issues like the Bernard Field Station, the New Venture, racial intolerance and diversity. We have set forth proposals to change some existing policies.

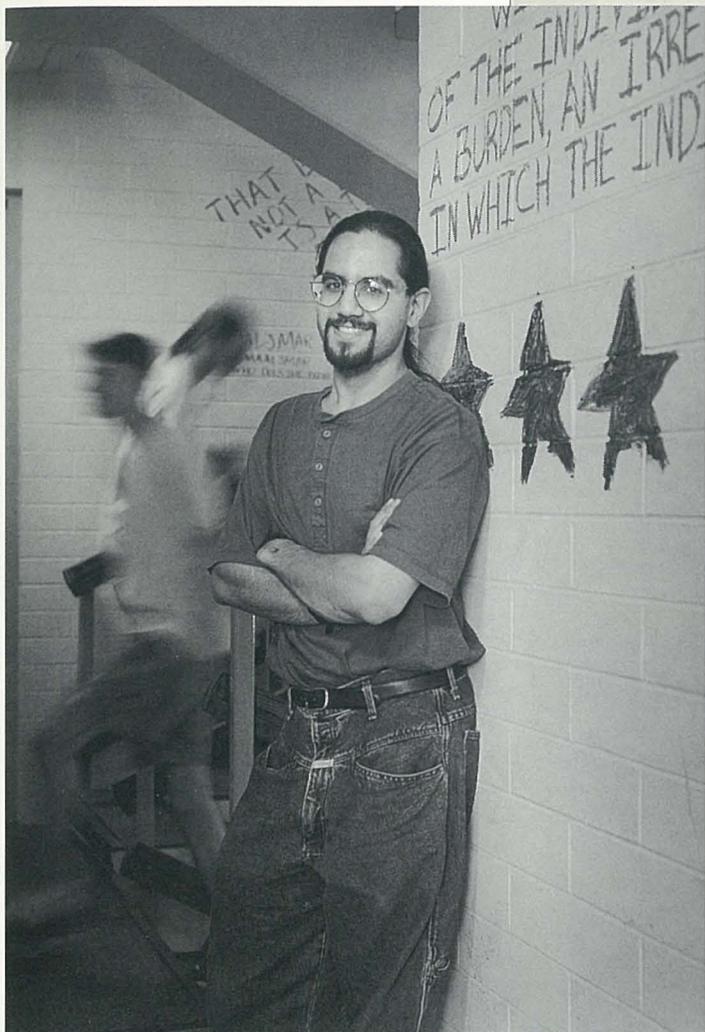
We don't always agree on these things. Sometimes it is a conflict of methods, other times it is plainly a conflict of ideologies. For instance, I am seldom in agreement with my own suitemates on many issues. This doesn't stop us from discussing a matter rationally, though I feel that this doesn't happen often on the Pitzer campus. In fact, I think the challenges that face Pitzer are in staying consistent with its policies and encouraging communication between students.

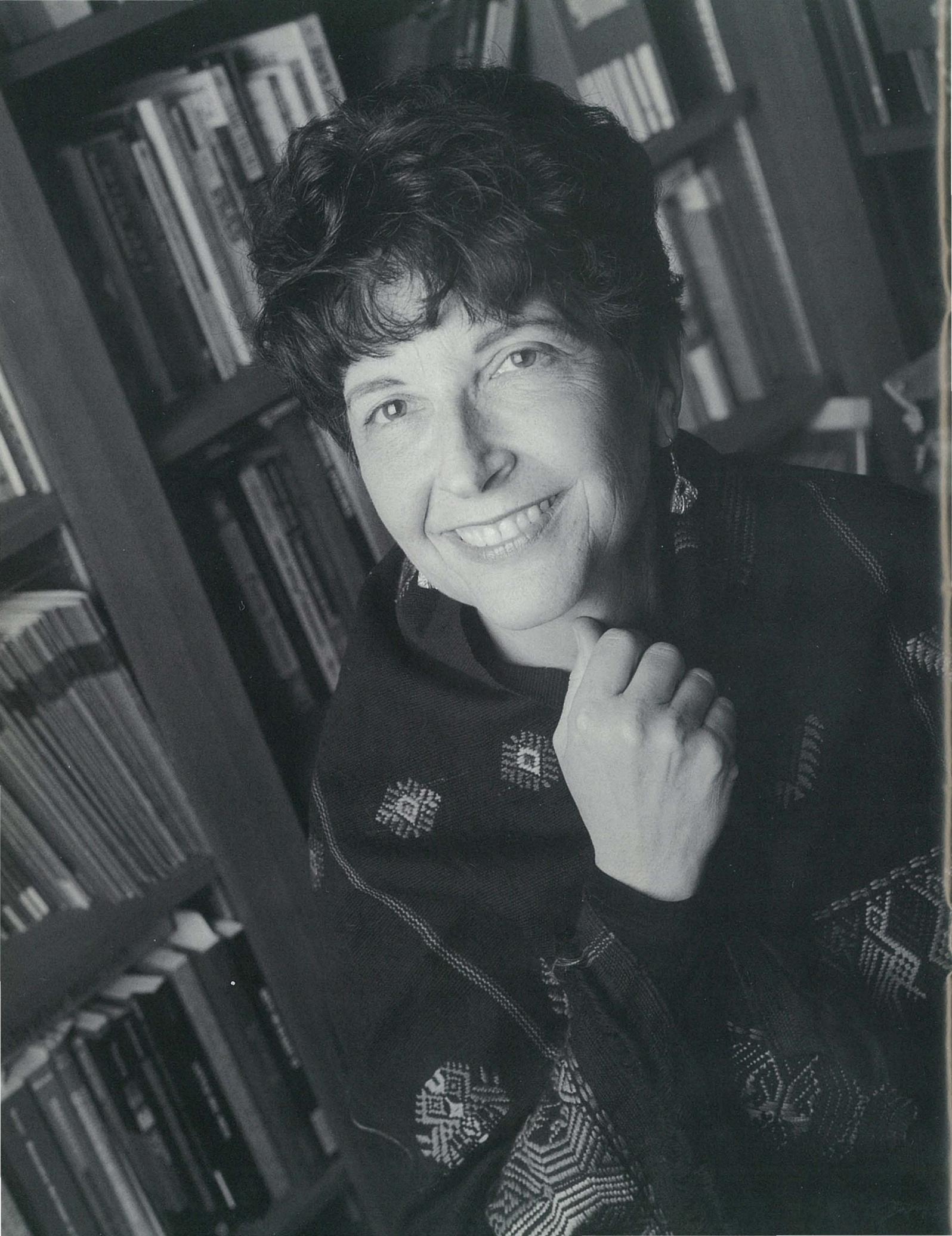
Ideally, we would like the entire campus to be a self-governing one in which students have a stronger role in governing themselves. We believe that the administration should take less of a role. Give students more responsibility—more than perhaps one may think they can handle—and they will surprise you in a positive way. Now this is indeed an idealistic hope, but many of us feel that idealism is what will get us to our goals. At this time, though, we are still in a state of flux and must reconcile our individual conceptions of what the Tower, and Pitzer itself, are truly about. For example, there are

