

THE OTHER SIDE

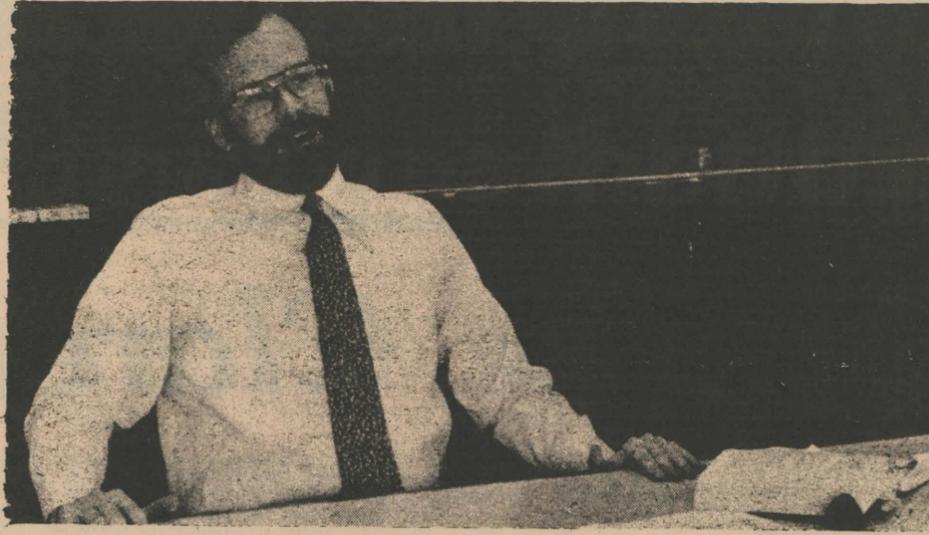
ORIENTATION ISSUE

SEPTEMBER 1979

Welcome to Claremont!



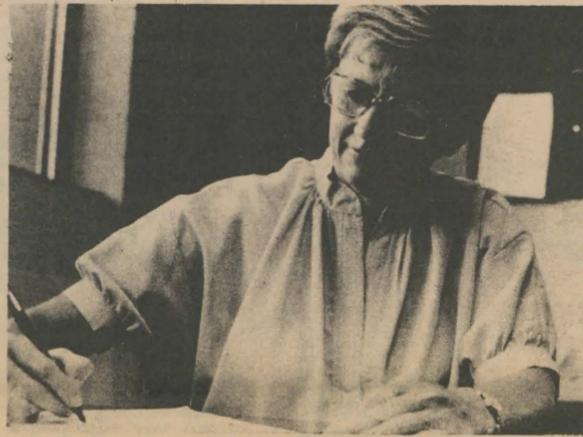
Who's who at Pitzer College



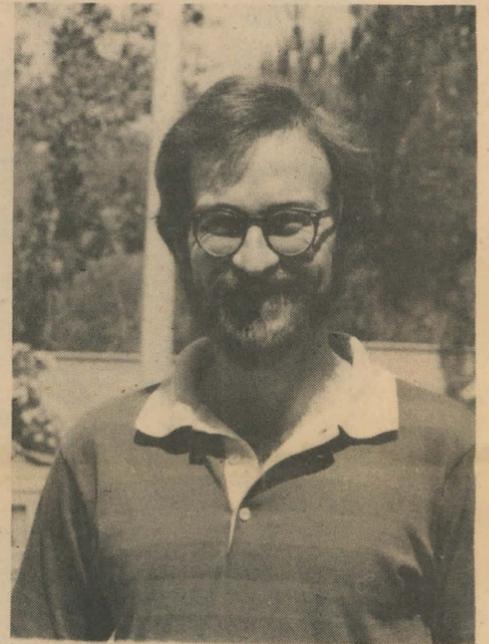
Frank Ellsworth: Pitzer President



Jim Jamieson
Vice-President



Patsy Sampson
Dean of Faculty



Joe Mark
Dean of Students



Allan Grimsby
Asst. Dean of Students
in charge of Housing



Abby Parsons
Director of Financial Aid



Norvetta Stromiles Williams
Secretary to the Dean of Students

An open letter to new students

from Joe Mark, Dean of Students

Dear New Student:

How are you? I hope you are well and eagerly awaiting the start of your first year at Pitzer. I thought you might like to hear about what's happening these days at this College you've chosen to join, and I also had a few ideas I wanted to share with you just before you begin your career as a Pitzer College student.

The summer has been nice in Claremont thus far. After the spring term ended in the usual terrible crunch, I found it a welcome relief to have all the students depart for a while so that I can catch up on some of the work I have neglected for the last few months. I have finally cleared my desk of most of the piles that had accumulated and am beginning to feel human again. Most of the faculty are either on vacation or working at their homes, but the administrative staff is still very much present. A few of the die-hard students who cannot bear to leave Pitzer for more than a few days float in and out, visiting the various lonely administrators, but generally things are very quiet in Claremont. It is almost, you could say, like the lull before the storm, the storm being the deluge of people and activity that will occur when the Class of '83 hits the campus.

This is a time, not only for clearing out the piles of work left from last semester, but also for putting together the new Student Handbook (which you will find enclosed), nailing down the details of New Student Orientation (which, I'm sure, you'll enjoy) and working out the training programs for resident assistants and student academic advisors (whom you'll appreciate). More than anything else, the summer is a time when we make this place ready and right for you and your new Pitzer classmates. I hope the campus you find when you arrive here on September 3 reflects the time, energy and thoughtful concern that has gone into planning for your arrival.

There are millions of students around the country who, like you, are anticipating the start of their freshman year of college, and all of those soon-to-be-freshmen will, in all likelihood, be confronted by the same types of pressures that will be waiting here for you when you arrive. My office is set up in large part to help students (perhaps new students in particular) cope with the stresses associated with adjusting to college and, ideally, to help students **grow** as a result of these stressful experiences. In order to maximize the chances that you won't be a casualty of these pressures, however, I would like to let you know before you get here what these pressures are likely to be. That is my main reason for writing this open letter.

It seems that there are three major areas in which new students encounter stress and pressure: pressure results as they attempt to adapt to the **academic demands** of college; freshmen often experience the **social and interpersonal adjustment** that must be made as stressful; and, finally, many new students experience pressure stemming from **parental expectations**.

