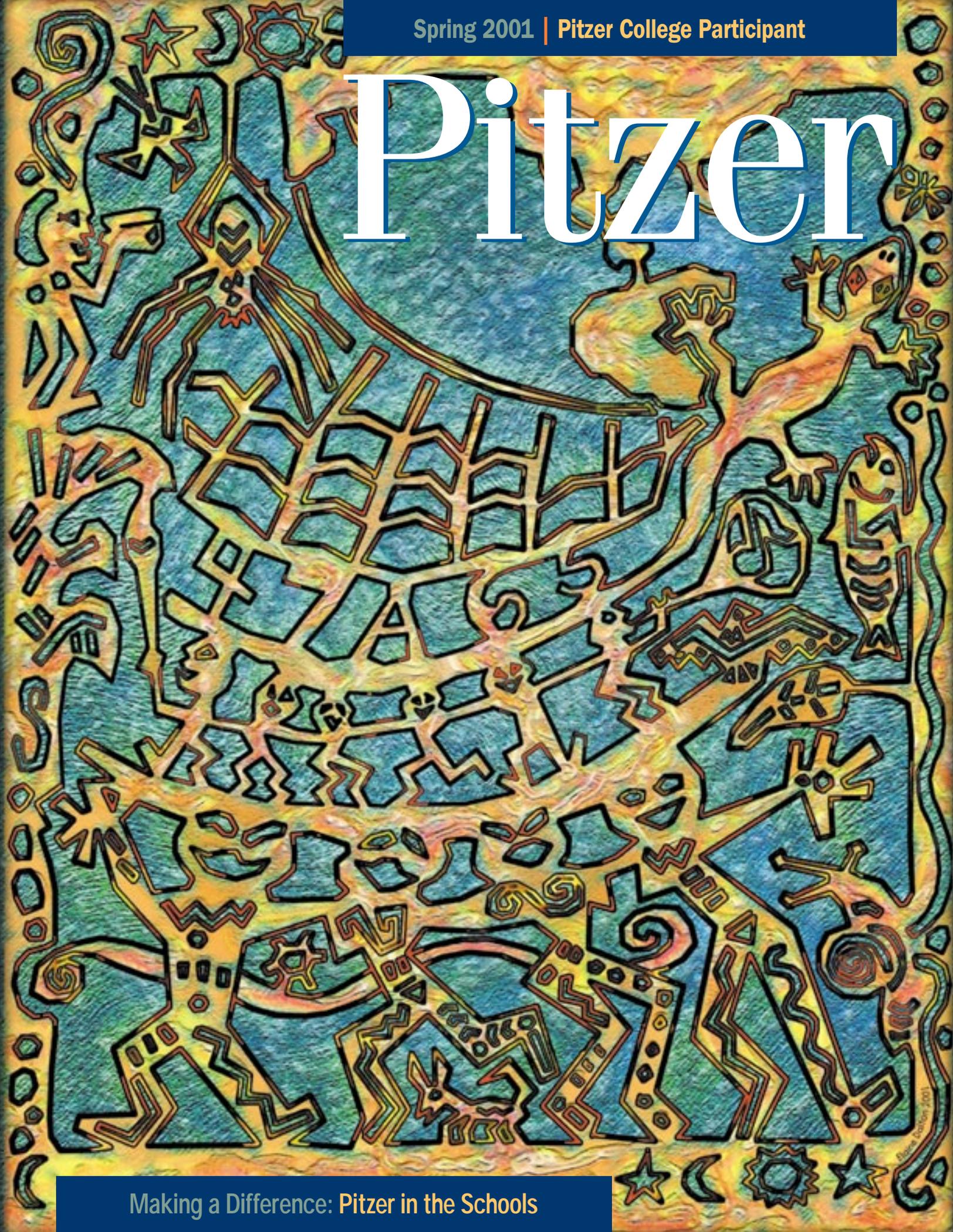


Spring 2001 | Pitzer College Participant

# Pitzer

Making a Difference: Pitzer in the Schools





**President's Message** The year was 1963. John F. Kennedy was in the final year of his presidency, although we did not know it at the time. Two years earlier, he signed an executive order to establish the Peace Corps and, that January, 4,345 young people applied to join. "This response reveals much that is reassuring about the generation which is heir to this country's traditions," President Kennedy said to Congress that year in an address on the nation's youth. "For these young Americans clearly recognize their obligation to their country and to mankind." It was a landmark year for the Civil Rights movement as well. The milestone "March on Washington," at which Martin Luther King, Jr. delivered his historic "I Have A Dream" speech, took place

that spring. The event saw more than 250,000 Americans converge on the nation's capital to peacefully demonstrate their support for the Civil Rights Act. Meanwhile, in Claremont, Calif., Pitzer College was being founded. ¶ I was finishing my undergraduate studies in English and philosophy at Marquette University in 1963. Eager to make a difference in the world, many of my friends joined the Corps and went abroad. I chose a different path to exercise my desire to change the world: I took a job as a sixth-grade teacher in a place here at home that needed good teachers badly. ¶ My first teaching job was at Our Lady of Lourdes, a parochial school located at 142nd Street and Amsterdam Avenue in Harlem. My classroom, crammed with many more desks than it was ever designed to hold, was on the fifth floor, just under a rooftop offering a glimpse of the Empire State Building. ¶ I was greeted my first day by 54 pairs of 11-year-old eyes. I would watch those eyes as intently as they watched me, hoping to find there a spark of comprehension as we investigated the tales of history, the calculation of mathematical puzzles and the fits of subject and verbs. Moving through the narrow aisles was difficult, but I never sat down. Instead, I performed gymnastics to see drawings and numbers and workbook sheets. But these physical stretches were not difficult; neither was breathing life into lessons, a skill that came naturally to me. The hard part was recognizing what else I saw in those 11-year-old eyes — so much more understanding of the world than I had at 21. I realized that the flicker of my teaching would not grow into a flame unless the world outside our fifth-floor sanctuary changed. ¶ You will read over and over in these pages what I have said over and over about my time in Harlem: never have I had such an intense teaching experience; never has an experience taught me so much. All of my own studies in sociology, political science, poetry and religion began to configure in new ways that became not ends, but beginnings. I began to see the connections of systems in our society as they manifested themselves on the streets of America's greatest city. I began to think so that I could do. ¶ It would give me joy to tell you more about Angel, Hugo, Jesus, Michael and all the other sixth-graders who left an indelible mark on my life. But it brings me far greater joy to invite you to read the similar experiences of our Pitzer students in the schools. By engaging even as they study with the school children around us, they are deepening their own learning profoundly while they prepare to change systems in the future. ¶ Next year, after a decade at Pitzer, I will end the gymnastic phase of my career in education and step down from the presidency. In each phase of my life as an educator over the past 40 years, I have learned from students. But at no other college could I have learned as much as I have learned here. —**Marilyn Chapin Massey**



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### Back to School

Pitzer faculty, staff and students have been working since the College's inception to manifest a common vision: a cross-pollination that takes Pitzer into the community in organic ways while bringing youngsters from the local communities to campus, exposing them to role models and showing them how a college education can unlock doors to the wider world. This vision has been put into practice through more than a dozen innovative programs that reach deep into local schools, homeless shelters and service agencies throughout the Inland Empire to strengthen ties between town and gown. By Denise Hamilton

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### Teaching By Example

Unique as their approaches to education may be, the one thing that rings true for these three alumni is that they are giving back to the community, a do-goodism inherited from their alma mater. By Alissa Sandford

**On the Cover:** Elaine Dalton's illustrations in this issue of Participant synthesize symbols from Neolithic and Cycladic figurines to Native American archetypes that speak to the regenerative powers of handing knowledge from generation to generation. Of the cover image, Dalton says, "The 'Onion-head Dancers,' a visual language I have created, communicate the excitement of experience from a child's perspective, still open and receptive to the wonders of the world. All of the elements in the illustration are connected: the 'onion-head' teachers are connected to the earth and other life forms; the children are connected to the teacher's heads; knowledge and ideas to the children's heads; and connected to this is the web of possibility that provides a ladder to the world. Grandmother Spider, who, according to Cherokee legend brought the light of intelligence and experience to the people, builds and watches over the web." Dalton is a fine art painter who splits her time between working as an editorial illustrator/infographics designer, doing free-lance illustrations and creating her own art.

### PRESIDENT'S MESSAGE

The year was 1963. I was finishing my undergraduate studies in English and philosophy at Marquette University. Eager to make a difference in the world, many of my friends joined the Corps and went abroad. I chose a different path to exercise my desire to change the world: I took a job as a sixth-grade teacher in a place here at home that needed good teachers badly.

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Sebastian Matthews '87 reflects on the evolution of campus life during a semester at Pitzer as a visiting writer.

# In the News



## IN A WORD, CHAD IS ALL THAT'S HOT

*Los Angeles Times*  
Nov. 20, 2000

So how did the hanging, swinging, dimpling “chad”—sometimes a little pregnant—get its name? How did it evolve from policy wonk lingo to punchline of the year faster than an Al Gore sigh?

Two weeks ago, we all lived peacefully without knowing the word for the confetti-like bits of paper that are supposed to fall from a punched ballot. The outcome of the presidential election could hinge on how Florida's election officials rule on ballots with chads still attached by even a corner, or poking out like a pregnant woman's belly. ...

The irony gives people something to latch onto at a confusing and tense time, says Carmen Fought, an assistant professor of linguistics at Pitzer College in Claremont. “The idea of a piece of paper being pregnant is very funny,” Fought says. “It's very anti-common ... and there are all these distinctions among chads, hanging ones and pregnant ones. They're sexually

loaded. They're humanizing. They're kind of anthropomorphizing.”

## STYLES OF THE '70S ARE THE HAPPENING THING

*Inland Valley Daily Bulletin (Ontario, Calif.)*  
Nov. 2, 2000

Welcome back to the age of jive. Polyester, gold and fringe are bombarding malls and invading fashionistas' wardrobes, all thanks to a designer and entertainment-industry push to recycle the '70s.

But what is it about these far-out fashions that keep them stayin' alive? ...