those in the Tower who want limited freedom, but strong ties to Residential Life; those who want a little structure, but far more freedom; and those who feel anarchy is the best course. This kind of diversity makes for lively and, at times, tense meetings. Our idea of student-empowered governance is not a simple one, and to see it implemented on a wider basis may be a long process. I believe, though, that a fluid structure that allows students the most freedom and responsibility will appeal to a lot of people in the long run.

In the future, I would like to see the Tower as a leading community resource, a place where students can talk about the Pitzer community at large and the world outside. The Involvement Tower needs to be a place where every perspective is listened to, and where solutions are implemented.

The Involvement Tower has been an implement of empowerment for me. I've been able to get to know students, faculty and the administration because of my involvement. The Tower was created almost *ex nihilo* and, I hope, is here to stay. I am proud to have been a part of it, and I'm proud to have been a part of Pitzer because of it. It is an experience that will stay with me for the rest of my life.





Caring About Health

The Community is the Classroom for Professor Ann Stromberg and Her Students.

Profile by Adrian Farley '00

Whether in the rural countryside of Guatemala or the urban Los Angeles basin, Ann Stromberg loves to teach and connect with students. It's what brought the professor of sociology to Pitzer in 1973.

A graduate of Pomona College, Stromberg continued her studies in sociology at Columbia University. She holds a Ph.D. from Cornell University.

Her interest in medical sociology arose at Cornell. "While I was starting my Ph.D. I became very interested in demography, especially morbidity [illness] and mortality patterns in various societies," she says. "This really sparked an interest I had, and continue to have."

Stromberg arrived at Pitzer just as the college was entering its 10th year. "We were a good fit," Stromberg says today. "Pitzer is a place that allows for the way I like to teach—small classes, new course development and experiential learning."

These opportunities keep Stromberg's interest in teaching alive. Her "Fieldwork in Health Care" course takes students on weekend visits to the Valley Orthopaedic Clinic in Calexico, California. Stromberg spent part of April in Nepal to help expand the college's external studies program strength in health and health care. During the past year she developed an external studies program in Guatemala combining home stays, language studies and a course about health and health care in Third World countries with an internship component that allows students to work in health services ranging from traditional midwifery to public hospital emergency care. This program will be offered for the first time this summer. "It grew out of a concern that often pre-med and science majors are unable to go abroad," says Stromberg, noting that Pitzer's summer programs have participants from many fields. "We hope it will be the first of a regular offering of study abroad programs during the summer, a program that focuses on health and health care."

Stromberg has an equally strong record of community service. She served on the board of the women's shelter House of Ruth for a number of years, and recently on the organization's advisory board. That experience led to the creation of a course, "Violence in Intimate Relationships," in which students work weekly in shelters for battered women or programs for abused children.

And surely Stromberg must be one of the few college professors to moonlight as a Girl Scout troop leader. For 12 years, beginning when her daughter was in first grade and continuing through her senior year in high school, Stromberg served as co-leader of her troop. "We did

wonderful outdoor activities, like backpacking to the Havasupai Indian reservation in the Grand Canyon, canoeing on the Colorado River and sea kayaking in Monterey," she says. "Our final trip together was snorkeling and relaxing in Hawaii after the girls graduated from high school." Stromberg won the highest recognition for leaders in the Spanish Trails Girl Scout Council and was also appointed a delegate to the National Girl Scout Conference. Like its leader, the troop was very involved in service projects such as Habitat for Humanity. Through her scouting connection, Stromberg worked with Pitzer's Early Academic Outreach program to bring junior and senior high school girls to campus. The students were part of Choices, a program for young women at risk sponsored by Spanish Trails Girl Scout Council.



Ann Stromberg with Britta Lindball '97, who sold donated teddy bears to raise funds for a local AIDS program.



The World's a Classroom

The Global Economy is More Than Academic for Professor Jim Lehman. Profile by Adrian Farley '00

If it seems economics Professor Jim Lehman is always up for a new challenge, it's a habit he learned long before he came to Pitzer.

Leaving his undergraduate studies after his second year, Lehman got his first taste of teaching as a volunteer in Zaire at a trade school sponsored by the Presbyterian Church. While many of his generation were fighting in the forests and swamps of Southeast Asia, Lehman was battling for the minds of Zaire's youth as he worked to provide practical knowledge for young people with few marketable skills who were bypassed by the educational system. Initially responsible for setting up and running the school, Lehman occasionally found himself filling in teaching classes in areas (typing, tailoring, carpentry) for which he had little preparation.

After working in Zaire for two years, Lehman returned to school at Davidson College in North Carolina, where an interest in economics developed. Upon graduation, he won the prestigious Thomas J. Watson Fellowship, which allowed him to study vocational education in Belgium, Zambia and Zaire. After completion of his fellowship abroad, Lehman returned to the U.S. to begin graduate study in economics at Duke University.

With a draft of his dissertation complete, Lehman was offered another opportunity to teach abroad at Kobe University in Japan. One year quickly became three, and Lehman realized he had to get back to Duke to finish his Ph.D. work.

While completing his Ph.D., Lehman was approached regarding an open position within the political studies/economics field group at Pitzer. A visit to campus convinced him that Pitzer was a place where

students and professors had a genuine enthusiasm for learning. "Pitzer felt like home," Lehman says. "It felt like a good place to be."

Lehman arrived on campus in 1981 to teach economics, and has worked to provide practical experience in the classroom. His research interests range from the economic effects of sanctions on South Africa to studying the effects of targeted foreign aid. "Now, I'm interested in looking at economic development and liberalization in Southern Africa," Lehman says, "and the budgetary constraints which are preventing governments from providing what they regard as necessities to the people of these countries." With support from a Hewlett Grant, he is revising a course on international trade and development issues to include a substantial component on Southern Africa, particularly Zimbabwe, where economic restructuring has been at the center of political and economic debate.