Academic demands. The typical college is a big pond full of little fish who used to be big fish in little ponds. By the time a college-bound student has graduated from secondary school, he or she has usually developed a strong, positive identity among high school teachers and counselors. This identity or reputation goes a long way towards eliciting favorable evaluations from teachers regardless of the actual quality of the work. A student's reputation precedes him or her and new teachers **expect** that all papers will be "A" papers, and that is the way they see them. The "stars" of a high school get stars from just about everybody for just about everything they do.

In college, things are different—at least at first. Colleges are filled with the winners who have been skimmed from the tops of many high schools', achievement ladders. It can be quite disillusioning for a new freshman to discover that her roommate was **also** an honors student, **also** editor of her school's newspaper and **also** a major "politico" on campus. Since college grading often approximates a curve with a normal distribution, most of the stars will find themselves sitting in the middle of the pack or even down near the bottom.

The fact that the competition is keener is not the only problem of the new student's academic life. Most, but not all, students discover that the work load and the demands of college are far greater than they ever were in high school. The last year of secondary school is, for many students, a year of coasting, of resting on well-deserved laurels. The freshman year of college starts with a bang that can be a real shock to a student lulled into overconfidence by an uninterrupted chain of successes throughout high school. Many college courses demand a great deal of reading, and standards for evaluation are generally much more rigorous. Some students may not be used to the importance of paper writing as a basis for their grade. Others will be surprised to encounter courses in which seemingly picayune memorization is required.

The final stressful feature of a freshman's academic life is that one's high school reputation (usually very positive) is of no help here. From the vantage point of the professor who doesn't yet know you, you are just as capable of failing as the next student.

Given the real and important differences between the scholastics of secondary school and the academics of college, how can an entering freshman gird him or herself for the stresses to be encountered? Three pieces of advice might be of help: 1) **Be prepared for disappointment and even demoralization.** Remember that it is only natural that, given the "little fish-big pond" phenomenon, you will do less well than you did previously. You must be willing to accept the fact that you may not be Number 1 any more without using this as an excuse for giving up. 2) **Keep plugging away.** As a college freshman you will have a lot of new skills to acquire or improve: reading, note taking, paper writing,

test taking, etc. It is very unlikely that you will be operating at your full potential in the first months or even the first year of your college career; but, if you keep trying, you've got a good chance of blossoming once you have these skills under your belt. 3) **Seek help.** Pitzer has many people on its payroll whose primary function it is to help students develop into effective learners, writers and thinkers. Look up your residence hall staff person, me or someone in my office, a counseling center staff person or one of the chaplains—whatever you do, don't stop looking until you have gotten the help you want. Finally, 4) **Don't let the fear of being a failure or, worse (!?), mediocre drive you crazy.** Competition and desire for achievement produce their own kind of pressure that can be very debilitating. Keep your academic drives in perspective. The most effective and successful students are often those who know that they can and cannot do and try hard to actualize their intellectual potential while also seeking some of their fulfillment in hobbies, extracurricular activities and, perhaps most of all, interpersonal relationships.

The **social and interpersonal adjustment of college** also presents significant problems and stresses for the new students. Many high school seniors are leaving a social milieu in which they occupied a comfortable niche and entering an environment where no one knows them or how great they are. Others are leaving a social scene they are happy to be rid of and looking forward to starting off again with a new group and, hopefully, a second chance. Both types of freshmen have an important concern in common: "How do I gain acceptance by the group (or individual) that I want to have accept me?" The greatest danger that can befall the lonely, socially anxious (which describes just about everybody) new student at Pitzer or anywhere else is that of "coming on too strong". Many students wanting quickly to gain friends and a new identity and wanting also to mask how uncomfortable they feel will hit the campus with a big splash. They will wear a special hat or a carefully chosen wardrobe and develop a "rap" which is their attempt to impress other people with who they are. An awful lot of these students come to regret that they tried so hard so early. "Raps" and roles and fancy costumes are fleeting images of what we would like to think we are. They also usually signal others that we are nervous and not ready to relate sincerely one-to-one. Relationships that are built on such attempts at impression management often come to grinding halts in unsatisfying and lonely dead-ends. There will be a lot of time for making friends at Pitzer. It is really an ideal environment for developing important interpersonal relationships and one's self through them. **Take your time; you don't need to rush into anything.** When in doubt, go slower.

Another aspect of the interpersonal adjustment to college that can add stress to the lives of new students is

the many questions of value and choice that arise because of the freedom that exists at most college campuses today. Freshmen can drink a little or a lot, take drugs, engage in various forms of sexual relationships, never go to class, never go to bed, etc., etc. The freedom to explore and define one's own sexuality can, in and of itself, create significant stresses in the life of a freshman or freshman woman. Many students have in the past had trouble coming to terms with the availability of illegal drugs. Now a greater problem seems to be learning to use alcohol properly. With respect to all these opportunities for new freedom, it is probably true that moderation is the safest route among them. Many, many freshmen "flunk out" of college each year because they weren't able to interrupt their partying for long enough to do the requisite amount of academic work that would have given them a chance to survive as a student. Lots of men and women have spent agonizingly long months or years trying to change the sexual reputation they bought for themselves in a few short weeks or even days of the fall term of their first year in college. There is much time to experiment with life styles and value systems if that is what one wants to do. **Start slowly; don't go overboard in any one particular direction.** Being a late-bloomer is undoubtedly better than being a flash-in-the-pan.

Homesickness is another way in which the interpersonal adjustment of college can be experienced as stressful. Homesickness is most likely to afflict those students who haven't spent a great deal of time away from their homes and, particularly, those who have large and/or tightly knit families. It is a perfectly appropriate reaction to a difficult readjustment. It usually doesn't last very long especially when one talks about the way he or she feels with a friend or a counselor. It is important to mention that every student will feel better about the college they are attending when they join and become active participants in its organizations and clubs. The homesick student at Pitzer needs more than any other to invest him or herself in the people and activities that make this place special. Only then will he or she begin to feel "a part of things." Trips home every other weekend or frequent phone calls to the family will usually only prolong the unhappiness associated with being someplace new and different.

As was said of academic pressures facing freshmen, there are countless resource people at Pitzer who are waiting to be given the opportunity to help you deal with the pressures and feelings that stem from the social and interpersonal adjustment to college life. No one need feel embarrassed about seeking help.