Betty Farrell, professor of sociology at Pitzer College in Claremont, speculates there's been some parental influence.

“There are some late baby-boomer influences on today's college students—today's college students were born in the late '70s and early '80s, and the generation of the 1970s was their parents after all, and perhaps that creates some intergeneration influence,” Farrell said.

## IMAGES OF BISEXUAL WOMEN TURNING HEADS IN ADVERTISING CAMPAIGNS

*Los Angeles Times*  
Oct. 15, 2000

Like snakeskin pants or Caribbean food, “bi” is hot right now.

“Bi” as in bisexuality, the state of being attracted to both sexes. It accounts for less than 10 percent of the population, but if you've watched TV, been to the movies or scanned magazines lately, you might think the whole world is going both ways.

Images of women together are being used to turn heads in ad campaigns by Christian Dior and Gucci; film such as “Cruel Intentions” and “Wild Things”; and magazines such as Maxim and GQ. ...

Images of women being intimate have long been part of the heterosexual male's eroticism, points out Peter Nardi, a sociology professor at Pitzer College in Claremont, Calif. ...

“Men are the producers of pornography and the producers of these ads and often these shows,” he says. “Historically, a lot of shows and a lot of media are from the viewpoint of a heterosexual male. Once that perspective is understood, and you start analyzing it through those eyes, that's why you see two women and you don't see two men. That's why Roseanne kissed another woman. That's why two women kissed on ‘Ally McBeal.’ And that's why the gay male character on ‘Melrose Place’ did not kiss another guy. That's why you don't generally see Will and Jack on ‘Will & Grace’ kissing.”

## PITZER STUDENTS HELP ITINERANT WORKERS

*Inland Valley Daily Bulletin*  
(Ontario, Calif.)  
Sept. 18, 2000

Students and scholars from Claremont's Pitzer College have forged a partnership with the Pomona Day Labor Center to improve the quality of life for dozens of itinerant workers seeking employment. ...

Students teach English and Internet skills, work to build a health-care network and try to integrate the laborers into mainstream society, partnership coordinator professor Jose Calderon said. ...

“There is a real unity between the students and the workers,” Calderon said. “Some students have even done their thesis on the center.”

Calderon helped found the West Mission Boulevard center in January 1998 to organize the scores of day laborers who sought employment on the city's streets. ...

In addition to educating the laborers, the students try to make them more comfortable in mainstream society and

help them connect with community resources such as medical facilities.

Heather Miller, 21, who helps raise health consciousness among the workers, said a lack of formal education can make the laborers vulnerable to exploitation.

"In some cases, they are abused by employers and shut out of society," Miller said. "Our goal is to make them active members of the community."

Sociology student Andrew Armstrong said he has networked with health-care professionals who have agreed to treat laborers for free. He has developed a network of doctors who perform periodic checkups at the center.

The undergraduate senior said his efforts have helped workers who often feel alone in their drive toward upward mobility.

"A lot of them felt no one is on their side," he said. "Now they seem excited about the future."

## OLYMPICS OF THE PAST MUCH LIKE THE PRESENT

*Los Angeles Times*  
Sept. 16, 2000

There was a time when Olympic athletes didn't compete to be on cereal boxes; they didn't strive to get on television; future riches didn't await the winner of the 100-meter sprint. There was a time when the Olympic games embodied a spirit of amateurism, athletes toiled in anonymity for four years for a brief shining moment.

But that time wasn't 2,500 years ago, or probably any time during the more than 12 centuries of the athletic meets held in Olympia in southwestern Greece that came to be known as the Olympic games.

From bribery to rampant professionalism, the early Greek contests had almost all the vices of the modern Olympics, according to a professor who studies the games.

"Every one of the evils claimed to be modern intrusions on the ancient games



are themselves ancient," said Stephen Glass, an archeologist and teacher of classics at Pitzer College in Claremont. "Aside from performance-enhancing drugs." ...

The last of the founding faculty members at Pitzer College, where he has taught since 1964, Glass is an amateur athlete. He enjoys his work, which sometimes means debunking the myths of purity surrounding the Olympics. ...

The Pitzer professor enjoys pointing out that the Greek games were just as sullied by similar influences as are the games today.

"There's a general perception out there that somehow the games were a meeting place for the purist spirit of athletic competition unspoiled by the promise of monetary reward," he said. "The fact of the matter is that the concept of amateur and professional really doesn't exist and the rewards for winning were quite substantial."

## RABBI PREPARES HER FIRST HIGH HOLIDAY

*Long Beach Press-Telegram*  
Aug. 26, 2000

When Mychal Rosenbaum was a student at Newcomb Elementary School in Long Beach, she surprised her parents by

requesting a move that most kids would dread.

The Long Beach native asked to leave her friends and familiar neighborhood to attend CIS, College Intermediate School, on the other side of town.

Besides the magnet school's emphasis on academics, she says, she was excited about meeting kids from different ethnic groups and finding out what a different part of the city was like.

"I like putting myself in a new environment," she says. ...

A love for adventure, interaction with new people and intellectual challenges have continued to be a feature of Rosenbaum's currently blossoming religious career.

She became a Reconstructionist rabbi in June and is now preparing for her first High Holiday season, the busiest time of the Jewish year, as a congregational rabbi. But her path to the rabbinate was indirect.

After completing a degree at Pitzer College in Claremont, she studied for a teaching credential at Cal State Long Beach, working both at Hill Middle School in Long Beach and the nonprofit organization Young Horizons, where she counseled kids referred from the juvenile justice system.

Becoming a rabbi was not a childhood ambition for Rosenbaum: Women were just beginning to enter the Reform rabbinate, and she didn't begin to think of it as a possible career until college. When her spiritual search led her to the Harvard Divinity School, where she earned an M.A. in theological studies, contacts she made there helped her make up her mind.

"There were very few Jews there, but I found I wanted to do what people from other religious backgrounds were doing: understanding the meaning in their own religious traditions and helping others find a path."

# Campus News

## Guatemalan Students Come to Pitzer

Some of the neighbors back home call Luis Enrique de Leon “the Mother Theresa of Guatemala” because of his work with orphans and burn victims in the rural, impoverished area of Quetzaltenango. The Boy Scouts he directs in his 8-year-old son’s den, on the other hand, nicknamed him “wolf’s mother.” And now Pitzer College freshman Oscar De Leon-Baer (of no relation) has added a third title to Luis’ name: friend.

It’s a long story, but basically these two remarkable men, who are both studying this year at Pitzer—Luis is here for one semester through the College’s PACE program and Oscar is a full-timer who plans to major in communications—have known each other since the latter was in diapers. Thanks to the efforts of Pitzer and

the grass-roots organization, Xela Aid (founded in Guatemala in the mid-1990s by Leslie Baer, who formerly served as executive director of college relations at Harvey Mudd), Luis and Oscar are sharing an educational opportunity.

“I’m really thankful to the people who made it possible for me to be here,” a grateful Luis conveyed in his best English, with some translation assistance from Oscar. In exchange for his semester scholarship, Luis is assisting Pitzer faculty members Ethel Jorge with Spanish and Ann Stromberg with a midwife program. Much of the help thus far has been relaying stories about his country to students and showing them pictures from a thin photo album he packed for the trip. One of those stories goes back to how he met Oscar.

Oscar, a burn victim who was legally adopted by Leslie Baer and her husband, Wolfram Alderson, nearly five years ago, was first introduced to Luis while still an infant with massive, fresh burns across the right half of his face. The combination of a plastic toy and a lighted candle at the foot



Luis Enrique de Leon, left, and Oscar De Leon-Baer are studying at Pitzer thanks to efforts by the College and Xela Aid founder Leslie Baer, center. Photo by Gregg Segal

of the youth's bed (as many Guatemalan homes don't have electricity) was logged as the cause of the disfiguring injury. Luis was on staff as a nurse and social worker in the same hospital where Oscar's mother also was working. And through a doctor there, Luis became involved in Oscar's treatment. In later years, this meant bringing Oscar to the attention of Baer and her husband, who were seeding Xela Aid in Quetzaltenango, a volunteer outfit that has provided education and health care to an area devastated by 33 years of civil war.

At the time, Luis also was running an orphanage for children ages 2 to 10 whose parents were either abusive or killed in the war. Without food, shelter and clothing, Guatemalan children swiftly resort to drugs, commonly getting high off shoe glue by as young as age 5, he said. Luis and his wife eventually had to close their orphanage because "it was too expensive" to run, he says.

But it was through that work that he would eventually get Baer and Alderson's attention. The couple had sponsored other Guatemalan burn victims for plastic surgery, arranging treatment here in the States through volunteer surgeons. "We relied heavily on Luis in terms of finding the people with the greatest needs because we obviously can't solve all the world's problems," Alderson said. "He sees a lot of suffering and we have faith in him."

Several months after moving Oscar in with them, the couple knew "it was going to require a lot more than just medical attention," Alderson said. Oscar needed education and other care, so they adopted him.

"I was supposed to be here for a few months and I guess they liked me," Oscar said jestingly. He entered the States as a high-school freshman, not knowing any English. But after listening to "as much TV as I could, and radio," and studying English up to three hours a day, he graduated with honors and was accepted into Pitzer. "Unlike [Luis], I'm not getting a free ride," he jokes.

The biggest adjustment both men had to make involved the abundance of food in the U.S. Luis, 39, told of a recent trip to Las Vegas with Baer and her husband. At one restaurant, the scrambled eggs he ordered were undercooked, so he sent them back. He was amazed when he saw the waiter slide the first eggs into the trash can. Back home, members of the poorest Guatemalan families dine on a single tamale and half of a boiled egg each for dinner. Adds Oscar, "There is so much food here, and everything goes to waste. It's sad to see, in the dining hall, the students grabbing as much food as they can, and they eat some and just throw the rest of it away. One plate of food here would feed a family of four over there."

When not in school, Oscar likes reading and bicycling. Luis also enjoys reading (from poet Pablo Neruda to various social and political writers) and playing basketball. He is anxious to return home to his wife and three children, and to his duties as the Guatemalan director of Xela Aid. "They are already saying they need me," he says with a broad grin. —*Alissa Sandford*

## President Announces Plans to Retire

Marilyn Chapin Massey has announced that she will retire as president of Pitzer on June 30, 2002. Massey, who became Pitzer's fourth president on July 1, 1992, says she will retire to spend more time with her family.