Currently chairing the Faculty Executive Committee, Lehman served as acting dean of students from 1991 to 1993. In 1993, he was appointed to a two-year term as executive director of the Thomas J. Watson Foundation.



Alexis Akagawa '97 joins Professor Jim Lehman for a game of chess.



Adrian Farley is a freshman majoring in international relations and history. He is news editor of The Claremont Colleges' College newspaper.



Gaining a 'Pitzer Identity'

Freshman Seminars Introduce Students to Life at Pitzer College. By Dora Dalton '96

It's not every school that introduces freshmen to collegiate studies with such course topics as "Religion, Politics, and Cyberspace" and "Youth Rebellions: From Rock to Beyond." Pitzer offered these and 13 other wide-ranging freshman seminars last fall semester. And though the topics may seem unconventional, the seminars, now required for new students, serve important purposes.

Associate Dean of Faculty and Professor of Sociology Peter Nardi says Pitzer is concerned about students' first impressions of Pitzer and of college life. "Students tend to decide whether they will stay at a college within their first six weeks of attendance. You build community by giving people some shared experience," he says.

When freshman seminars were developed in Pitzer's early days, they were called Fifth Courses. "The intention of the Fifth was to give each student an opportunity for independent study and close association with instructors. The purpose of the class was not so much to acquire certain knowledge as it was intended to be a process class," says Emeritus Professor of History Werner Warmbrunn. "To attain a certain ambiance, all the classes met at night for three hours a week."

The Fifth Course was a tutorial arrangement in which students worked with faculty on individual projects. It was modeled on Harvard's Freshman Seminar, which had been developed just the year before to permit small groups of students to work with faculty on specific topics. Faculty were encouraged to be topical, to go outside of their own area of expertise, and to be learners with their students. The students, in turn, were encouraged to learn some true research processes.

The Fifth Course started out as a general education requirement and remained required for the next few years. As requirements were dropped one by one, the freshman seminar was one of the last to go. Since the return of freshman seminars as a requirement, the emphasis on writing and study skills has become more explicit. And the seminars continue to evolve. Next fall, faculty will focus on the common theme of California challenges, linking together the topic they are teaching with an issue pertinent to California.

In these days, though each course has a unique topic, the seminars have shared goals, the first of which is to teach freshmen what it means to be a college student. The seminars are writing intensive, and students are expected to participate in discussions and presentations, as well as read and critically analyze academic materials.

Secondly, the seminars show students what it means to have a "Pitzer identity" by including a commitment to diversity, calling on students to interact closely with their peers and professors, and helping students recognize the connections between their academic and social lives, as well as their connections to the larger, off-campus community.

"Pitzer is very interactive...teachers and students are both learning," says Assistant Professor of Sociology Dipannita Basu. She designed her freshman seminar, "Youth Rebellion: From Rock to Beyond," to help students understand the political, economic, and cultural roots of many genres of music, from hip-hop to punk to reggae, and to relate these deeper meanings to their own experience of music.

The seminar took students off campus at times, including a trip to Los Angeles' House of Blues to hear a gospel singer perform, followed by a drive through the South

Sociology Professor Dipannita Basu's seminar, "Youth Rebellion: From Rock to Beyond," introduced freshmen to the political, economic and cultural roots of many genres of music.

Freshman Seminars Fall 1996

- "Youth Rebellion: From Rock to Beyond," Dipannita Basu
"Subversion & Vertigo in the '60s," Jill Benton
"Freedom and Responsibility," James Bogen
"Towards the Elimination of Racism," Halford Fairchild
"Environmental Awareness and Responsible Action," Paul Faulstich
"The Jewish Experience in America," Judith Grabiner
"The Lotus or the Robot," Allen Greenberger
"Affirmative Action," Alan Jones
"Choices," Jim Lehman
"Fabricating Lives," Jackie Levering-Sullivan
"Religion, Politics, and Cyberspace," Marilyn Chapin Massey
"At Your Service," Lissa Petersen
"The Intersection of Difference," Sally Raskoff
"Moving Pictures of Nature," Michael Woodcock
"The Stuff of Our World," Andrew Zanella

Central projects with a guide raised in a local neighborhood. These activities gave students a tangible context for the music they were hearing and studying, says Basu.

Students created final projects analyzing music from political and social perspectives, an assignment designed to help students make connections between their academic lives and personal experiences. Freshman Rebecca Belletto's project gave examples of how music has promoted social change in the United States, Jamaica and the United Kingdom. She included her own experience of attending a folk music concert where she learned about the human rights movement in Chiapas, Mexico.

Pitzer's freshman seminars also give faculty members unique opportunities, such as teaching a course in a discipline not necessarily their official field of expertise. For example, writing instructor Lissa Petersen taught "At Your Service," a seminar centered around student volunteerism. Students logged hours in various social service programs, reporting on their experiences through class discussions and both

journal-like and scholarly writing assignments. The seminar offered Petersen an opportunity to bring her personal passion for community service to the classroom, she says.

Freshmen volunteered in such places as San Antonio Hospital, Claremont's Pilgrim Place and Project Sister's sexual assault crisis hotline. Although Petersen only

required students to give 20 volunteer hours, the students gave many more hours. Jessica Burch, who performed 88 volunteer hours at Project Sister, says that though she has been involved in community service in the past, this course motivated her to make a greater commitment. "Now that I am involved, I will probably stay with the organization," she says.

"Environmental Awareness and Responsible Action"

Paul Faulstich's freshman seminar was facilitated by Amanda Crosby '98, Whitney Terrell '97, and Leah Zanville '98. Following are excerpts from the course syllabus.

During your years as a student at The Claremont Colleges you will have significant impact on the environment, both locally and globally. This course, in order to facilitate ecological awareness and responsibility, critically examines the lifestyle choices that face each of us daily. Topics covered in this course include pollution, recycling and composting, organic farming, alternative energy, bioregionalism, consumerism, environmental activism, and social aspects of ecology.

"Environmental Awareness and Responsible Action" is designed and facilitated by the professor in conjunction with advanced environmental studies students. We examine personal choices, as well as federal and state policies, in relation to waste management, water usage, energy conservation, and plant and animal habitat. The seminar is designed to help each of us understand the pervasion and significance of ecological problems, as well as their causes and solutions.