The pressure of parental expectation. Before their first year in college is over a great many freshmen experience pressures that are an outgrowth of the discrepancy that exists between their expectations of themselves and their parents' expectations of them. Parents and their

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The care and operation of your Pitzer Freshman Faculty ADVISOR

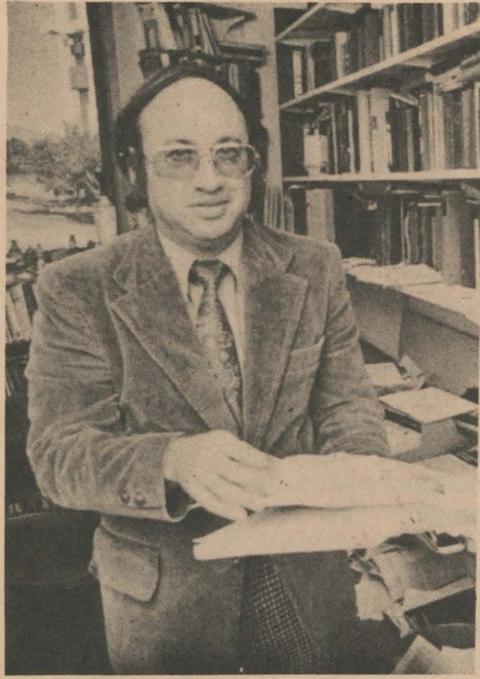
By Stephen L. Glass

Congratulations! You have just acquired one of the finest and most functional varieties of faculty available—the Pitzer Freshman Faculty ADVISOR. The College realizes your eagerness to operate it, but suggests that you first take the time to familiarize yourself with some of the characteristics and singularities peculiar to the genus (*consiliarius defessus*). In that way you will be certain to enjoy months and even years of satisfactory service from your ADVISOR.

1. The ADVISOR is generally well-educated, in a formal sense, and, on occasion, highly articulate. Do not allow the sporadic appearance of these qualities to overawe you or cause you the least disquiet. Its ability to construct precise and cogent phrases is a standard feature built into each model to insure precise communication. Do not fear to debate it in lively exchange; indeed your ADVISOR operates most efficiently when so engaged.

2. Your advisor has, of course, been programmed with the latest, most accurate data on classes, regulations, and general pedagogical impedimenta. You will discover that information easiest to retrieve if you, the operator, have thoroughly digested as much similar material as possible from the Catalogue, the Dean's Office, and the Office of the Registrar. The ADVISOR is, in general, an intense breed which reacts well to evidence of thought and preparation. A glassy-eyed stare of lassitude or incomprehension on your part will serve only to render your ADVISOR morose and irritable in the performance of its duties.

3. Your ADVISOR is, by nature, sanguine. It is designed to think that the intellectual energies you professed on your application forms are genuine, and that your ardor to learn and learn widely is unflagging. It is, hence, easily distressed by the suggestion that the truth may be otherwise. If you have been dissembling and, in fact, have no intellectual directions to speak of, it will probably be best not to conceal the fact from your ADVISOR. Otherwise it may seriously malfunction. When properly and honestly forewarned, on the other hand, it will undertake instantly to rekindle the wavering flame.



Stephen L. Glass, Professor of Classics,

4. Other varieties of curricular advice are readily available on campus. Older students, in particular, will be quick to furnish the undergraduate perspective. It is probably best to weigh with great caution student suggestions that demanding (i.e. rewarding) courses are to be avoided. Such suggestions come from sources of dubious intellectual potential and are, thus, highly suspect. In any case, your ADVISOR has been constructed to react positively to positive approaches. If you demand a course of study which is only a stratagem for survival and the avoidance of productive work, it will doubtless continue to operate, but in a markedly perfunctory manner. Your ADVISOR prefers to take you seriously. Don't compel it to do otherwise.

5. Your ADVISOR is designed to like students. Therefore, visit it often. It enjoys and profits from the periodic renewal of the relationship and will continue to provide dependable assistance and friendship if regularly maintained in this fashion. If difficulties arise in any phase of your college experience, a visit to the ADVISOR may well ameliorate the situation. Try not to allow matters to become inoperable for in such instances, your ADVISOR functions best when informed early.

FOUR YEAR UNCONDITIONAL GUARANTEE

Every effort has been expended to render your ADVISOR the finest and most efficient exemplar of its kind. It should continue to function properly if nurtured and maintained according to the suffestions outlined above. Should a breakdown occur, however, and you find it impossible to operate satisfactorily, the management will furnish you an entirely new ADVISOR on request, and at absolutely no additional cost to you.

A Sophomore's point of view!

BY TERESA LEES

I would like to pass along a few things to new Pitzer students that I have discovered this my first year here. One of the most important things to work out here at Pitzer is to find the balance between work and play, studies and socializing. True it is important to get out and meet new people, that is very true here where our numbers are so small and classes are very intimate. Pitzer is unique in this respect in that on this campus you will not feel just like another number in a crowd of thousands. You will notice that there is always talk of "Pitzer Community" and ways to make it more meaningful. There are many complaints that there is not any social life here but I haven't found that to be the case. In fact, social gatherings can easily take up one's time more than studying can. People's favorite pastime seems to be to wander around the dorms finding others to talk with. This pastime can even turn into a method of avoiding studying. But—do it! Get to know the people who go to this school. Go to the parties, hang out in the dorms, go to the student lounges, the Pit, go to the Zetterberg functions, attend the Pitzer movies, dances, and other social functions. I am sorry to regret that I didn't really do enough of these things and am paying for it now. I don't know a lot of people who go to this school. It is very easy to stay confined to the dorm you live in and not search out meeting people who live in the other dorms. Try to avoid this. Make a real effort to wander around the other dorms that you don't reside in. But this socializing can be easily done in excess though. With all that there is to see and do on five college campuses it is tempting to do them all. There is always something going on somewhere if you look around. But remember—find the balance. There's school work to do also. If you have spent so much time, effort and money to get to college you better apply just as much time and effort at really learning something while you're here. Get into it! Keep at the

books constantly. There's a lot of reading material to get through here so it is important to keep up with them. I have seen too many people loaf around and then read everything for a class at the end of the semester night before finals. That's a headache.

The second most important piece of advice is to "get involved." Especially in what's going on here on campus. Become involved in the Community government; go to faculty meetings, go to town meetings, write for the school newspaper, read it to keep up with what the issues are, talk to people on committees about what they are discussing and deciding, join committees, learn to work with the administration, read the notices in your mailboxes and respond to them, get involved with Dorm committees. Don't sit around waiting for someone else to do it for you. Here at Pitzer we have a philosophy that **everyone** has an important part in school decisions. Community government means that everybody should be concerned and active in it. We are trying to make true democracy work. Show interest and get involved. Get involved with other things around the campuses too. Am-

nesty International, Greenpeace, Alliance for Survival, MECHA, Asian Students Associations, Black Students Union, World Hunger Coalition, Women's Center, Gay Students Union, COPUS, On the Loose, James Madison Society, Campaign for Economic Democracy, McAlister Religious Center, Circle K, Commission on South African Issues, and Health Action, are just some of the Five College Organizations that are around for you to participate in. In these times it is very important for use all to be politically active.