"The past decade saw significant changes that set the stage for Pitzer to excel in the 21st century," Massey said. "At the same time, Pitzer can be proud of major improvements in the educational environment at the College and a strengthening of Pitzer's continuing commitment to its deepest purposes: intellectual discovery, accessibility and social responsibility."

As president, Massey has guided Pitzer from regional to national prominence. Her

notable achievements include increasing the market value of the College's endowment from \$27 million to nearly \$50 million; expanding the campus with three architecturally noteworthy buildings; leading a comprehensive, strategic planning process to chart the College's future course; beginning a campus master planning process to determine current and future facility needs; dramatic improvements in admission selectivity; increasing the number of external studies programs run by Pitzer from two to 11, including the innovative Pitzer in Ontario program; major strides toward integrating new technology into the educational process; and significant successes in fundraising, particularly with philanthropic foundations.

Before becoming Pitzer's president, Massey served as vice president for academic affairs at Marymount Manhattan College in New York City, where she was credited with revamping the curriculum and attracting new financial resources. Before joining Marymount Manhattan in 1987, Massey held administrative and teaching positions at the College of New Rochelle, Mundelein College and Harvard and Duke universities.

As a scholar, Massey has written extensively on the subject of the philosophy of religion, including two books: "Christ Unmasked: The Meaning of 'The Life of Jesus' in German Politics" (University of North Carolina Press, 1983) and "The Feminine Soul: The Fate of an Ideal" (Beacon Press, 1985).

Born in Dayton, Ohio, Massey grew up in Chicago and attended Marquette University in Milwaukee, where she earned a bachelor's degree in English and a master's degree in the history of religion. She holds a second master's degree in interdisciplinary religious studies and a doctorate, with distinction, from the University of Chicago.

She is married to actor James Massey. The couple has two grown daughters, Lisa and Sarah.

A national search for a new president is underway.

Massey succeeded Frank Ellsworth, who served as president of Pitzer College from July 1, 1979 to June 30, 1991. Other Pitzer College presidents are Paul B. Ranslow (interim), July 1, 1991 to June 30, 1992; James B. Jamieson (interim), Oct. 1, 1978 to June 30, 1979; Robert H. Atwell, July 1, 1970 to Sept. 30, 1978; and John Wellen Atherton, July 1963 to June 1970.

## Pitzer Receives \$3.28 Million From Anonymous Alumna

Pitzer recently received \$3.28 million, the largest single alumni gift in its history, to endow a professorship and two full scholarships in anthropology.

The gift enables Pitzer to establish a Distinguished Teaching Chair in Archaeology and Biological Anthropology and scholarships named for anthropology professors Sheryl Miller and R. Lee Munroe.

Miller has taught at Pitzer since 1969. She specializes in African archaeology, world prehistory, human evolution, African and Native American ethnography, cultural ecology and ethnic arts. Munroe has been a member of Pitzer's faculty since 1964. His academic specialty is cross-cultural human development.



Munroe; Miller

"Pitzer's faculty members have a reputation both for the excellence of their teaching and for involving students in their research," said the donor, an alumna of the Class of 1983. She and her husband made the gift and wish to remain anonymous. "We wanted to do something to ensure that future generations of Pitzer students will have the chance to collaborate with and learn from outstanding faculty."

The Distinguished Teaching Chair will honor a faculty member for outstanding teaching, scholarship and field research in anthropology. More specifically, the gift provides the following:

- \* \$2.1 million to endow a professorial chair. The first will be named from Pitzer's current full-time, tenured faculty. The chair is to be awarded to a faculty member in anthropology with research and teaching interests in the biological evolution of humans and the relationship of humans to their physical and cultural environments.

- \* \$150,000 to endow the scholarly activities of the occupant of the chair.

- \* \$150,000 to endow summer field-research stipends for two students nominated by the holder of the chair.

- \* \$880,000 to create two fully endowed scholarships to be named the Sheryl F. Miller Scholarship and the Robert L. Munroe Scholarship in recognition of the lifetime commitment to teaching excellence demonstrated by the namesakes. The scholarships will provide full funding for two students in anthropology with interests in field research.

"This remarkable gift of a professorship and scholarships—a clear expression of one alumna's appreciation for Pitzer's exceptional academic, intellectual and personal influence—will have a powerful and lasting impact on the College," President Massey said. "We are extremely

grateful to her and her husband for their generosity."

The landmark gift follows on the heels of two record-breaking years in fundraising at Pitzer. Last year, the College received \$6.4 million in outright gifts and pledges, nearly doubling the previous year's record total of \$3.2 million. Additionally, Pitzer's endowment has increased by nearly 10 percent over the past two years and the annual fund has again exceeded \$1 million.

"We've had growing numbers of alumni volunteer to help us raise gifts to the annual fund," said Alice Holzman, vice president for advancement. "There is a clear correlation between alumni who volunteer to solicit former classmates and success in the Alumni Fund. We deeply appreciate their participation and hope that many more alumni will join in this important effort to provide scholarship and program funds."

## Aboriginal Artist Visits Pitzer

When Paul Faulstich, associate professor of environmental studies, introduced Aboriginal artist Peter Manaburu as "this old man," he wasn't poking fun at age.

In fact, Faulstich's carefully selected words were used each time he referred to Manaburu to show respect for the elder. In Aboriginal culture, the words reflect consideration for the wisdom and experience of seniors.

Manaburu and four other indigenous Australians visited Pitzer in November for a presentation on Aboriginal culture. The five were accompanied by Claire Smith, a lecturer in archaeology at Flinders University in Australia and producer of the video "Indigenous Peoples in an Interconnected World." Smith's video was screened during the first half of the two-day presentation.

When Smith asked if any attendees had ever seen an Aboriginal person—other than Faulstich, who has done research on Aboriginal people—only one hand went up.



Aboriginal artist Peter Manaburu creates a painting during his Pitzer visit. Photo by Gregg Segal

the Cultural Studies Program at Claremont Graduate University.

## Dashew Appointed to Board of Trustees

Leslie Dashew '70 has been appointed to Pitzer's board of trustees.

A resident of Scottsdale, Ariz., Dashew is the president of Human Side of Enterprise, an organizational development

firm, and is a partner in the Aspen Family Business Group.

"It is an honor and joy to welcome Leslie to the board of trustees of Pitzer College," Board Chairperson Susan Pritzker said. "As an alumna of the College, she embodies everything that Pitzer stands for. She has combined a successful career with social action. Her experience and knowledge of organizational and group development will help to make Pitzer's board and the College stronger than ever."

As head of Human Side of Enterprise, Dashew presents company workshops and seminars nationally and abroad. She has conducted training for professional and trade organizations, including the Young Presidents Organization, American



Dashew

Institute of CPAs, Society of Plastics Industry, American Hotel and Motel Association, American Society for Training and Development, Family Firm Institute and Attorneys for Family Held Enterprises.

She also is the author of "The Best of The Human Side" and co-author of "Working With Family Business, A Guide for Professionals." Her writing on family business issues can be found in business and trade magazines, including Nation's Business, INC, Black Enterprise and Entrepreneur. She also has volunteered at numerous organizations, including Women Business Owners, Inc.; Commercial Real Estate Women; The Council for Children; The Family Firm Institute; The Georgia Coalition on Consultation, Education and Prevention; the Mental Health Association; and The Governors Council on Child and Adolescent Mental Health.

Dashew majored in psychology at Pitzer and received her graduate degree in psychiatric social work from the University of Michigan. She served on the Emory University Medical School faculty in psychiatry for six years. Her appointment brings to 40 the total number of trustees on the Pitzer board.

## Pitzer Hosts Ralph Nader Visit

Pitzer's Center for California Cultural and Social Issues (CCCSI) hosted noted consumer advocate and politician Ralph Nader last fall at an event that drew more than 2,500 staff, faculty and students from The Claremont Colleges, as well as guests from the surrounding communities. The event was held in Bridges Auditorium just weeks before the November elections.

The Green Party presidential nominee was nearly two hours late for his speech. He explained he had been stuck in traffic en route from another campaign stop. But the audience never budged during the wait, and many seemed thrilled when Nader blamed his tardiness on General Motors,

Discussion focused on traditions and the knowledge one can gain from studying other cultures. One of the guests told the audience, in his native tongue, that he was looking at them closely. He repeated this several times. It was later explained that, in aboriginal culture, repetition signifies the importance of the statement.

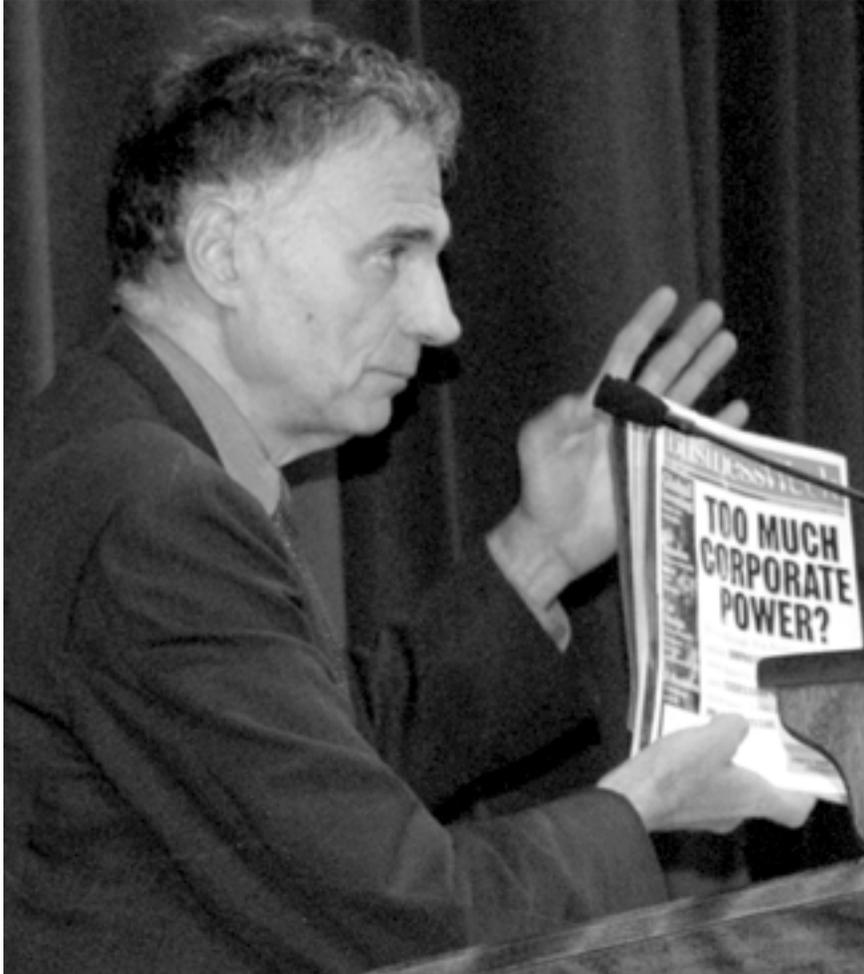
"The one thing I've learned from Aboriginal people is respect and tolerance for other people's ideas," Smith said.