This is a survey course in which we explore a diverse range of environmental topics. Theoretical investigations of biodiversity, sustainability, bioregionalism, environmental ethics, and other topics provide the foundation for informed action in which students participate in finding solutions to environmental problems at the Colleges and beyond.

Through examination and discussion of critical issues, this course allows students to:

- Achieve a broad understanding of global as well as local environmental issues;
- Determine what individuals and communities can do to mitigate and reverse ecological damage; and
- Actively participate in environmental advocacy.

"Environmental Awareness and Responsible Action" will help us gain comprehension of the range of ecological issues that impact our environment and our lives. Through interdisciplinary investigation, we weave together an understanding of where environmental concerns intersect with broad aspects of our social lives. Class sessions incorporate a variety of "hands-on" projects and field trips, designed to help us apply our knowledge to real world circumstances. Since this course emphasizes student perspectives and analysis, the engaged participation of each student is essential. Through your own active involvement, this seminar will help provide you with the intellectual foundation and passionate commitment for informed environmental action.

Required texts:

- Green Essentials*, Geoffrey C. Saign
The Ecology of Commerce, Paul Hawken
Practice of the Wild, Gary Snyder
The Green Reader, Andrew Dobson (ed.)



Petersen's seminar had students "taking on social responsibility in a very personal, meaningful way," she says. They learned from their first semester one of Pitzer's most significant aims—to give students a sense of responsibility for communities outside the college campus.

The possibilities for understanding and reaching community have expanded with the explosion of the internet, a phenomenon made good use of in President Massey's seminar "Religion, Politics, and Cyberspace." Students used the Internet to research religions and political movements all over the world. Massey believes the tremendous religious and political presence on the Internet gives students greater access to the plurality of ideas.

Students toured the Wilshire Boulevard Temple in Los Angeles, where Rabbi Harvey Fields spoke to them about Israeli and Palestinian conflicts. They watched the race relations film *Skin Deep* and then discussed how racism and prejudice have affected each of their lives. They participated in a ceremony led by a Hindu priest, ate a Hindu meal, then watched a slide show on Hindu religious holidays.

Several students designed Web pages for their final projects in the class, including two sites displaying information about religion and politics in South American countries. Such use of the Internet helped students both learn about and reach an ever-growing community, one stretching far beyond Pitzer.

Through readings, field trips, writing and a final project, students in the freshman seminar "Environmental Awareness and Responsible Action" also learned about responsibility to their communities and, further, about their impact on those communities.

Assistant Professor of Environmental Studies Paul Faulstich says his seminar offered students activities that drew on all of their senses. His goal was to help students find personal connections with the earth, rather than only viewing environmentalism from an academic point of view.

Activities outside class included visits to local mountains, Claremont's Bernard Field Station and the Center for Regenerative Studies at Cal Poly Pomona. Each class session, whether inside or outside the classroom, focused on a specific aspect of the natural world, such as individual species of native trees and wildlife.

Three advanced environmental studies concentrators acted as facilitators, or co-instructors, along with Faulstich. Each one was responsible for designing activities and guiding class discussions. Facilitator Amanda Crosby '97 believes the seminar was valuable in helping students learn about environmental issues as well as Pitzer's philosophies. "A class like this makes people realize that they have a voice and how to use it, and shows that we can make a difference."

Faulstich says he was interested in finding ways to reinvent community at Pitzer. "By starting with an incoming freshman class, we could begin to develop connections and bonds with each other by exploring a common theme," he says.

Professor Faulstich aptly calls Pitzer "an ongoing experiment." Pitzer administrators and faculty plan to review the freshman seminars now that the semester is complete, and incorporate the lessons learned into the next session. Whatever changes are made, Pitzer's freshmen seminars will give new students the opportunity to learn what it means when people say, "It's very Pitzer."

Schedule

These and other topics were discussed at the twice-weekly meetings of "Environmental Awareness and Responsible Action."

Date	Topic
Sept. 10	Ecology of Southern California Campus Ecology Focus: Western Sycamore <i>Plantanus racemosa</i>
Sept. 19	Energy: Use and Alternatives Focus: San Diego Horned Lizard <i>Phrynosoma platyrhinos</i>
Sept. 24	Agribusiness and Pesticide Use Alternative Agriculture Focus: Yerba Santa <i>Eriodictyon</i>
Sept. 26	Species Extinction Biodiversity Focus: White Sage <i>Salvia apiana</i>
Oct. 10	Pollution/Toxic Waste Deadline for Research Topics Focus: Great Horned Owl <i>Bubo virginianus</i>
Oct. 15	Sustainability Dysfunctional Society Focus: California Gnatcatcher <i>Poliopitila californica</i>
Oct. 24	Consumerism and the Market Nature and the Media Focus: Red-tailed Hawk <i>Buteo jamaicensis</i>
Oct. 29	Activism Environmental Movements Focus: Mojave Yucca <i>Yucca schidigera</i>
Nov. 7	Environmental Ethics Focus: Poison Oak <i>Toxicodendron diversilobum</i>
Nov. 12	Deforestation/ Desertification Focus: Sugar Pine <i>Pinus lambertiana</i>
Nov. 21	Environmental Law and Policy Focus: Western Rattlesnake <i>Crotalus viridis</i>

Alumni Notes

1969

Marilyn Barton Goodwin (Sisters, Ore.)

I am enjoying retirement in beautiful central Oregon. I have six grandchildren and I am active in Habitat for Humanity.

Christine Hehmeyer Rosso (Chicago, Ill.)

I am still chief of the Illinois Attorney General's office and live and work in Chicago. My son, Mark, is a freshman in high school and my daughter, Christie, is a sophomore.

Victoria Weber (Bethel, Vt.)

I am an environmental and collection development librarian at Vermont Law School. Together with Davis Dimock (Pomona '67), I grow extensive gardens and tend a wood lot to produce firewood to use for cooking, freezing vegetables and heating.

1970

Susan Feldman Minasian (Chico, Calif.)

I am a lawyer, working as County Counsel for Butte County in California. I live in Chico with my husband and two children, ages 16 and 7.

1972



Kimi Kinoshita (Redding, Calif.)

I would like to thank everyone who was involved in my admission and education at Pitzer. In spite of my family's low socioeconomic status level, Pitzer had faith

in me and what I might contribute to society in the future. I was named a Milken National Educator for 1996. A strong belief in myself was grounded at Pitzer.

Ramelle Cochrane Pulitzer

(Winston-Salem, N.C.)