Well that's just a couple pieces of information to think about and act upon. Let's all pull together to make this a very successful year. Good luck to all of us.

Open letter continued

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Pitzer, you are likely to have far fewer children often do not see eye-to-eye on a whole range of issues: expectations about letter writing being one example, the relative importance of the academic and social opportunities of college being another. It is strongly recommended that before you leave for Pitzer you sit down with your parents and discuss these issues or whichever ones are important in your relationship and attempt to reach some consensus or, at least, point of compromise on the expectations that each of you has of the other. To the extent that you and your parents might be able to discuss candidly your expectations for your freshman year at

Pitzer, you are likely to have far fewer conflicts with them and to feel less stressed by the tensions that would otherwise be under the surface.

I hope that nothing I have said in this letter has left you disturbed or frightened about your imminent college career. The year you spend as a college freshman at Pitzer will almost certainly be one of the most exciting, stimulating, challenging and rewarding years of your life. Going into it with your eyes open will help insure that it's the best such year you could possibly have. Enjoy the rest of your summer. I very much look forward to meeting you in the fall.

What to expect from orientation

From: Noah Rifkin and Keren Clark (Co Chairpeople of the Orientation Committee)

WELCOME TO PITZER COLLEGE!

We wanted to write this article in order to give you a better idea of what to expect in your first week of orientation. The first thing we would like to stress is that you all try rest up before you depart for school. If your trip out here, whether it be by car or plane, does not prove to be exhausting in itself, you will most likely find the hectic pace of your first week here, enough to insure that you will sleep very soundly every night; unfortunately your deep slumber will be interrupted early on in the morning to begin another day of attending meetings, speaking with professors, participating in various kinds of simulations and role plays, and partying with friends. For all of these reasons it would be wise if you came here with lots of energy ready to be used up.

You all have made the decision to go to college and have decided on Pitzer as the place you would like to be. Now that you are almost here we would like to make it clear to you that orientation week is perhaps the most important week you will spend at Pitzer. We hope that you will keep and

open mind about college life. In general, and possibly to a larger degree, at Pitzer it can present many new exciting challenges. These challenges, though at times very frustrating and painful, can also be very fascinating; in terms of providing a direction and perspective for your own personal growth.

In this year's orientation program the two things the committee felt strongest about were: Stressing the many possibilities of academic growth and progress here; the second element was an in-depth introduction to our community governance system. In order to accomplish this much more adequately the Committee has devised an evening program of participatory simulations of many of the major standing committees in the community governance system. It is the orientation committee's belief that this system of committee governance, which offers students and faculty equal voice in the colleges policy affairs, is a key part of the total educational process at Pitzer. This school offers all of its students the opportunity to participate directly in the decision-making processes of the college. The simulation program mentioned earlier will be held Thursday night at 7:00 p.m. The orientation

committee would like to emphasize the importance of participating in this program in order to insure its success. This program will give all of you a much better idea of how to get involved, or merely get on specific things accomplished here at Pitzer.

Along with Pitzer self-governance, we will be discussing things like; how to survive emotionally at college and specifically Pitzer. The emotional adjustment of leaving home and moving into a dorm, where there is often very little privacy, can be a very difficult thing to adjust to. As a part of continuing orientation we will be discussing these kinds of things as well as keeping you informed of different kinds of activities around campus.

Setting up your classes for the first semester will also be an area of much attention your first week here. You will have many resources open to you in order for you to make an intelligent choice of what you would like to take. You should take full advantage of your Faculty Advisor and your student academic advisor. These people have all the information you will need. If for some reason they can not answer a question, they will be able to send you to the person who can. You should feel

free to contact your SAA over the summer if you have any burning questions that need answering. You should be receiving a letter shortly from your SAA. If you need to find out something before you come to school, write or call them.

In putting together the orientation program this year, the committee attempted to start from the very beginning and identify all of those needs and anxieties a freshman or transfer at Pitzer will be feeling. We have attempted to structure the program in such a way so as to give you the tools to help you identify exactly what it is you feel you need from this environment both academically and emotionally; having accomplished this we also hope that we can acquaint you with methods and procedures you can use, and make use of, in order to satisfy those needs. In the coming months Pitzer will be your home and in many senses the people who you live with will become your extended family. It is the goal of this year's orientation committee to make the transition to your new family as smooth as possible as well as to help create an environment where everyone may learn and grow as a result of their mutual interaction.

A welcome from the President

"I greet you at the beginning of a great career."

These words, written to Walt Whitman by Ralph Waldo Emerson on July 4, 1856 on the occasion of the publication of the first edition of **Leaves of Grass**, are as appropriate now as they were then.

I greet you, the members of The Class of 1984, at the beginning of a new career. You will never see the world as you saw it before. There will be moments of discovery, anxiety, exhilaration, sadness, and reflection. Your Pitzer years offer the opportunity for you to develop a perspective gleaned from an environment rich with a diversity of ideas, people, and circumstances.

What is important to realize from the outset is that your perspective is peculiarly and decidedly your own. I am reminded of Mark Twain's story about the river-boat captain. The tale, in which Twain relates some experiences stemming from his career as a captain of a river boat, I commend to you, as I do all of Twain's short stories. But what is notable in view of your prospective days at Pitzer is that Twain's view of the Mississippi River changed after he became a pilot. The analogy strikes me as appropriate. You are now pilots in that stream, of thoughts, events, and passions which pour through your lives. For Twain each feature of the river's beauty

became a special kind of signal: he analytically re-viewed the river every time he saw it.

The study of the social and behavioral sciences within the rubric of the liberal arts alters your aesthetic perceptions of the world. Your experiences at Pitzer will have an enormous impact on your values. When you ask what is good or bad, you will do so in a different way than before. That is the way it should be. The inevitable confrontation with new ideas, opinions, and perceptions will shape your understanding of yourself and, in particular, the relation of the world of ideas to your future careers. Such experiences can be quite terrifying at times—you may not be sure what you are doing—you may seem to have lost much of what you brought to Pitzer.