On the second of the two days, Manaburu spent the day in Pitzer's Nichols Gallery creating a painting and discussing his work.

Pitzer was among Manaburu's California stops while on a trip through the United States. As part of the group's visit to Claremont, they spoke at Sycamore Elementary School. Elementary students from the area also came to Pitzer to watch Manaburu paint.

"I saw a good opportunity to really bring some cultural diversity to Pitzer and shed some diverse light on globalization," Faulstich said.

Event sponsors included the Pitzer Academic Events Committee, the Ecology Center at Pitzer, the Pitzer Alumni Council, Scripps Humanities Institute and



Ralph Nader holds up a magazine during his speech at Bridges Auditorium. Photo by John Valenzuela

Firestone and Standard Oil, which, he said conspired years ago to buy the electric trolley systems in major metropolitan areas.

“They tore up the tracks, got rid of their competitors and rights of way and pushed for a total highway transportation system. And they were indicted and convicted in federal district court after World War II, all three of them, for conspiring to criminally violate the antitrust laws,” Nader said. “Every day we are paying the price of that demolition.”

Nader gained national recognition in 1965 when he targeted General Motors and the American auto industry in his best-selling book “Unsafe at Any Speed: The Designed-In Dangers of the American Automobile.” When GM attempted to

discredit him, Nader sued the company for invasion of privacy. The landmark case forced GM to admit wrongdoing, and resulted in the passage of a series of safety laws requiring the auto industry to make drastic design changes for safer motor vehicles.

Once called the “U.S.’s toughest customer” by Time magazine, Nader’s consumer advocacy has kept him in the public eye. His organizations were responsible for federal consumer protection laws such as the Safe Drinking Water Act, and they launched federal regulatory agencies, including the Occupational Safety and Health Administration (OSHA), Environment Protection Agency (EPA) and Consumer Product Safety Administration.

His organizations also gave consumers access to the government through the Freedom of Information Act of 1974.

Nader told the Bridges audience that the goal of his campaign was to gain five percent of the national vote so the Green Party would garner a share of public campaign funding.

“We’re on our way to becoming a major party in eight to 10 years,” he said.

## Purdy Joins CISEP as Site Director

Jackie Purdy, an experienced teacher and administrator, has joined the Pitzer staff as the site director for the newly formed Claremont International Studies Education Project (CISEP).

CISEP, a state-supported project, involves faculty and staff at Pitzer and the other Claremont Colleges in working with public school teachers to help improve the quality of international studies instruction in area schools. [For more on CISEP, see Faculty Profile, this issue.]

Purdy is an experienced social studies teacher and has been active in the Los Angeles Unified School District and in both the California and the national councils for social studies education. She also served as an instructor at Cal State Northridge and comes to Pitzer from Sherman Oaks Center for Enriched Studies, where she was assistant principal.



Purdy

## Late Night in the Bert Meyers Poetry Room *for Barry Sanders*

By Sebastian Matthews '87

All I can make out of you, old friend,  
in the half-dark of this upstairs room  
lit by the bassoon of moonlight  
passing through the treetops  
is the darkened furrow  
of your brow and the tilt  
of your bushy head.  
Your chin rests on your writing  
hand and, though I can't see it now,  
the smile on your lips is all sweet ponder  
and the just about got it right pause  
of the great Poet. And there's  
old Walt over there on the facing wall,  
his broad-hatted head titled famously jaunty,  
self-aggrandizing and sly, standing akimbo  
to America, as if waiting for an answer  
to all the great questions he knows won't be  
coming any time soon, but what the hell  
why not ask, anyway, why not stride forward  
afoot and light-hearted?

I have yet to step back out  
into the night's rain, yet  
to walk the enumerated blocks home,  
head down under the weight  
of the downpour,  
along the mathematics of streets  
and across this college town's simple ode  
College Harvard Yale Princeton Cambridge

yet to enter into the transfigured world  
where sidewalks are rivers  
and gutters gullies,  
where trees shake down wrath  
like elephants and crows are harbingers  
of a new world.  
You would see this, oh great namer

to whom a pebble is a raindrop's tomb  
and a sharpened pencil sheds  
the fragments of a crown,  
you'd see it all and smile, head bowed,  
on one of your long walks with Mezey  
through the empty streets of this town  
before the influx of boutiques,  
caught up in tropes and camaraderie.

No, I am still sitting here  
late night in the Bert Meyers Poetry room,  
this small bundle of cat on my lap  
purring out sutras of joy,

with this cooling mug of coffee.  
You'd get a kick to hear  
this lonely place called the Ecology Center  
by the students,  
and would shake your lion's head  
to see the moss coat of dust on the jackets  
of all the slim volumes.  
They wouldn't let you smoke  
in class, either,  
the cigarette, like your life,  
a piece of chalk  
that shrinks as it tries to explain.

I'm here, wild olive tree,  
low-riding in one of your friend Barry's  
chairs. The cat split a long time ago.  
The rain announcing its presence  
in a drum roll.  
I get up, gently, gently,  
as a drunk rises from his dreams  
and before staggering down the stairs  
of this temporary life  
tip my imaginary hat  
first to Walt, the father of fathers,  
then to you, professor verse,

saying hello in goodbye,  
breathing the dust of dying,  
knocking about in my suit of bones,  
ready to take to the open road.

*Sebastian Matthews received his MFA in creative writing at the University of Michigan. His first collection of poems, "The Green Man Walks Across America," will be published by Salmon Press. He is co-editor, along with Stanley Plumly, of "The Poetry Blues: The Essays & Interviews of William Matthews" (University of Michigan Press, 2001). His poetry and prose have appeared in numerous journals, including The Atlantic Monthly, Brilliant Corners and The New England Review.*

*Matthews recently moved with his wife, Ali, to Asheville, N.C., where they teach at Warren Wilson College. He has recently completed a memoir and has begun work on a collection of short stories. His new literary journal, RIVENDELL, the first issue of which focuses on Claremont authors, will appear sometime this summer.*

# Faculty Profile

## Higher Learning



Associate Professor of Political Studies Nigel Boyle knows that teaching a subject is the best way to learn it.

Such as two years ago, when he asked his students who had just returned from studies abroad to construct multi-media presentations about their experiences. As part of their assignments, the students delivered their presentations to two classes, one at Pitzer and another at a local high school.

“It worked very well,” Boyle recalls. “It was a win-win. I benefited because the students will learn something more if they have the obligation to teach somebody else, and the students they taught learned as well.”

From this initial trial, Boyle began thinking about Pitzer’s charge of social responsibility. He was haunted by a colleague’s remarks that liberal arts students often can’t get internships in their area of study. What practical experience is available for a history major with a concentration in

post-Civil War America?

Last year his question was answered when the state approached The Claremont Colleges looking for additional sites for its California International Studies Project. The project, which is one of nine California Subject Matter Projects, is aimed at improving the academic competency and teaching skills of K-12 teachers in international studies and world history through alliances with other agencies and colleges.

Upon hearing about the program, Boyle applied for funding. In August, the state granted him \$125,000 to begin the Claremont International Studies Project, or CISEP. In October, Jackie Purdy, an experienced social studies teacher and former assistant principal, was hired as the new site director for CISEP (see *Campus News*, this issue, for more about Purdy’s appointment).

One of 17 regional centers, CISEP is based at Pitzer College and draws upon the strengths of Pitzer, Scripps College and

Claremont Graduate University. In particular, the program involves faculty from the European Union Center of California (located on the Scripps campus) and the university’s graduate program in teacher education.

Boyle says the program gives liberal arts students and faculty the opportunity to share their expertise with teachers in local public schools.

“We can have our students have ambitions when they return from external studies and charge them with the responsibility of talking to other people and educating them about what they encountered,” he says. “This is a way of connecting Pitzer’s real strengths in international and intercultural studies and its focus on social responsibility.”

Through a series of workshops this academic year, Claremont faculty and students are beginning to form relationships with teachers in low-performing school districts in east Los Angeles and west

San Bernardino counties. The first event took place during a weekend in January and featured four professors specializing in African Studies. About 30 teachers attended the dinner-time lectures and panel discussions.

Christine Perkins, a high-school teacher in Rancho Cucamonga, says the state program makes a real difference in her quality of teaching. Sessions held by other colleges have enabled her to meet experts who later volunteered to speak to her classes, and learning about new topics has inspired her to expand her own class lectures.

"I'm really pleased Pitzer is doing this," she says. "Most of us don't get outside the district ... and this is a rare chance to rejuvenate experienced teachers. Also, a lot of people teaching the social sciences were not history majors, and this helps them get more grounded in the subject matter."

Susan Warren '78, director of B.A./M.A. programs in community education at Claremont Graduate University, says the program appeals to teachers for another reason. "They can't believe this is free," she says.

While attending lectures and workshops is important, for the program to succeed, Boyle says it is equally important that teachers learn how to incorporate the new information into their own lessons.