I received my master's of education from the University of North Carolina at Greensboro in December of 1994.

Kathy Spangler (San Francisco, Calif.)

I recently decided to try a career in teaching. I plan on teaching learning-handicapped, elementary-aged children.

1973

Sally Campbell (West Linn, Ore.)

I'm living—happily and busily—in Portland, Oregon with my husband, Jerry and sons Evan and Justin who are now 14. I'm still a forest pathologist with the U. S. Forest Service. I'd be happy to talk with any students or graduates who are considering a natural resources career.

1975



Alison Rogers (Northhampton, Mass.)

I work with young children and their

families in an out-patient mental health clinic and train early childhood educators to create environments that promote emotional health and at times heal. I recently returned from Italy where I met with my colleague, Carolyn Edwards, who was conducting a cross-cultural research project. There is nothing more valuable than keen observation skills.

1977

Beverly Cole Costello

(Middle Haddam, Conn.)

I am alive and well with my husband and two kids. I am in my 19th year as a insurance broker specializing in professional liability.

Guy Langer (Tarzana, Calif.)

Guy is vice president of sales and marketing at D.D. ChemCo and was recently elected Chairman of California Society of Cosmetic Chemists. He would love to hear from Pitzer friends via e-mail at aminoman10@aol.com.

1978

Amy Borenstein Graves (Tampa, Fla.)

I moved to Florida in December of '95 to take an academic position as associate professor in Epidemiology and Biostatistics, School of Public Health. I remarried in August 1994 to a terrific guy. I have an 11-year-old daughter, Rebecca. Next year will be 20 years since I graduated from Pitzer. Would love to see my Pitzer friends.

1979

Renee Dagseth (Seattle, Wash.)

I am working for the Environmental Protection Agency, doing enforcement work and loving it. Come visit me in Seattle.

Remette Bedard Hier (Tigard, Ore.)

I returned to my home in Oregon with

my husband Jim and daughters Caitlin, 12, and Olivia, 15, after spending four years in Saudi Arabia.

Kathrine Ellis McEnroe (San Jose, Calif.)
I moved to Northern California in April. You can reach me at 3639 Julio Ave., San Jose, Calif., 95124. My telephone number is 408-267-9348, e-mail: kmcenroe@gj.com.

Adi Liberman (Encino, Calif.)
Adi is currently chief of staff to Los Angeles City Council member Ruth Galanter. In addition to running her staff, he is the city's negotiator on dealings with DreamWorks, SKG, and the Playa Vista development.

Noah Rifkin (Buffalo, N.Y.)
Former special assistant to Transportation Secretary Federico Pena, Noah joined Calspan SRL Corporation as a senior program manager for their transportation group. His primary responsibilities will be in strategic business planning and program development for Intelligent Transportation Systems.

1981

Keren L. Clark (Parks, Ariz.)
I am still married to Stephen Posey. My sons Ethan and Dyson are now 4! I am practicing marriage and family therapy two days a week in Flagstaff. I really enjoyed my 15-year reunion and I am looking forward to seeing more old friends in 2001!

1982

Lori Goldfarb Plante (Menlo Park, Calif.)
My husband, Thomas, and I are happy to report the birth of Zachary Thomas Elias.

Judith Wahnnon (Montclair, Calif.)
I am still working as a real estate agent for Coldwell Banker in Claremont.

1983

Stacy Gordon (Chatsworth, Calif.)
We are the proud parents of Benjamin Alexander Bondurant, born in November '96.

1984

Don Berger (Burlingame, Calif.)
Rena Jane celebrated her first birthday on February 15, 1997. Nina Catharine is excited about her 4th birthday in May. Jane's schedule gets heavier with Jr.

League, community service league, mother's club, preschool and after school activities. I continue to work for Berdex Int'l. Inc. with extensive travel.

Isabel Halty Cathcart
(Beverly Hills, Calif.)

I work for Merrill Lynch International, covering Latin America. I love being a mother to 14-month-old Max.

Dennis C. Smith (Long Beach, Calif.)
I spent a week in Jamaica with my wife Leslie and Steve Marsh '84 and his wife.

5-College Bay Area Alumni Party at Twenty-Tank Brewery

Pitzer hosted this year's Bay Area Alumni Party. More than 100 alumni from the five Colleges enjoyed a wonderful evening at Twenty Tank Brewery in San Francisco on November 20. Pitzer alumni who attended include: Kelly Himsl Arthur '85, Alphonse Batto '94, Aaron Bennett '91, Dave Butler '91, Joe Carron '86, Bill Gaede '85, Tacy Hess Gaede '86, David Glickman '92, David Greensfelder '87, Elizabeth Jensen '93, Michelle Rosefsky Jewel '84, Kristin Kasper '91, Mark Kazmierowski '91, David Kerley '93, Evan Margolin '91, Kristin Palmer '94, Terry Hastings Powers '85, Mark Samantha Rouff '95, Robert Shulman '85, Michael Skurko '92, Jason Singer '92, Byron Smith '91, Christine Stokes '92, Hilary Strain '90, and Peter von dem Hagen '86. A special thanks to the planning committee, which included Event Chair Christine Stokes '92, Elizabeth Jensen '93, Kiril Korsunsky HMC '94, Julie Schaefer Krell SC '90, Amy Lehman PO '95, and Carrie Miller CMC '93.



(Left to right) Christine Stokes '92, Jason Singer '92, Hilary Strain '90, David Glickman '92, Aaron Bennett '91 and David Greensfelder '87.

I also saw Ulvar Klein '84 and his family in Palm Desert on an escape from the snow and cold in Yakima, Wash.

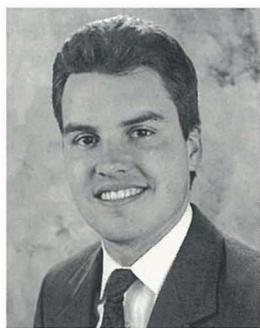
1985

Chana Hauben

(Huntington Harbour, Calif.)

Ben and I are proud to announce the birth of Drew and Sarah who were born in August 1996. Call me at 714-840-1609 and say hi.

1986



Dennis Casey (Santa Barbara, Calif.)

I have been working for a market research firm in Santa Barbara, Calif., for the past eight years. Over the last two years, I have spent much of my time developing the Network Buyer's Guide (a Web site that assists buyers in gathering information on computer networking equipment). Last year, Ziff-Davis Press asked me to write a product tutorial and guide for a book on networking equipment. Six months later, PC Network_Guide was published as a 700-page book and CD ROM package. When not working, I enjoy sea kayaking, golf and playing the guitar. Jennifer and I have been married for seven years and have two young children, Jack and Katrina.