I urge you at least to hold onto Mark Twain's self-consciousness as you commence your career at Pitzer. For amidst the uncommon atmosphere of Pitzer which allows you the freedom to explore the world of ideas and the work about you critically and creatively, you will find structures which can provide meaning for you. I would hope you would come to understand how specialized your view of the world will become and to place, carefully and compassionately, your special contribution in its true perspective.

Welcome to Pitzer.

Frank Ellsworth

sports update

BY DOUG "ONE MAN'S OPINION" GARANT (80)

Well it's over: the **1979 Pitzer Mojave/Yukon Rally** has been won by young Marck "Cogo" Cogan (80 plus) in a surprising upset over the favored Mike "Jenzo" Filigenzi (80). The road race began just as finals ended last spring from Pitzer's lovely Sanborn Parking Lot, with "Jenzo" Filigenzi bursting well into the lead in his souped-up 72 Capri (the sexy European), and Stu "Diver" Smith (80) following close on his tail in a highly modified Dodge longbed. I was aboard with Filigenzi during the first leg of the rally, but as I was unable to get any insights into his complex, many-faceted character (and as his driving and the condition of his car scared me silly), I soon left him to cover the race from a distance. Smith dropped off soon after the race began, pulling into Pit Stop One (Blythe, CA) for refueling, and giving "Cogo" Cogan just enough time to hop a bus and bum a ride before Smith took off again. Meantime, Filigenzi's german street machine gave out on the roadside, leaving him stranded until Smith and Cogan passed by, and then he too hitched a ride in Smith's "Pride of Kenosha" tanker rig. So the three leaders were neck-and-neck as they pulled out of Turn One (Phoenix, AZ) and started the long haul north to Checkpoint Charley (White Horse, Yukon Territory). The next day, three other entrants, Adi "the Pope" Liberman, Sandy "SAA" Aseltine, and David "Smiley" Wells, showed up at the home of this reporter asking for food, but then seeing the stiff competition they were up against, turned and ran (after running up a sizeable tab in my name) back to Northern Cal for a long vacation. Meanwhile, the three leaders has passed Rillingsvilly, Utah and the US/Canada border unscathed, and were racing thru the big-curve of the AICan highway when a faulty fuel pump beached Smith's behemoth. This was to be the turning point for young Cogan, who from that point onward began to plot a way to shake the other two. He succeeded, and while coursing thru the Hairpin at Cordova, AK, Cogan promptly picked up a flight back to Southern Cal, thus winning the contest and leaving Smith and Filigenzi stranded far behind, and quite depressed. After looking for work to finance their return trip, the two retreated to their respective home towns, not to return to Pitzer until school and the Fall, out of spite for Cogan and just a bit out of embarrassment. Days after Cogan's finish, three contestants were still unaccounted for, but I have just received reports that Noah "Nono" Rifkin and Lynne "Can-can" Canning have been seen in a few Phoenix gay bars shouting "Eat my shorts" and "For days," respectively; and Margie "Boom-boom" McCallister (81 plus) has been seen at several Idaho fishing resorts wearing only a plastic raincoat and a button that says "Don't call me Madame!"

Genetic Engineering

Hundreds of children are born each day suffering from physical or biochemical defects which vary both in nature of origin and severity of impairment. These abnormalities can have many causes: the fetal environment may be disturbed by nutrient deficiencies or by the presence of harmful substances like alcohol and other drugs, either case possible resulting in a poorly developed, brain-damaged, or even paraplegic child; genetic malfunctions in the embryo or in the parents' reproductive systems may occur, giving rise to chromosome defects like Down's Syndrome (mongoloid retardation); the fetus may contract an infectious disease from the mother, such as German Measles; or the child may inherit a genetic disease from either or both parents, such as hemophilia or Tay-Sachs. With today's medical technology, we can treat and sometimes "cure" quite a few individuals with congenital defects, often enabling them to become useful members of society, but in far too many cases treatment is not now available or is insufficient to insure a normal life span and freedom from disability.

"An ounce of prevention is worth a pound of cure."

An axiom with relevance, for we can avoid a great deal of human suffering and hardship if we can prevent birth defects. It is now possible to examine fetuses via techniques like ultrasound and amniocentesis, and detect biochemical, chromosomal, even conformational abnormalities in the child well before birth, so preparing parents for the birth of a defective infant, or allowing them to prevent such a birth by abortion. Proper care and attention both during and after pregnancy helps decrease the danger of birth defects, but can not alone solve the problem. Now we can push prevention much earlier, for future parents can be screened for many genetic diseases which they may carry unknowingly and not display nor be severely affected by. This screening would not only inform a couple of their chances of producing a child afflicted with such a disease, but would also allow them to prevent the possible birth of a defective by their avoidance of having children, which could be offset by adoption. So through careful and widespread genetic screening, it is now possible for humankind to prevent itself a lot of pain and woe, and so we now have the ability to increase our race's overall genetic health. But now that we have such power, how shall we use it? How **should** we use it?

Beyond biology

The aforementioned power over our genes is due to recent advances in biomedical research, vastly increasing our knowledge and technology in the field of genetics. In its broadest sense, the term "genetic engineering" encompasses all this know-how, but of special interest to use here is the manipulative aspect, not the understanding on which it is based. This active manipulation of

the genetic makeup of a species is known as **eugenics**, which entails "improving" the characteristics of an entire population by controlling the reproduction of select members of the group. Thus by preventing undesirable or injurious genes from being passed on to the next generation, and by insuring that desirable or "good" genes are transmitted in great proportion, a eugenics program can substantially alter (improve) the genes of the entire

bioethics, turned a lot of heads when he spoke to the issue of eugenics. He said that today there are "more Typhoid Marys carrying genetic diseases than infectious diseases," and that we have the "obligation" as fellow humans to prevent the birth of genetically diseased or defective children. Fletcher believes it wrong for parents to knowingly give birth to children who will suffer and perhaps die young from inherited disease: he termed it a form of child abuse. But

NOTES

species. Methods involve selective breeding, sterilization, and even artificial insemination and cloning. Should these methods be applied to humans?

Eugenic techniques appear offensive to most as treating people as mere animals worthy of controlled breeding, and indeed most of the above methods are currently employed in the cultivation and husbandry of all domesticated plants and animals. But like livestock, aren't we also "mere" animals, and if eugenics may be employed to better other species, then why not our own? At a basic level, a personal eugenics program is practiced by every individual of the higher animals—including man—in all social processes that effect reproduction, especially mate selection. But even so, the questions still remain: "Should eugenics extend beyond the level of individual choice?" "What eugenic techniques are appropriate and moral?" And even, "Who should answer these questions?"