"What we want to do, given the nature of Pitzer and The Claremont Colleges, is to build longer connections between faculty, their courses and the schools. We want to use their expertise, but then work with the faculty so their students design things they can deliver in the schools. The connections between the students and Pitzer students will be ongoing," he says.

Now that the program is underway and two more sessions are planned—Europe in March and Latin American in May—Boyle says his next challenge is tailoring the program to the immediate needs of local teachers. The recent approval of an Advanced Placement test in world history has prompted him to schedule a session on

world history next year.

"The fact that there is this new AP test means that's going to get a lot of interest," he says. "We know that interest is there with the teachers and the others, the European Union Center. The resources are guiding our direction. For the future, this program needs to be collaborative."

Other future plans include organizing sessions on Asia and the European Union and starting two "cultural ambassadors" programs during which foreign students studying at Pitzer and students who have participated in external studies speak with the teachers and public-school students.

Evaluating the viability of CISEP won't be easy, Boyle says. While logic suggests CISEP administrators will be able to gauge success if high-school students' performances on standardized tests, such as the

controversial Stanford 9, improve, Boyle called the tests "crude and blunt instruments."

"One of the things we're planning to do for next year is a much more systematic assessment for what we've done, such as involving teachers in assessment seminars where they redesign courses and class plans," he says. "We're trying to improve the quality of the teaching, and the assumption is improved teaching means improved performances on the Stanford 9. But are teachers learning more and applying it in their classes? That's what we're trying to do next year as well."

—Susan McCormack

*McCormack, a 1997 graduate of Scripps College, is a staff writer for the Inland Valley Daily Bulletin in Ontario, Calif.*



# Faculty Notes



Buerkle

In February, **DARCY BUERKLE** (history) presented “Longing for Evidence,” a talk about Charlotte Salomon’s work, as an invited lecturer at the Jewish Museum in New York. In the fall, she organized a panel on “Monologues and Dialogue with America” for the Pacific Ancient and Modern Language Association meeting held at UCLA. She also spoke at the German Studies Association annual meeting in Houston in October and participated in a panel discussion on the Holocaust last year at the Modern Language Association meeting in Washington.

An article by **PAUL FAULSTICH** (environmental studies) titled “Art As Biocultural Artifact” appeared in *Rock Art Research* in December. Another article by Faulstich, “An Inquiry Into the Nature of Sacred Places: The Petroglyph Sites of the Pipkin Lava Flow, San Bernardino County, California,” was published in Vol. 15 of *Rock Art Papers*, the journal of the San Diego Museum of Man, in February.

In October, Faulstich received a citation “recognizing the highest standards of excellence in service” for his work in Pitzer’s Leadership in Environmental Education Partnership program (LEEP) from the Claremont Unified School District.

Ceramic sculptures by **DAVID FURMAN** (art) have been exhibited recently at numerous museums and galleries across the country, including the Los Angeles County Museum of Art; LewAllen Contemporary in Santa

Fe, N.M. (October); The Clay Studio, Philadelphia (November); Navy Pier, Chicago (November); and the International Art Fair (November) and the New York Ceramics Fair (January), both in New York City. His work also was exhibited at Gallery 128 in New York (January to February); the Kemper Museum of Contemporary Art in Kansas City, Mo. (December 2000 to March 2001); and the Jerald Melberg Gallery, Charlotte, N.C. (March to April).

Additionally, Furman, who was on sabbatical in the spring and fall, lectured as artist-in residence at the University of Arizona (October), Kansas State University and the Kansas City Potters Guild (October), Sacramento State University (October), and the University of Nevada, Las Vegas (November).

His ceramics appear in a number of recently published art books, including “Teapots Transformed: The Exploration of an Object” (Guild Publishing, December 2000), “Contemporary Ceramics” (Calmann-King, London, distributed by Thames and Hudson; also published by Watson Guptill, September 2000), “Color and Fire: Defining Moments in Studio



David Furman receives a doctorate from Julio Estrella, director of the National School of Fine Art, Lima, Peru.



Furman accepts the Medal of Honor from the National School of Fine Art, Lima, Peru.

Ceramics" (Rizzoli International, 2000), "The Craft and Art of Clay" (third edition, Prentice-Hall, 2000) and "Who's Who in American Art" (fourth edition, Marquis Publications, 2001). Furman recently discovered that his work also appears in the book "Arte y Artesania del Barro" (Blume Pub. Barcelona, Spain, 1997).

Articles on Furman's work appeared in the Australian art publication "Ceramics Art and Perception, No. 40" (July 2000), and both "El Comercio" (July 14, 2000) and "Expresso" (July 17, 2000) in Lima, Peru, where he spent the spring semester as a Fulbright Fellow. His fellowship was featured in the fall Participant. While in Lima, Furman was awarded the *Escuela Nacional de Bellas Artes* Medal of Honor and a doctorate from the National School of Fine Art.

Two articles by **BRIAN L. KEELEY** (philosophy), "Shocking Lessons from Electric Fish: The Theory and Practice of Multiple Realization" and "Neuroethology and the Philosophy of Cognitive Science," have appeared recently in "Philosophy of Science." The latter article was among the proceedings of a symposium with Gary

Hatfield (University of Pennsylvania) and William Hirstein (Elmhurst College) at the 1998 Philosophy of Science Association meeting. The symposium topic was "Studies in the Interaction of Psychology and Neuroscience."

An article by **RONALD MACAULAY** (emeritus, linguistics), "You're Like 'Why not?': The Quotative Expressions of Glasgow Adolescents," was published in the *Journal of Sociolinguistics* this spring.



Fought

**LEE MUNROE** (anthropology), **CARMEN FOUGHT** (linguistics) and John Fought published an article, "Rhythmicity or Sonority," in the December issue of the *American Anthropologist*.

Munroe also published an article, with Mary Gauvain (UC Riverside), titled "Why the Paraphilias?" in the February issue of *Cross-Cultural Research*.

The late **RUTH MUNROE** was honored with a two-part publication dedicated to her in the November and February issues of the journal, *Cross-Cultural Research*. The book, "The Psychology of Cultural Experience" (Cambridge U. Press, 2001, C.C. Moore and H. Mathews, Eds.), also was dedicated to Dr. Munroe.

In January, **RONALD RUBIN** (history of ideas) was promoted to godan (fifth dan) in Aikido through Aikikai Hombu Dojo, Tokyo.



Segal

An article by **DANIEL SEGAL** (anthropology/history), titled "'Western Civ' and the Staging of History in American Higher Education," was published in the June 2000 *American Historical Review*. In September, Segal presented an invited paper, "Translation Effects in Historical Writing," at *Translationes*, a conference at the University of Leipzig. In November, he co-organized a session at the American Anthropological Association titled "Unwrapping the Sacred Bundle: Reconfiguring the Discipline of Anthropology."

In November, **CLAUDIA STRAUSS** (anthropology) delivered a lecture titled "What Does Welfare Reform Tell Us About American Culture? (It's Not What You Think)" at Rollins College in Florida as part of that institution's Thomas P. Johnson Distinguished Visiting Scholars and Artists series. She also gave a talk, "Empathy and Economic Position: Gender and Class in U.S. Americans' Talk About the Welfare State," and was a panel discussant on "Cultural Models and Schema Theory" at the American Anthropological Association annual meeting in November.

Strauss' paper, "The Culture Concept and the Individualism-Collectivism Debate: Dominant and Alternative Attributions for Class in the United States," was published in an edited collection that appeared in the volume "Culture, Thought and Development" (edited by Larry P. Nucci, Geoffrey B. Saxe and Elliot Turiel; Mahwah, N.J.: Lawrence Erlbaum Associates, 2000).



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# *Back to School*

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Pitzer faculty, staff and students have been working since the College's inception to manifest a common vision: a cross-pollination that takes Pitzer into the community in organic ways while bringing youngsters from the local communities to campus, exposing them to role models and showing them how a college education can unlock doors to the wider world. This vision has been put into practice through more than a dozen innovative programs that reach deep into local schools, homeless shelters and service agencies throughout the Inland Empire to strengthen ties between town and gown. **By Denise Hamilton**

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Pitzer senior Trifari White recalls the surprise on her high-school guidance counselor's face when she asked for an application to a private college.

"She tried to steer me to a Cal State, she wasn't that interested in me," White says. "If you're not taking AP classes, if you don't fall into a certain academic standard that they think is college-bound, the counselors won't keep on top of things. They expect you to go to a junior college. I didn't know how to write the essays. I didn't know about financial aid. I missed a lot of deadlines."

But White persevered, enrolled in AP classes and managed to get into Pitzer. Then, realizing that many younger students today face the same obstacles she once did, White joined Pitzer's Early Academic Outreach Program (EAOP), which motivates youths from lower socio-economic backgrounds and under-represented groups to develop the skills necessary to increase their chances of admission to four-year colleges.

For several years now, White has given campus tours to youths from local schools. She answers questions about class offerings, social activities and campus life. She takes her young charges to eat in the cafeteria, brings them to admission and financial aid workshops and even hosts a "sleepover" in her dorm so students can get a taste for university life.

This January, White caught up with a Pomona High School student who had shared her dorm room two years ago during such a sleepover. She is Nataly Buenrostro, 18, now a freshman at Pitzer.

Despite living only a few miles away, "I had never even heard of The Claremont Colleges," Buenrostro explains. "Private school never crossed my mind, I thought it would be too expensive. But that whole experience of visiting Pitzer made me love it. The girls [from EAOP] were really nice. They offered to talk to my parents about letting me live on campus. If not for early outreach, I wouldn't be here."

The program that brought Buenrostro to campus is one of many that Pitzer has developed in recent years as part of its wide-ranging efforts to better connect the campus with the world around it. Since its inception, Pitzer has stressed academic learning in a hands-on environment coupled with a strong commitment to community service. But Pitzer faculty and administrators also realized they wanted to do more than the established norm of sending students out into the surrounding communities for limited



Trifari White, left, decided to attend Pitzer after spending time with Nataly Buenvostro during a visit to the campus. Photo by Marissa Roth

stints as teacher aides and interns.