Alexandra Davis (Boulder, Colo.)

I received my law degree from Michigan State University in 1994. I am currently assistant attorney general for the State of Colorado.

Yoon Jung Park

(Johannesburg, South Africa)

I am doing freelance consulting in a number of unrelated fields, including rural community development, organizational transformation and strategic planning, mostly for non-governmental organiza-

tions in the arts and culture arenas, and women's organizations. I am also running training workshops in race and gender relations. I recently celebrated my one-year wedding anniversary. I would love to hear from old lost friends, especially former resident assistants from 1985-86, and my former hall mates. E-mail: PEDAD@dai.com.

1987

Charley Black (Temecula, Calif.)

He was inducted into the Pomona-Pitzer Athletic Hall of Fame on April 25, for his outstanding achievements in golf. He was selected to the Southern California Intercollegiate Athletic Conference first team all three years; earned a 2nd, 3rd, and 4th place on the All Conference Tournament teams those three years; and was

selected all three years by the National Golf Committee as one of 120 golfers in the nation to participate in the Division III National Collegiate Athletic Association Championships. He finished his career as a member of the All American second team and also earned Academic All American honors.

Eliza Bonner (Rio de Janeiro, Brazil)

Maria D'Alessandro reports for Elisa that she will not be attending the reunion but wants everyone to know her new residential address is Rua Aperana 143/401, Leblon, Rio de Janeiro - RJ, Brazil CEP 22450-190.

Jeanmarie Hamilton Boone

(Hawthorne, Calif.)

I am married and have a 3-year-old daughter, Victoria Marie. I bought a

Learning What Matters



Susan Price '70 graduated from Pitzer and went off to the work force, confident in her abilities to do many things, some of them well, but not committed one way or the other. "I never figured out what I wanted to do," Price says, reflecting on those first years out of Pitzer.

A psychology concentrator, Price was raised by social servants. "It's nice to do something where the outcome matters." More than just matters: Price has found a career home for herself as manager of administration at the Century Housing

Corporation, an organization dedicated to financing affordable housing in the Los Angeles area.

Century Housing, once a state program but now privatized, has dedicated itself to developing affordable housing opportunities which maintain a "More Than Shelter" component with built-in social services to improve the overall quality of life for residents. Simple amenities ranging from a supermarket or child-care facility to a residence for persons with AIDS and multi-generational living facilities, exist all over the city, from West Hollywood to Inglewood to Pico-Union, helping to fill the gap in affordable, safe, and service-oriented housing in Los Angeles.

"I'm not the person with the ideas," says Price "but I'm busy debunking the myth (of grand professional deeds). Sometimes I don't understand my own value." That value, an ability to do her job really well and stay busy with "the stuff that everybody does," are what make Price a true Pitzer alumna.

In addition to the activities of everyday life, Price volunteers for other local charities and tries to keep up with her commitments. "I would have a hard time bragging about it," Price advises, even when pressed to tell all the glorious details. "There is a lot of talent out there...and a lot of alumni are doing interesting things." In a past life Price was also Alumni Council president. (TKC)



A Claremont wedding! Groom Michael Torres '94 and bride Antoinette Velasquez '94, married Sept. 28, 1996 in Claremont, are surrounded by (bottom left to right) Hilda Cortez '93, Hermala Metero PO '94, Dronne Miller PO '94, Lilia Hernandez '95, Andrea Castro '95, Patty Camacho '95, Andrea Saenz '95, Shayna Reibman '94, Veronica Cueva '93, Carla Rodes '95, Michele Siqueros '95, Prof. Ann Stromberg, Prof. Rudi Volti (top left to right) Peter Oh PO '94, Sellon Andrews '94, Daniel Suedas '94, Danicko Dorsey '93, Scott Roele '93, Ryan Kastota '95, John Aharon '94, Ken Weisbart '91, Tony Mercado '94, Bryant Unnelle '94 and Prof. Jose Calderon

home in January 1996. I bought a franchise in an international commercial cleaning company and booked a Publix Supermarket commercial account.

John M. Chowning (Seattle, Wash.)

My business, JMC Construction, is doing well in its second year. My daughter, Jade, joined my family on November 18, 1996.

Dana Levin (Burlington, Vt.)

I teach writing and literature at Burlington College in Vermont. I will be Pitzer's visiting writer for the Spring '98 semester. Elizabeth Mitchell, where are you? Call me at 802-865-4542.

1988

Tammie Stutz Beltrand (Clearwater, Fla.)

After serving four years as an officer in the Coast Guard, where I met my husband Chris, I am now working on my master's in education at the University of Florida. I have lost touch with many of my friends from Pitzer and would like you to call me at 813-531-9238 or send e-mail to Cheltrand@aol.com. Anthony, where are you?

Juanita B. Gonzalez (Portage, Mich.)

Adam was born on July 22, 1996 and Alia is four. I am too busy with kids.

Christine Perala-Gardiner

(Enfield, England)

Greetings to all members of the John Rodman fan club! I married John Gardiner, who is a Brit, in 1996, and I am living in North London in wedded bliss. I began a Ph.D. program in January 1997 in geography, related to conservation of temperate riparian forest. The Los Angeles River will be a long green park someday!

Hector Martinez (Upland, Calif.)

I am finishing my second year as a teacher and counselor at the Buckley School in Sherman Oaks, Calif. In August I will become director of college guidance and a faculty member at the Webb School in Claremont, Calif. Coleen Leavitt-Martinez '90 and I would love to hear from our Pitzer friends and welcome them to our home if they are ever in town.

1989

Joseph Hills (Springfield, Mo.)

I just opened up a new law practice.

1990

Don Hosek (Oak Park, Ill.)

I was driven from home by capitalist robber-barons. Returned to the land of my birth to be cold.

Francine Caporale (Claremont, Calif.)

I am almost finished with my Ph.D. program! Yahoo!!!!!!!

Coleen Leavitt-Martinez (Upland, Calif.)

I am still teaching for the Ontario-Montclair School District and just received tenure. Hector Martinez '88 and I would love to hear from our Pitzer friends.

1991

Bryan Gibb (Castro Valley, Calif.)