Greater Good

At the second National Symposium on Genetics and the Law held in Boston this past May, **Joseph Fletcher**, minister and professor of

ne was more concerned with the social costs of defectives; in his eyes, the willful propagation of injurious genes is a direct threat to the (genetic) health of mankind, and could thus be viewed as criminal. When the rights of an individual are in conflict with the needs of the collective, Fletcher said "rights may not be right." If carriers of genetic disease refuse to curtail their reproduction, "coercive or compulsory control is justified..."

Fletcher points out the potential conflict between individual and society in the implementation of eugenics. How does such a conflict arise, and how is it to be remedied? How can it be avoided? To clarify the situation, we must first define in eugenic terms the rights of both the individual and of society. But who **should** define these rights? How are they to be upheld and enforced? Which set of rights should take precedent and when?

In extreme, society has the "right" not to be burdened with defectives. So the collective should support a eugenics program. But what criteria are valid in making eugenic decisions—only biochemical disease data, or perhaps physical data like

size and appearance? And what about intelligence and behavioral information? We must remember, however, not to objectify society, for it is merely a collection of individuals, and we all have our rights to life. How does procreation fit in to our personal rights? In terms of eugenics, what individual rights are valid to consider against social needs, and to what extent? Who/what has these rights, and how and when are they attained?

In his novel **Brave New World**, Aldous Huxley portrays a future in which people have lost all rights which could allow them to endanger the greater good—individuals have even lost control over procreation, for all reproduction takes place within test-tubes in factories: fertilization is computer-controlled, and the parents (donors) are so chosen that each human born will adequately and exactly fill his/her predetermined place in society. His is a very grim outlook for man's future, but what is most distressing is that with each passing day Huxley's predictions become increasingly technologically feasible. But **Brave New World** also points to another conflict of rights that we have so far overlooked: what about the right of Nature/God/the Unborn to non-interference in the proliferation of (human) life? Has man or any single man the right to much about with his biology? Further, should (human) evolution be taken out of Nature's hands and into our own?

The core of Western civilization is the struggle away from biology—the attempt to usurp Nature's control over our own function. This trend is evident in our societal view toward aging, illness, and toward Nature in general. Such a poor, separatist ecological self-image is ruinous, and it can be argued that any eugenics program is thus inherently dangerous in the psychoecological perspective it supports. In fact, quite opposed to the societal need not to have to deal with defectives, it may be that dealing with the disabled and diseased on the personal **and** social levels is a good thing in that it helps us maintain a healthier, more appropriate self-image. As anyone who has lived with a retarded or disabled child can tell you, they have a great deal to teach us about life, humility, and love.

O brave new world!

In addition to its drive to cleave and distinguish that which is human from all that is mundane, Western society places high priority on the values of human rights and individual choice. But as with man's genes, his values are subject to mutation and change, and vary even more widely among individuals and circumstances. We must consider well the questions raised by genetic engineering; we need to make appropriate evaluations as individuals and as a race **before** we act, or else we must examine the questions remedially, after the consequences of our unpremeditated actions have forced us to face a reality which we can now only imagine.

*Thanks to Ellen Goodman, Boston.

Everything you wanted to know about Pitzer governance but were too apathetic to ask

BY LARRY DIAMOND & LISA SATTER

Little did we know what we were getting into when we volunteered for this assignment. Our task: design a diagram that best represents how Pitzer's system of government operates. After studying Pitzer's by-laws and handbooks for several hours, it was obvious that this was not going to be an easy assignment. There was simply no direct hierarchy of government to be found.

We then decided to seek the aid of Dean Mark. With the help of Joe and his secretary Norvetta, a genuine diagram began to develop. Everything made sense while we were in there talking to them, and we left the meeting in great spirits. Unfortunately, this euphoria began to terminate as soon as we made our way out of Scott Hall. We looked over our pages of scribbles and charts and only the words of Led Zeppelin could describe the frustration that emanated from our eyes; we were "dazed and confused." We turned around and headed back in order to clear up some of the mysteries that only a cigar-chomping detective could possibly solve. Having reached the office we said to them in the true Columbo spirit "Uh... just one more thing..."

When we finally finished, we realized just how unique Pitzer's government is. It is a complex, highly integrated, yet at many times informal structure. It emphasizes the equal representation of students, faculty, and administrators in formulating school and community policies.

Generally speaking, the government is divided into three branches: the Executive #1 & 2; Administrative #6-13; and Advisory #14-22.

From looking at the diagram, one can see that the **Board of Trustees** (#1 on graph) is the ultimate governing body. The Board meets every other month and deals primarily with overall policy. Below the Board of Trustees is the **President** (#2), who is the only one with formal and direct access to the Board of Trustees and thus is the main liaison between the Faculty/Administrators/Students and the Trustees. Based on the recommendations submitted to him by the various administrators (#6-12) and the Faculty Meeting (#22), the President will either forward his recommendation to the Board of Trustees or decide the policy himself. This way, issues are screened by the President, sparing the Board of Trustees the impossible task of concerning itself with every little detail that goes on in the school. The various Advisory groups and Administrators also "screen" and retain much authority themselves. This spares the President from having to deal with issues

of less importance or those that are not within his 'expertise'.

The **Meeting of the Faculty** (#22) consists not only of teachers but administrators and students, too. This group considers such things as curriculum policy, faculty structure, etc. One of the most important jobs of the Faculty Meeting is to review recommendations received by the various **Standing Committees** (#14-21), and then submit its final recommendation to the President.

The Standing Committees are

(#15) Instructional Budget Committee—This committee makes recommendations to both the Treasurer and the Faculty Meeting concerning financial issues such as equipment purchases, salaries, etc.

(#16) Research and Development—This committee governs the distribution of college funds for 1) student research projects 2) faculty research 3) faculty travel to professional meetings. They also provide information and give advice to the Dean of Faculty and the Faculty Meeting.

Dean of Students and the Faculty Meeting.

(#20) Community Resources Committee—This committee promotes and supports campus organizations and social, cultural, political, and recreational events. It also is an advisory group to the Dean of Students and The Faculty Meeting.