College leaders envisioned a cross-pollination that would bring Pitzer into the community in organic ways while bringing youngsters of the diverse local communities to Pitzer, exposing them to college role models and inspiring them about how a university education can unlock doors to the wider world.

And so Pitzer began to put those ideas into practice with more than a dozen innovative programs that reach deep into local schools, homeless shelters and service agencies throughout the Inland Empire to strengthen ties between the historically separate communities of town and gown.

Most of these programs are joint efforts by students, faculty and college administrators that have taken years of planning and research to set up. Likewise, the programs rely heavily on generous fund-

ing from various foundations. Always, the focus is on education in one form or another, targeting at-risk youth from preschool age to high school.

As a result of this concerted effort, on any given day now, Pitzer students can be found scattered throughout the Inland Empire, working at outreach programs for homeless youth, drop-in centers for day laborers and a local wilderness haven, leading wide-eyed children through hands-on lessons in environmental science.

It isn't always formalized learning, and the programs often place as much emphasis on the emotional bonding and role modeling that occurs as on the academics. But the overarching idea is the two-way flow of energy and ideas as Pitzer students impart knowledge and learn how to solve real-life problems while challenging their capacity for making the world a better place

by working with youngsters less fortunate than themselves.

## Doorways to Asia

"We want to plant seeds," says Carol Brandt, Pitzer's vice president of international and special programs, who was instrumental in developing the innovative Doorways to Asia program with funding from the Freeman Family Foundation. "It creates a larger world for the young students, it makes them dream. We tell them, 'If you can go to Pitzer, you'll have an opportunity to go abroad to study in another country, to China, for instance,' and their eyes turn to saucers. They realize it's something they can aim for."

That, says Brandt, is precisely the goal of the Visit Asia program, which uses two-way videoconferencing to connect local schoolchildren to their counterparts in Shanghai and other cities in Asia.

Student participants are drawn primarily from the cities of Ontario, Pomona and Claremont. They come to Pitzer for a one-hour lesson on the history, geography and culture of the Asian site they will visit. They learn to say introductory words in Chinese—it is often a surprise for them to find that Chinese words differ depending on the spoken tone—and write Chinese characters with the help of Pitzer student facilitators.

Then they gather for a videoconference through which they meet students from China; the two groups pose questions about each other's lives, interests and study habits. In one such video meeting, American students asked their Chinese counterparts how many hours of homework they had each night, (from two to four hours); whether they liked The Backstreet Boys (a resounding "yes") and what they did during their spare time (sports, family gatherings, movies and video games).

Both sides learned that they shared a love of Hong Kong action film star Jackie Chan. The American students were surprised the Chinese youths spoke English

so well—even though many of the Americans also were bilingual, as they spoke Spanish at home. In turn, the Chinese youths laughed with delight when the American students held up placards they had written in Chinese characters, wishing their new friends “Happy (Chinese) New Year” and introducing themselves.

“It gives them a perspective on how other people live, and it breaks down stereotypes,” says Lilia Sanchez, an early intervention research specialist at Chaffey High School in Ontario, who accompanied a group of students to Pitzer last year for a video-conference.

For many local students, who may have never left the Inland Empire, the experience is eye-opening, both in showing the difference of their lives and the commonalities all teenagers share.

Doorways to Asia “connects our students to the outside world in a positive way,” Sanchez continues. “It’s not like go-

ing through a book. They learn awareness and appreciation of another culture by talking to real live kids who share many of the same things our kids do.”

And, Brandt notes, because it is a two-way exchange, the teleconferencing also becomes a “Visit America” experience for the Asian students on the other side of the world.

Pitzer faculty have been keen to use the videoconferencing technology to enhance their own classes. Nigel Boyle, associate professor of political studies, and his Comparative Politics class, for instance, used videoconferencing to interview a specialist on Chinese demographics and a family in Shanghai about their experience with the nation’s “one-child” policy.

A second component of Doorways to Asia is a Cultural Ambassadors Program that sends Pitzer students returning from external-studies programs in Asia into area schools to deliver CD-ROM presentations

on the cultures in which they have lived and learned.

These multi-media presentations come complete with sound collages of their host families talking in native languages, snippets of folk music and visual images of the people and landscape in an interactive format. After classroom discussions, the CD-ROMS are given to the local schools, creating a lasting multi-media library for further reference and study, and again stimulating the interest of local schoolchildren in the possibilities of college and travel.



## LEEP

But not all the Pitzer programs in the school involve crossing the ocean. The Leadership in Environmental Education Partnership (LEEP), developed by two Pitzer alumni, Paul and Susanne Faulstich, brings 130 local schoolchildren each year to The Claremont Colleges’ Bernard Biological Field Station, an 85-acre parcel that contains a variety of habitats and species, to conduct field studies and experiments.

For many local students, this hike through a magnificent natural preserve provides students with their first glimpse of tadpoles, ducks and undulating trails and exposes them to “what Claremont looked like before the urban sprawl of cities, streets and shopping malls,” says Paul Faulstich, an associate professor of environmental studies at Pitzer.

The hikes and coordinated classroom lessons in the environment are led by 30 Pitzer students enrolled in a class called “The Theory and Practice in Environmental Education.” Pitzer students receive academic credit for their work but do not get paid, Faulstich explains.

“The college students are learning how to teach and they’re also remembering how to learn,” Faulstich says. “They have to



Pitzer student Jehan Layne and 4-year-old Aaron Daley read together at Linda Vista School in Ontario. Photo by Marissa Roth



Raphael Machuca, 4, gets colorful while finger painting with Pitzer students. Photo by Marissa Roth

develop mastery over the subject before they can convey it to the students. So it's far from a situation where the schools are sucking talent and enthusiasm out of us. It's definitely a two-way street."

## Jumpstart

In addition to launching its own programs, Pitzer also has scoured the nation's schools for good ideas that it can adopt locally. One such outside import is a preschool education program called Jumpstart, developed in 1991 by a national, non-profit organization that sponsors programs at 11 campuses throughout the United States, including Yale and USC.

Jumpstart trains college students to work one-on-one with preschoolers who have been struggling in regular preschool. The highly structured program, which began in Boston, runs for four hours a week and focuses on language and literacy, communication, and social and adaptive skills.

At the beginning of the school year, college students are paired with a preschool student with whom they will work exclusively and intensively for the next 10 months, allowing the two to bond and develop a relationship of caring and trust as well as a secure environment to foster learning.

The program has three main goals: the success of children, the increased interaction of children with their families and the grooming of college students as teachers

and civic leaders.

Pitzer joined Jumpstart in fall 2000 with the support of the James Irvine Foundation and the Corporation for National Service's AmeriCorps program. While students are paid for their time through the college work-study program, the money is often secondary to what they learn.

"Ideally, you want to attract students in the field of early childhood," says Jennifer Peterson, coordinator of Pitzer's Jumpstart program. "We don't have an early education childhood development program at Pitzer, so many of our students are drawn from psychology classes. They are learning a lot about how young children learn, how they play, how they think and how to interact with them, and these are all valuable skills that will help them to be future teachers, parents or leaders in the community."

Approximately 20 Pitzer students participate in Jumpstart in the Inland Empire, where they travel each week to Linda Vista School in a low-income part of Ontario to work with their charges. One recent day, the classroom buzzed with toddler activity and shouts of glee as big and little heads bent over storybooks.

"I feel like I'm contributing to a positive society," says Pitzer sophomore Lilia Williams, taking a break from reading "Piggy to the Rescue" to Cynthia Ramirez, an inquisitive 4-year-old with a long braid and golden earrings.

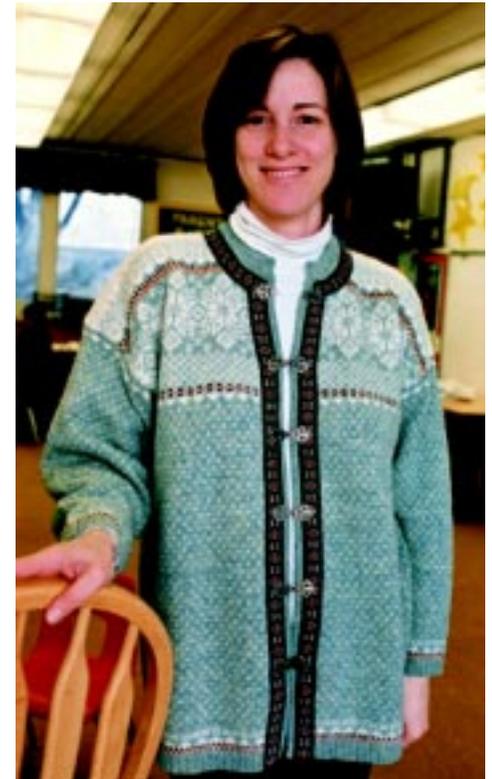
As a stranger approaches, Cynthia bur-

ies her head in Williams' shoulder to hide. She thrusts her thin little arms around Williams. Casually, Williams slings her arm around the little girl.

"We've been able to connect and I've seen the progress in Cynthia," Williams says. "She's excited about reading. She's excited to come here. Before, she didn't want to pay attention the whole time. Now she tries to sound out words and tells her own stories when we look at the books."

Williams says she intends to stay involved in Cynthia's life once the program ends in June. "I look at her and I think what she's going to be like when she gets old, she's such a sweet girl and very bright. Jumpstart is definitely something we should broaden so more people can have the opportunity to participate."

Parents—who are encouraged to visit the classroom for the last 15 minutes of each session—agree, saying they have noticed positive change in their children. Speaking in Spanish, Ontario resident



Peterson

Florina Robles says her son, Gregorio, is more motivated to learn things after attending Jumpstart with his Pitzer tutor, Marisol Camarena.

“He loves her,” Robles says. “She’s taught him many things. I’ve seen the improvement. He’s lost the fear he used to have and he’s more secure.”

For Pitzer students, the experience has its own rewards. Many, such as Hector Ramirez, say they are contemplating careers in education and wanted to see firsthand what it was like to work with children.

“Through helping other people, you also help yourself,” adds Pablo Guardado, taking a break from reading a Spanish language book to his toddler. Guardado wants to be a civil-rights plaintiff’s attorney but says he also loves participating in Jumpstart because “the energy and innocence of children gives me inspiration.”