I am teaching literature and government at Amador Valley High School in Pleasanton. My civics students recently won first place in a civics competition in the San Francisco Bay area. I am living in Castro Valley with another teacher, Sharon Gibson. We met alphabetically.

1992

Alpha Anderson (New York, N.Y.)

I currently live in New York City (where I am from). I am finishing up a master's in Comparative Literature at New York University in the fields of literatures of the Americas, gender studies and critical race theory, while working full time. I will be moving to Seattle in June. You can reach me at 206-243-1695.

Sean M. Flynn (Cambridge, Mass.)

I am finishing my last year at Harvard Law School. It is just like Pitzer except with classes of 150 students and an endowment the size of an average European country's GNP. I found a couple of Pitzer graduates there, including Will Stevens '94. E-mail me at Sflynn@law.harvard.edu. I will be working in the San Francisco Public Defender's office this summer.

Mi-chung Lee (South Pasadena, Calif.)

Are there any Korean American alumni out there? Please contact me at Korean Education Center, 3407 W. 6th St., Suite 700-A, Los Angeles, CA 90020 213-389-2950 or at home, 818-799-3015.

Marti Meyerson (New York, N.Y.)

I was recently promoted to district advertising manager for *PC Magazine*, a Ziff-Davis publication. I can be reached by e-mail at Marti_Meyerson@zd.com.

D'Arcy Nicola (Mountain View, Calif.)
I am working at an incredible, democratic, alternative school, where students (age 5-9) are respected for who they are and free to become whomever they choose. I am overjoyed to be a part of a revolution in education as well as a community full of happy children.

Michelle Sarkisian-Hickey (Long Beach, Calif.)
I married James Hickey on July 6, 1996. Jenna was my matron of honor and Mychal Rosenbaum '92 helped perform the ceremony. I want to thank them again for making my wedding so special.

Anne Maguire Turner (Claremont, Calif.)
Anne moved to Minneapolis after graduation and was married in 1993. She returned to Claremont, where her son was born on November 8, 1995. Her son was baptized by his godfather, the Honorable Andrew Young. She recently joined

Harvey Mudd College as assistant director of annual giving. She chaired her class reunion and is active in alumni affairs at Pitzer.

Sally Wurts (Menlo Park, Calif.)
I am still plugging away at my Ph.D. in neuroscience. I am studying sleep and circadian rhythms at Stanford. Maybe someday I will actually graduate and get to work at a wonderful place like Pitzer! I attended the World Health Organization conference on insomnia in Versailles, France.

1993
Scott Tracy (Santa Monica, Calif.)
2424 Pico is both the name and address of the brightly hued storefront restaurant where I am the sommelier. The restaurant is in Santa Monica, 310-581-1124. Come by and visit.

Calendar

June 20-22: 5-College cycling weekend trip, San Luis Obispo

June 21: 5-College Reunion for Classes of '95, '96, & '97, Claremont

August 10: Cirque du Soleil, San Jose

1994

Elba B. Alonso (San Gabriel, Calif.)
I am approaching my second year as a paralegal at Beck, De Corso, Daly, Barrera & Oh, a law firm in downtown Los Angeles, specializing in white collar criminal defense and complex civil litigation. I plan to return to my graduate studies in education, possibly within the legal field. I would love to hear from other alumni working downtown. Call me at 818-458-8965. Congratulations to newlyweds Michael and Antoinette Torres '94.

Jack Hill (South Pasadena, Calif.)
Most recently I worked as a research assistant for the 53rd Presidential Inauguration Gala on CBS. It was the most rewarding experience of my television career. Now my research moves in a different direction, as I look for another job.



Alison E. Peck (Portland, Ore.)
I am working for a young parents program as a coordinator of volunteers. I spent two weeks this summer at the University of North Carolina at Charlotte for a graduate conference on adolescent sexuality.

Marcella Zita (Claremont, Calif.)
I am in my second year of teaching English at Upland's continuation high school and cannot imagine teaching anywhere else. Lucky for me, Jim White '89 is one of my colleagues and also a New Resources graduate like me.

Give Us the Scoop

Please let us know what is happening in your life. I look forward to meeting you in person soon—and by letter, e-mail, fax or phone in the meantime!

Sincerely,

Heather Nordell

Heather Nordell, Director of Alumni Relations
tel: 909-621-8130; fax: 909-621-8539; e-mail: heather_nordell@pitzer.edu