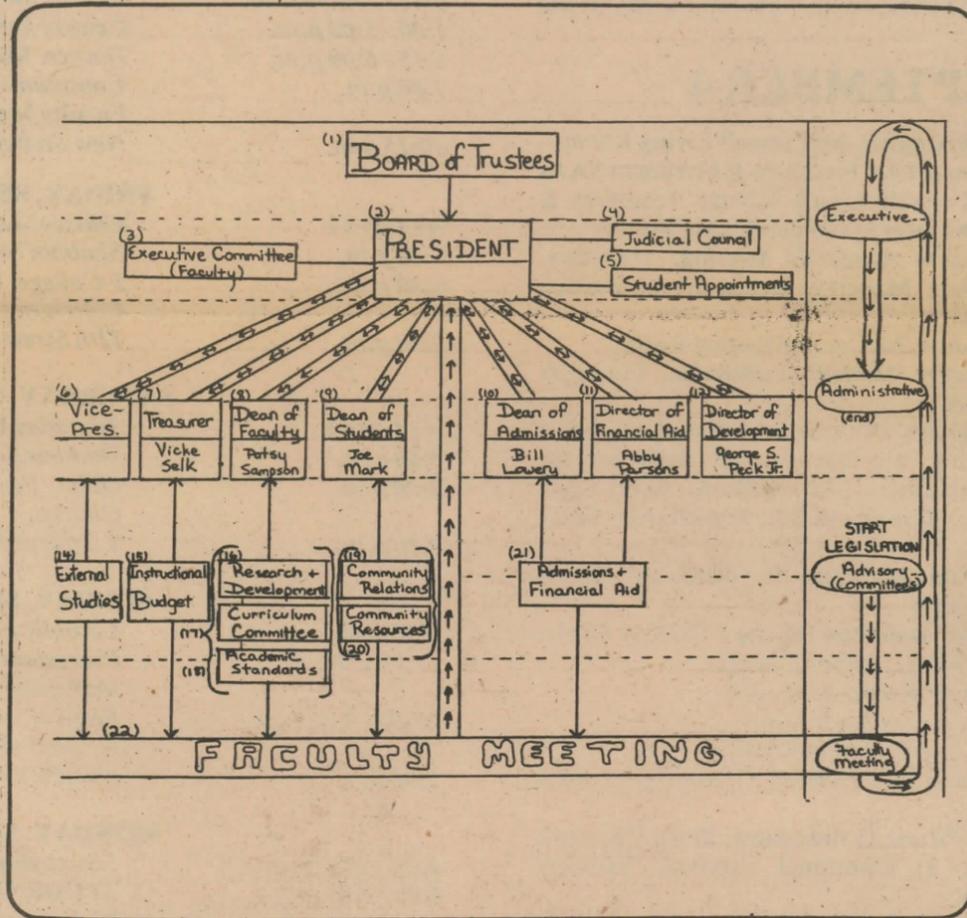
(#21) Admissions and Financial Aid Committee—This committee helps to decide on applicants for admission and advises the Financial Aid Director and the Dean of Admissions on policy decisions such as the quality and quantity of incoming classes.

It is in these Standing Committees that the students have most of their influence. If a student is interested in getting on one of these Standing Committees, he must submit his application to the **Student Appointments Committee** (#5). This committee recruits and screens applicants, then makes its recommendations to the President who decides on the appointments.

The **Judicial Council** (#4) is primarily an advisory group to the President. The Council considers violations of community rules, can investigate, hold hearings, pronounce judgements and impose sanctions.

Finally, we come to perhaps the most important and demanding of any committee which is the **Executive Committee of the Faculty** (#3). This committee handles all decisions regarding appointments, contract renewal, tenure, and promotion. It also reviews all college policies which are not the province of the other Standing Committees and is an advisory group to the President and the Faculty Meeting.

In conclusion, we would like to emphasize that this is but a general diagram and does not always hold true. For example, although the chart indicates that only the administrators have direct access to the President, many times the Standing Committees (or even individual students) may report directly to the President. By in large though, when considering major policy decisions, the Advisory groups (level 3) submit recommendations to the Faculty Meeting who in turn may amend the proposal before advancing its recommendation to the President (level 1). The President either makes a decision or submits his recommendation to the Board of Trustees to decide upon. In either case, it is the role of the Administrators (level 2) to see to it that the policies decided on are carried out properly.



similar to the various Senate sub-committees found in our nation's capital. Although, the Standing Committees do retain some authority to instigate policy within their realm of responsibility, they primarily advise the administration and the Faculty Meeting (who, in turn, advise the President).

Each Standing Committee (except Faculty Executive and Student Appointments) consists of three faculty members, three students, one administrator, and one Trustee. The following is a brief description of each of the various Standing Committees.

(#14) External Studies Committee—This committee studies current programs away from Pitzer and evaluates student applications for external study programs. It also serves in the capacity as advisor to the Vice President.

(#17) Curriculum Committee—Virtually everything which concerns the curriculum or which has ultimate curricular implication comes to this committee. The Curriculum Committee advises the Dean of Faculty, Registrar, and the Meeting of the Faculty.

(#18) Academics Standards Committee—This committee reviews contract letters, grades, and considers petitions from students for waiver of various college academic rules. It also reviews the records of students in academic difficulty, and is an advisor to the Faculty Meeting and the Dean of Faculty.

(#19) Community Relations Committee—This committee concerns itself with the non-academic side of student life, such as policies governing residential living, security, etc. It also serves in an advisory capacity to the

Orientation Calendar

MONDAY, SEPTEMBER 3

- 9:00 a.m. *Dorms Open.* Pick up student packets, schedule, etc. in McConnell Living Room.
- 10:00 a.m. *Meet the President.* President & Mrs. Ellsworth will be on McConnell Patio to greet new students and their parents. Refreshments available.
- 12:00 noon *Lunch* in each of the dorm living rooms for new students, resident staff, SAAs and Orientation Committee.
- 12:00 - 3:00 p.m. *Parent Orientation.* Faculty-Parent Luncheon to be followed by campus tours, McConnell Dining Room.
- 1:00 - 3:30 p.m. *Tours of Pitzer for students.* Assemble at the fountain.
- 4:00 p.m. *First meeting with Resident Advisors.*
- 5:15 - 6:00 p.m. *Dinner,* McConnell Dining Room.
- 7:30 p.m. *Presidential Welcome—*President Ellsworth. Faculty and administration introductions. Faculty Entertainment - Play Reading, Avery Auditorium. Reception to follow in McConnell Living Room with Lew Ellenhorn, Professor of Psychology, and his jazz group.
- 10:30 p.m. *Transfer social event,* The Pit.
- 10:30 p.m. *Metaphysical Scholastique Oblivion Society* at the fountain.