## CCCSI

Another development at Pitzer that has hastened the College’s ability to reach into the community is the launching of the Center for California Cultural and Social Issues (CCCSI).

CCCSI, funded by the W.M. Keck and the James Irvine foundations, is the outgrowth of Pitzer’s desire to deepen its mission for the 21st century by extending its social and cultural ideas to encompass critical issues faced by the communities that surround Pitzer.

In partnership with local schools, community groups and other organizations, the Center facilitates professors and students in the hands-on study of the region’s challenges via policy research and innovative visions of constructive change.

CCCSI has been the conduit for many programs into the schools via internships, senior projects and summer projects. Most of the work is done under faculty supervision, and each project is designed to provide a learning experience for students as well as a tangible benefit to the community.



Pitzer student Rachael Friedlander reads with 4-year-old Raphael Machuca at Linda Vista School in Ontario. Photo by Marissa Roth

For her CCCSI project, Pitzer junior Karen Hamilton drew up a series of lessons that provided information about the local schools English tutors could use as they tutored Spanish-speaking adults from nearby Pomona and Ontario.

Hamilton, who already tutors a Pomona family in conversational English as part of a program called “Volunteer Vital English,” was surprised to learn that many of the adults she tutored didn’t understand the basics of American schooling and were often afraid to contact their children’s schools except in cases of emergencies.

“A lot of things that would seem basic to people who went to school here, such as not being afraid to discuss your child’s progress or to enroll your child in after-school activities, those things vary from culture to culture,” Hamilton says.

So her series of 10 conversational English lessons lays out these elements of parent-teacher relations in a packet the adults can take home and reference throughout the school year. Hamilton, who is studying linguistics and psychology, was supervised in this project by former Pitzer anthropology professor Cynthia Werner, who wrote the grant that funded the project.

What did Hamilton get in return? “I really enjoy tutoring adults in English because I think it’s a valuable asset to learn. I realized how difficult it is for young kids and their parents who grew up in a different culture to go to school here, and I realized how lucky I was—that not everyone had the same educational experience that I did.”

## Vina Danks

The importance of Pitzer’s mission in the community is something that Mark Lim ’93 knew instinctively but didn’t grasp in all its complexity until he became the out-



Diana Vargas, 4, reads along with Pitzer students Hector Ramirez, left, and Pablo Guardado at Linda Vista School in Ontario. Photo by Marissa Roth



Lim

reach consultant at Vina Danks Middle School in Ontario.

Then several years ago, he called his alma mater, asking if they could send over some Pitzer students as academic tutors. And so began a fruitful relationship that has only expanded as time has passed.

“For many of our students, just having a positive role model is very beneficial,” says Lim, an energetic man who keeps the students on their toes. “They may not have academic and social support at home. But they’re able to bond and connect with the Pitzer students. It’s like a big brother, big sister.”

By dint of Lim’s personal involvement, Pitzer now runs several programs at Vina Danks. One is an academic tutoring program, where students such as Daniel Flores, 13, get help in math from Ana Briceno, a



Pitzer senior majoring in psychology and Spanish literature, who is considering a teaching career.

In the school library one afternoon after class, Daniel talked about why he likes his Pitzer tutor as she helped him with his math homework for the day—fractions. “She pays attention to me, she doesn’t get mad when I say some jokes. She’s patient,” Daniel says, blushing as he regards his tutor.

As for Briceno, she looks forward to her weekly tutoring sessions. “It makes me so happy when he says he really needs me and that I made a difference in his education,” Briceno says. For her, tutoring is a way to give something back. “All the teachers I ever had helped me. Now I can help someone else. The kids really look up to you; they see you as a role model. They ask me a lot about college and college life. They want to know if it’s hard. To expose them to college, to show them they can do it, too—that’s important.”

The program also has solidified something in her own mind. “Now I’m convinced that I really want to teach.”

## Early Academic Outreach

The second Pitzer program at Vina Danks is the Early Academic Outreach Program (EAOP), which has been an eye-opener for George Gomez, 13, who toured the Pitzer campus last year and speaks fondly of the food at the cafeteria: “It was great,” he recalls.

“Pitzer is a nice school, and I’d like to go there if they’ll accept me,” Gomez says politely. “Hopefully, I’ll get a scholarship. They say if you’re studying Spain, or Mexican history, they would send you to those countries. I’d like to travel the world and see how other people live.”

For now, Gomez is already taking important steps, such as making sure he gets the classes he will need to take to get into college, preparing for the SATs and meeting deadlines.

Like many other youths in the pro-



Pitzer student Ana Briceno tutors Daniel Flores, 13, at Vina Danks Middle School in Ontario. Photo by Marissa Roth

gram, Gomez has set his sights high, thanks to Pitzer, and in future years as an EAOP student, he can attend workshops conducted by the College’s financial aid, career center and admission office.

“We give them mock financial aid applications to fill out,” explains Trifari White, who works with the EAOP office. “Before they come here, they don’t understand that it’s based on your family’s income. They don’t know that the application fees can be waived if they don’t have the income.”

White says that in addition to the financial barriers, there are also cultural ones. Some students who grew up in close-knit foreign-born families must lobby their parents for grudging approval to go away to college, which means leaving the family and moving out of the house. This can be a special issue for girls. White recalls counseling the parents of one young woman.

“They didn’t want their baby moving away and living on campus,” White says. “They didn’t think it was a safe place for their daughter. In general, it’s really hard when no one in the family has been to college. So we invite the parents to come to campus and we have workshops for them. They see that it’s a safe place.

“If I would have had a program like this at my school,” White’s voice trails off, “oh, wow.” ✨

*Hamilton is a former staff writer for the Los Angeles Times.*

## MACET Moves Teaching Up a Degree

Every day at Elderberry Elementary School in Ontario brings a new depth of cultural awareness for first-grade teacher Krista Anderson. Whether she is helping limited English-speaking youngsters with their reading, visiting parents at home or meeting extended family members, Anderson immerses herself not just in the lives of her students but also in their community.

"It's a reciprocal learning relationship," says Anderson, a 1999 graduate of Scripps and now a student at Claremont Graduate University.

This immersion is an essential element in the Master of Arts Program in Community Education and Teaching (MACET), a collaborative offering of Claremont Graduate University and Pitzer College. MACET, which began last year, is a two-year post-graduate program offering asset-based community-building strategies in educational practice as students work in urban communities.

"The community and its members are viewed as assets, capable of sustaining themselves," says Susan Warren '78, director of M.A. programs in community education. "We act as support. We don't tell them what to do."

The program's mission is to develop successful schools and community education programs, which MACET architects believe to be critical in supporting society's diverse urban communities. In turn, they expect those strengthened urban communities to invigorate the greater society.

Students' immersion into urban communities, as members of those communities, is essential. To participate in MACET, students must enroll in the Pitzer in Ontario external studies program. The Pitzer program provides internships with city, private or nonprofit organizations that offer insight into how social and urban issues are dealt with. Students must also live in Ontario as part



Students gather around Susan Warren '78, director of M.A. programs in community education. Photo by Gregg Segal

of the program.

"Students [at this level] are not necessarily teaching but working at the grassroots level," says Warren.

The MACET philosophy fit perfectly with Dinora Marroquin's philosophy of teaching.

"I see teaching as a community-building project," says Marroquin, a 1999 Scripps graduate enrolled in the MACET program. "The teacher is there as a guide. The teacher doesn't impose authority."

Marroquin, who teaches fifth grade at Roosevelt School in Pomona, always knew she would teach in a low-income community. "That's where my help was needed the most," she says. "I get paid less than what my tuition was. I know it sounds corny, but it's like a calling. And MACET reinforces that."

Anderson, who has a bachelor's degree in sociology and Latin American studies, says her Pitzer in Ontario internship connected her immediately to the city and its residents. "I had assets I could bring to the commu-

nity," she says. "I wanted to use my Spanish and my love for the people."

In return, her intimate knowledge of her students and their world has increased the effectiveness of her teaching. "I've been welcomed into their community," she says. "I understand their way of thinking."

Her outreach enables parents in the community to play a greater role in their children's education.

Warren says she is getting more and more inquiries about the MACET program, especially from bilingual students and students of color interested in working in urban settings. She hopes to expand the philosophy of MACET into all teacher-education programs.

"We want to challenge folks' belief systems, that all children can learn."

—Renee Hernandez

*Hernandez is a staff writer for the Inland Valley Daily Bulletin.*



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# Teaching By Example

Unique as their approaches may be, the one thing that rings true for these three alumni is that they are giving back to the community, a do-goodism inherited from their alma mater. By Alissa Sandford

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Susan Price '70 read about Pitzer College in Time magazine and thought it would be an exciting place to be. Lynda "Peppi" Wray Clark '68 decided on Pitzer after hearing a recruiter speak at her high school in the Southern California mountains. Michael Sturtz '91 knew a private, liberal arts college might do his creative interests some good. So he, too, picked Pitzer. But more than having a college in common, these three former students all went off into the big, big world to do a remarkably similar thing: teach.

Price has been leading a Southern California tutoring program for the past 10 years, serving low-income children and teens. Wray Clark is teaching juvenile offenders at the Pine Grove Youth Conservatory in Northern California. Sturtz opened a nonprofit art school and business in the Bay Area, offering low-cost industrial art classes to artists and the community at large.

Unique as their approaches may be, the one thing that rings true for these three pioneers is that they are giving back to the community, a do-goodism inherited from their alma mater.

Says Price: "What Pitzer was, and still is, is a gathering of people who are excited about what they're doing and learning. It wasn't just the get-your-ticket-punched school. These are creative people who believe this is all one place, and we have to be good to each other."

## Susan Price

Susan Price '70 had already spent 10 years on Century Freeway Housing Program's payroll when she walked into her boss's office one afternoon and talked her way into a new job. The nonprofit had just started a fledgling tutoring program for disadvantaged children and teens living in its affordable housing projects, and the boss thought it was time that the program start blooming.