NAME _____ CLASS YEAR _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

HOME PHONE _____ WORK PHONE _____

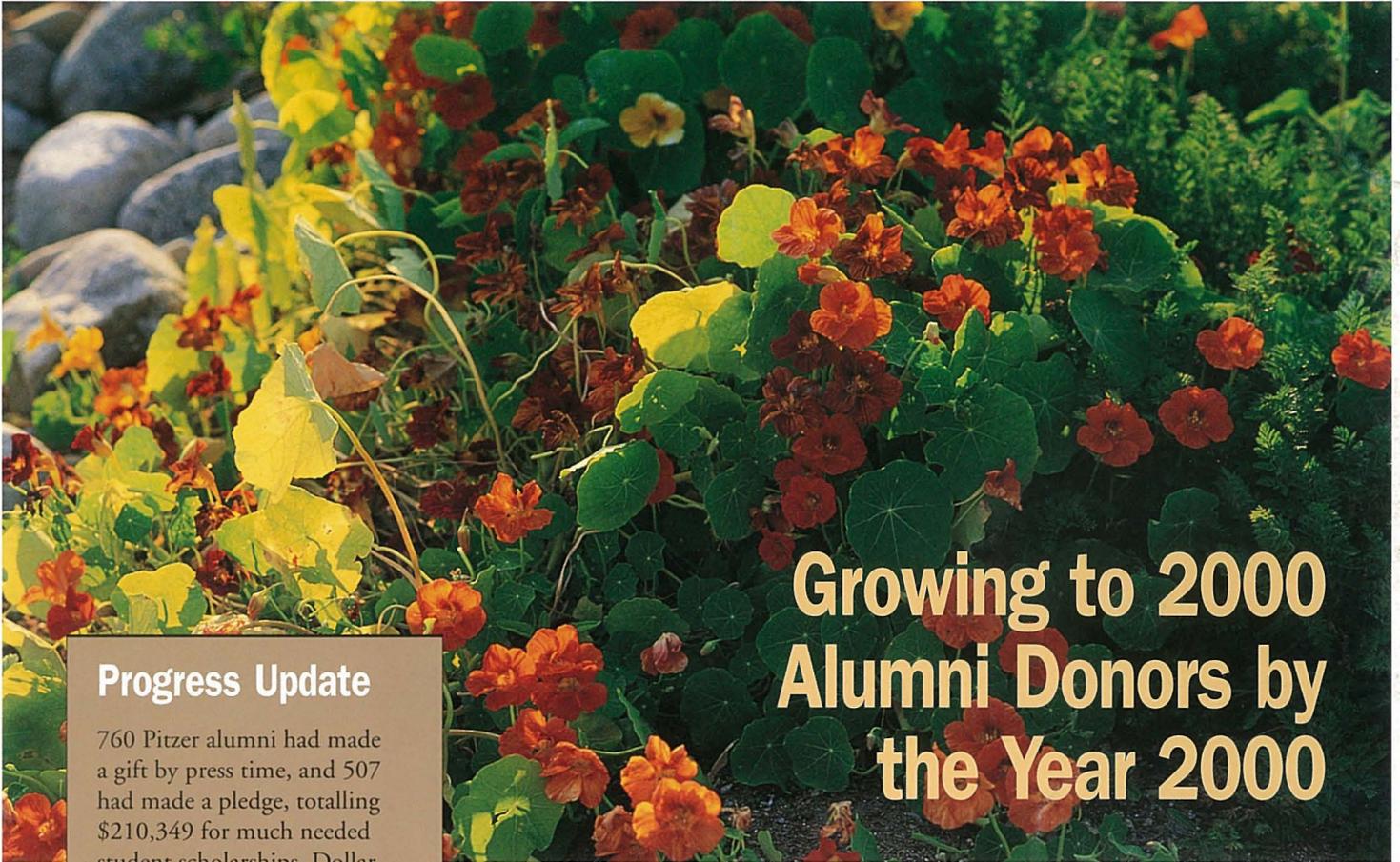


In My Own Words *Learning to Live a Life at Pitzer in Years Past. Have You Heard? Have You Seen? Have You Read?* You ask me to write about Pitzer in 1967 and I hesitate. I do so not from an unwillingness to share. Rather, I am stumped—where to begin? What do you already know about those first few years, or should I rephrase? What do you think you know? Most of what I hear current students say about Pitzer’s formative period seems foreign to my experience. My classmates and I have apparently passed into a mythology mixed with just enough truth to make the stories plausible to those who weren’t there. ¶ The single word I would choose to describe Pitzer in its infancy is *flux*. Constant change marked us all: locale, students, faculty and administrators. We did not abide or work in ivy-covered halls and stroll through rich landscapes to dine in storied chambers. We did not model ourselves on former scholars, sit at the feet of venerable professors or follow rich institutional traditions. ¶ Have you seen pictures of Pitzer in the sixties? If so, you noted its sudden and radical change from elementary colony to self-sustaining compound between 1964 and 1967. Two angular, gas-chamber-green buildings rising from a wash welcomed my freshman class. By the fall of 1967, hexagons sprouted from Scott Hall, two more dormitories pushed back the wash, and McConnell Center anchored an unappealing, barren

quad. This instant campus created a clear split between the first three classes and those that came later. The college already had two generations of students who defined it in different terms: those who experienced the physical Pitzer as a dependent of other institutions and those who encountered Pitzer as a place unto itself. Early on, the constants of accelerated growth, permeable borders and dependence gave birth to easy association with students from CMC, HMC and Scripps—something later students puzzled over. We, in turn, were confounded by the concept of Pitzer as a set of buildings located within specific boundaries. ¶ Have you heard that Pitzer’s initial curriculum scorned general education requirements? Not true. While tinkering with Pitzer’s course offerings began almost immediately, those first two catalogues stressed tradition over innovation. To English, Western civilization, U.S. history, math and science, Pitzer added five courses in the social sciences. One invention stood out: the sensibly named Fifth Course gave students the opportunity to explore a variety of topics outside their majors. As a French major, I enrolled in two Fifths with psychology Professor Ruth Munroe. Petitions, committee reports and loud Town Meetings resulted in many curricular changes, but few of them reduced the load of conventional courses. In 1967, math and Fifth Course were out; foreign language maintenance and Freshman Seminar were in. A normal load of 15 to 17 units disappeared, replaced by the Four Course system. Majors’ requirements included comprehensive examinations and/or senior projects. ¶ Have you read that the earliest students at Pitzer were undisciplined rebels who protested against any and all authority, fought academic structure, and flew in the face of social conventions? We certainly didn’t start out that way. We were white, upper-middle-class daughters of business or professional men and college-educated homemakers. We arrived with one foot firmly planted in a paternalistic and protective culture while the other inched us toward experimentation and independence. The considerable presences of Dean Charlotte Elmott and Dorm Mother Velma Abbott advised us on the propriety and safety of 10 p.m. dorm lock-ins. Gradually we found our voices and granted ourselves liberties. Dean Elmott, dorm mothers and early lock-in disappeared by 1967. Receptionists announcing gentlemen callers faded away, and the administration’s responsibility for its charges’ behavior followed soon after. (The changes in student life mirrored not only the rapid changes at Pitzer, but those in society as well. How else could it have been?) ¶ From 1964 to 1967, Pitzer’s building program boomed, its administrative staff doubled, its faculty tripled, and its student body quadrupled. Paradoxically, it instilled a strong sense of individualism in each of its members and introduced a philosophy of cooperative governance that linger today. Pitzer amused, frustrated, enthralled and educated me. I believe it still does. **Maggie Habecker Vizio '68**



Vizio teaches at Rio Hondo Community College in Whittier, California.



Progress Update

760 Pitzer alumni had made a gift by press time, and 507 had made a pledge, totalling \$210,349 for much needed student scholarships. Dollar amounts are up by 21 percent over last year at this time with a three percent increase in alumni support. To reach our goal we still need \$39,651 and 233 donors. Your gift counts!

Growing to 2000 Alumni Donors by the Year 2000

Consider the possibilities... What would happen if all 3,024 alumni who have given to Pitzer at some time, gave again this year? Pitzer's participation rate would increase to 60.5 percent! With the current average gift from alumni, we could raise \$529,200 for student scholarships! Your participation counts! Fiscal year is July 1, 1996 to June 30, 1997. Pitzer College Advancement Office, 1050 N. Mills Avenue, Claremont, CA 91711-6101; 909-621-8130; (fax) 909-621-8539; www.pitzer.edu

Pitzer College
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