TUESDAY, SEPTEMBER 4

- 8:30 a.m. *Continental Breakfast,* McConnell Living Room.
- 9:00 a.m. *Introduction to SAAs.* Freshmen & Freshman SAAs meet in McConnell Living Room; Transfers & Transfer SAAs meet in Holden Living Room.
- 9:30 a.m. *Transfer Student Academic Meeting.* Transfers, SAAs and Ann Maberry, Registrar, in Holden Living Room.
- 11:15 a.m. *Freshman Lunch,* McConnell Dining Room.
- 11:30 a.m. *Faculty/Transfer Student Luncheon,* Founders Room with SAAs.
- 1:00 - 4:00 p.m. *Foreign Language Placement.* All students interested in taking language courses **must** see the Professor. Spanish, Ms. Shelton, Scott 232; German, Mrs. Yale, Scott 222; French, Mr. Senn, Scott 201.
- 1:00 - 4:00 p.m. *Registrar,* Ann Maberry, in office to advise Transfer Students.
- 1:30 - 4:30 p.m. *Concert Choir Auditions* for the 5-College Choir, Music Bldg. No. 3, Scripps College.
- 2:00 - 3:00 p.m. *Math Placement Exam,* Avery 201.
- 4:15 p.m. *ACE Testing,* Avery Auditorium.
- 5:15 - 6:00 p.m. *Dinner,* McConnell Dining Room.
- 7:00 - 8:30 p.m. *Faculty Open House Dessert.* Consult your SAA for location.
- 9:00 p.m. *Your Life at Pitzer:* 1) slide show, 2) student work presentation, 3) emotional survival, Sanborn Living Room.
- 11:00 p.m. *Entertainment & refreshments* in dorm living rooms.

WEDNESDAY, SEPTEMBER 5

- 7:30 - 9:00 a.m. *Breakfast,* McConnell Dining Room.
- 9:00 - 9:30 a.m. *Academic Orientation* for all new students, Avery Auditorium. Patsy Sampson, Steve Glass, Ron Macaulay & Sheryl Miller. Introduction of Faculty Advisors.
- 9:30 a.m. *Group Meetings with Faculty Advisors,* individual appointments.
- ALL DAY *Faculty Advising.*
- 11:30 a.m. *Box Lunches with SAAs.*
- 12:30 - 2:00 p.m. *Joint Sciences Tour & Talk.* Meet at the fountain.
- 1:30 - 4:30 p.m. *Concert Choir Auditions* for the 5-College Choir, Music Bldg. No. 3, Scripps College.
- 1:00 - 5:00 p.m. *Voice Auditions & interviews* for those interested in private and/or group instruction for the first semester will be held in Music Bldg. No. 2, Scripps College.
- 1:00 - 5:00 p.m. *Auditions for Piano, Harpsichord & Voice* will be held at the Scripps Music Buildings: Piano & Harpsichord, Rm. 5; Voice, Rm. 2.

2:00 - 3:00 p.m.

3:00 - 5:00 p.m.

5:00 - 10:00 p.m.

8:30 p.m.

12:00 midnight

*Sports Programs in Claremont—*Ann Bages, Chairperson Pomona/Pitzer Physical Education, Sanborn Living Room.

5-College Tours (Central Services included) ending at Square Dance. Meet at the fountain.

*5-College Turf Dinner & Square Dance—*Walker Beach, Pomona College.

Movie "Casablanca" - Avery Auditorium.

Midnight Swim, Harvey Mudd pool.

THURSDAY, SEPTEMBER 6

7:30 - 9:00 a.m.

9:00 - 12 noon

9:00 - 4:30 p.m.

ALL DAY

10:00 a.m.

11:00 - 11:45 a.m.

11:15 - 12:30 p.m.

1:00 - 5:00 p.m.

5:15 - 6:00 p.m.

7:00 p.m.

10:15 p.m.

ALL DAY

6:30 p.m.

6:30 p.m.

9:30 p.m.

ALL DAY

9:00 a.m.

7:00 p.m.

9:00 p.m.

9:30 a.m.

11:30 a.m.

12:00 - 5:00 p.m.

7:00 p.m.

8:30 - 11:45 a.m.

1:00 - 4:45 p.m.

7:00 p.m.

11:00 a.m.

7:00 p.m.

Breakfast, McConnell Dining Room.

Auditions for Piano, Harpsichord & Voice will be held at the Scripps Music Buildings: Piano and Harpsichord, Rm. 5; Voice Lessons, Rm. 2.

Concert Choir Auditions for the 5-College Choir, Music Bldg. No. 3, Scripps College.

Faculty Advising.

Baxter Medical Services explained. Dr. Myron Chapman, Director, Holden Living Room.

*Financial Aid Information—*Abby Parsons, Director and Margaret Carothers, Asst. to Director, Sanborn Living Room.

Lunch, McConnell Dining Room.

Central Services Open Houses.

Dinner, McConnell Dining Room.

Community Governance Simulation & Mock Faculty Meeting, Sanborn Living Room.

New Students & SAAs - Small parties.

FRIDAY, SEPTEMBER 7

*Classes Start.**Shabbat Services* in McAlister Religious Center.*5-College Watermelon Feed & Drive-in Movie—*Claremont Men's College.*12th Street Mini-Band,* The Pit.

SATURDAY, SEPTEMBER 8

Thursday Classes & Laboratories meet.*Shabbat Services* in McAlister Religious Center.*Hillel Party—*Upper Walker Lounge, Pomona College.*5-College Dance* in McConnell Dining Room.

SUNDAY, SEPTEMBER 9

Catholic Eucharist will be held at McAlister Center.*Protestant Worship Services* will be held at McAlister Center.*Festival on the Mounds!* Activities Fair, music, tee-shirt silk screening, dorm projects, volleyball.*Chaplain's Ice Cream Social,* McAlister Center.

MONDAY, SEPTEMBER 10

Fee-paying & I.D. Photo & Card Day. ALL STUDENTS MUST ATTEND. Founders' Room, McConnell.

WEDNESDAY, SEPTEMBER 12

Counseling Center presents: "Stress Management: How to get the most out of your mind & body while in college." Sanborn Living Room.

THURSDAY, SEPTEMBER 13

Convocation—"Shadows & Light: The Politeia and Education." President Frank Ellsworth, Avery Auditorium.

SUNDAY, SEPTEMBER 16

Sunday Cinema & Discussion.

This edition of *The Other Side* was edited and produced by Andy Goodman. *The Other Side* is published and printed by Collage Publications with the help and guidance of Anne Miller and Scott Wolff.