Price essentially rolled up her sleeves and spelled it out for him. "I said, 'Well, you need someone who can understand the program, work with the teachers, work with the construction issues and our construction people, work with the board, and you need someone who can work with the foundation and grant people, too.' And he looked at me and said, 'You're narrowing the field.' And I said, 'Yeah, I know that.' And he let me take it over two years ago."

What started as four seedling tutoring sites for low-income children in first through 12th grades has flourished into 11 sites running 12 hours a week after school, across Los Angeles County. The children are tutored by peers, parents and other adults who go through a training process through Century, an organization also financing social services such as childcare for working families, job training for women entering construction trades and transitional housing for veterans and the homeless. Tutoring sites within the housing complexes have been established in the southern Los Angeles cities of Echo Park, Downey, Mar Vista and—as of February—in Long Beach, adjacent to the Century Villages in Cabrillo, where old Navy family housing has been turned into a shelter for abused and battered families.

Price says that the 280-plus children and teens—mostly African American and Latino—enrolled in the tutoring program are destined to fail in public schools without the interventional bridge between school and home. "Public schools are in dire straits,

Susan Price and some of the participants and programs at the Century Freeway Housing Program she directs.

and their straits are even more dire the lower you go in income,” Price says. “A third of these children are at-risk of flunking, and many of them are two to four grade levels behind, and they aren’t getting basic academic skills they need just to make it through high school. And if they can’t get through high school,” Price says, “they won’t be able to get jobs. And the rest of us will have no one to hire for those good jobs, and the whole thing will fall apart.”

The challenges facing the students range from not having a ride to school (which is why the tutoring facilities are built into the housing communities) to having non-English speaking parents who didn’t have good academic experiences. The parents tend to be distrustful of schools, and are either working too much or don’t have the skills to help their children with their homework. Price says these parents also tend to think the schools will solve the bigger problems. “You have whole communities where the rewards for being in school are not as great as all the alternative activities that children can get into if they’re not involved in something strong like this.

“The single most important determinant of a child doing well in school is parental involvement,” Price says. Century’s tutoring program buses moms and dads to seminars on issues such as fostering academic environments in the home and communicating with teachers.

What’s also crucial is getting the kids to show up consistently, so the tutoring program offers incentives like candy and pencils to children who show up three days in a row. Arranging holiday programs for them to be involved in has helped as well, Price says. And a new partnership with USC may now help the older students stay enrolled in their tutoring. The university has promised full-tuition scholarships to any of the teens that stay in the tutoring for three out of their four years in high school, provided they get the appropriate grade point averages and SAT scores.

Says Price, “This is powerful to those families, but we have to bring these families along.

“The brightest part of the job is the chance that some kids who would have been left behind, won’t be left behind.”



Clark

## Lynda “Peppi” Wray Clark

“I won’t go down in a history book or in any movie, but I am making small changes,” says Lynda “Peppi” Wray Clark ’68, a teacher whose students are juvenile offenders serving time at the Pine Grove Youth Conservatory in Northern California’s Amador County. Pine Grove runs fire camps in cooperation with the California Department of Forestry and Fire Protection, which means when they’re not in her classroom, Clark’s students are training to fight flames.

“A lot of my guys,” as Clark fondly calls the 85 wards there, “are the ones doing the back-breaking labor for the health and well-being of California. These are the young men you’ll see dressed in orange when there are wild-land firefighters out there, cutting breaks with axes and chainsaws.”

It’s a rigorous pace for both the inmates and Clark, who teaches the lion’s share of academics among a staff of three instructors. On a given day, she covers algebra, geometry, economics, government, world history, U.S. history, fine arts, English language arts and—oh, yeah—she also assists with GED prep and facilitates a college course each semester, with students watching televised lectures on videotape. Instead of lamenting about her own hectic schedule (other than the fact that she “hates working Saturdays because I’d like to spend the time with my husband”), Clark voices an almost maternal concern for the wards. Most come from “negative backgrounds” and don’t know how to be productive members of society. (So far she’s had only one murderer in her classroom: a young man, almost 25 years old, nearing the end of a 10-year Youth Authority sentence.)

“The biggest problem I have with my students is that I believe they can do more than they believe they can do,” says Clark. “If I can show a student that he is capable

of being successful in college, I can open up not only an academic horizon for him, but I have opened up a personal and professional horizon.”

Clark’s teaching methods derive some of their meaning from her days at Pitzer College. She enrolled as a “Pitzie Pioneer” the year the college first opened its doors, and recalls the many leisurely hours spent in the dorm halls at night, having philosophical discussions with girls from all economic and geographic walks of life. “We’d have conversations about the importance of being a virgin or not being a virgin when you got married,” Clark says. “We’d talk about what a woman’s role was in changing society: Should we be aggressive movers and shakers? Or is a woman’s role to influence things by persistent work as a volunteer in social organizations? Should we be doctors and teachers and CEOs?”

Growing up in Big Bear, Calif., 35 miles up into the San Bernardino mountains, it’s a funny story how Clark even found out about Pitzer. Someone on staff at Big Bear High School told her that a recruiter from a new Claremont college was coming, and they needed warm bodies to listen. Clark felt bad that none of the other students were showing much interest, so she went to hear the recruiter, and was smitten by the opportunity to be part of a brand new school, a liberal arts one at that. She ended up kissing her acceptance to the University of Wyoming (“I’d already been assigned a dorm room.”) goodbye.

Clark says that “most definitely” her year spent at Pitzer (she later transferred to a community college) was key in her decision to teach. She’s never had kids of her own, but has opened her heart to foster children, and ultimately, to the wards at Pine Grove. “I tell my students, ‘Hey, I’m a grandma now, and I’m getting old,’” says Clark. “And I say, ‘One of these days I’m going to retire, and you have to be prepared to run the world and not screw it up so I can enjoy my retirement.’ Therefore, they have to get with it!”

## Michael Sturtz

He’s not the plastic surgeon that Dad hoped he’d be, but Michael Sturtz ’91 is modifying the face of art, so to speak.

“It blows me away, what gets thrown away every day in landfills!” Sturtz says over the phone from his Oakland home. “It makes me want to do something about it,



Sturtz at The Crucible

so a lot of my work is directly related to that; it's environmentally motivated."

Peering into a dumpster has been, on more than one occasion, an inspiring activity for Sturtz, who co-founded and is now executive director of The Crucible in Berkeley, Calif., a nonprofit business for the industrial arts. One of the craziest examples, he says, is the time he recycled junk appliances into a series of household helpers resembling human organs. The lineup included a cast iron, wood-burning stove made in the image of a belly, and a seven-foot diameter heart fashioned from stainless steel. "The central unit of the heart was the kind of washing machine you'd see at the laundromat," Sturtz says. "It would pump red fluid throughout it, and it was mounted on four springs so the whole thing would sort of bounce up and down, especially when it would go into the high-speed extract cycle. It had this very funky element, but you could still do your wash in it."

With its central warehouse for machine arts (such as welding and blacksmithing), its brick walls and skylights, The Crucible oozes unrefined Bay Area hipness. But practicality is practiced whenever possible to keep the cost of classes (open to the community and amateurs) low, and its teachers fed. The computers inside came from NASA, the monitors from a corporate donor, and to date, some 70 people a month volunteer at TC.

The name of the place lends itself to three different definitions (all posted on the web site at: [www.thecrucible.org](http://www.thecrucible.org)), but Sturtz likes the idea of a melting pot where seasoned artists are teaching experimental techniques to kids fresh out of school, and student and teacher inspire each other.

Sturtz's creative side simmered in boyhood and flared after high school. His father was an orthopedic surgeon, and one of the family's close friends ran an auto body shop, so between the two places, "I had this background of being in shops where they dismantled bodies, either car bodies or human bodies, and then put them back together in different ways," Sturtz says. "I think what happened for me is that it came together in the creative expression of arts."

Pretty certain he wanted to study graphic design and painting and drawing, Sturtz enrolled at Pitzer because "it appealed to my sense of being able to explore

what it was that I wanted to do in my life," he said. "It had a friendly, personal feel to it." It was at the College that he took his first ceramics class, which piqued his interest in three-dimensional art. He supplemented this new direction with sculpting classes at Scripps College, and with metal- and bronze-casting classes at Pomona College. After two-and-a-half years, he moved on to other art schools and took a year off to go to Italy to study stone carving. From there, he went to Alfred University in western New York, lauded for its ceramic arts and ceramic engineering programs.

Always seeking donations and skills to serve The Crucible, Sturtz is focused on the next big project: expanding from a 22,000-square-foot dominion to one three times its size, with help from a \$42,000 grant from the city of Berkeley. (Other funding comes from private and company sponsorships and from various foundations.) "I don't think it was planned that way," says Sturtz, when asked how he ended up giving back to the community with art. "I think I had an expectation of what kind of teacher should be out there teaching the skills I was looking for. I found that in time, the person I was searching for was the person I was becoming. And The Crucible is becoming the place I always wanted to be part of." ✨



# Alumni Notes

## 1966

**Heidi Hawkins Smith** (Reno, Nev.)  
I was just elected vice president of the National Federation of Republican Women.

## 1968

**Lynn Wilson Arnot** (Denver)  
I would like to get a hold of some of my old cohorts: **Secret Hennrich Nelson**, **Valerie Cohee** and **Kay Gerard**.

**Betsy Bamford Ayres**  
(Cannon Beach, Ore.)  
I'm still enjoying life on the Oregon coast. I was just elected to the Cannon Beach City Council.

**Pamela Boulding** (Oalla, Wash.)  
I'm celebrating 22 years of Magical Strings (our musical group) with our 12th recording, "Beneath the Moon," released in honor of my two new granddaughters, Rowan and Kailey. Our youngest, Brittany, is a freshman at the Shepherd School of Music at Rice University.

**Abbey Klein** (Northridge, Calif.)  
Last July, I made a job change to L.A. Pierce College, where I am now director of the GAIN/CalWorks program. I'm also pursuing a second master's in public administration. (My first was in human development from Pacific Oaks College.) **Linda Carmona Monroe** is godmother to my son, David, now in his second year at the University of Michigan Law School.

**Roberta Olsen Kennedy** (Sandy, Ore.)  
Since my "baby" went off to Willamette University in August, I have become an empty nester! I am keeping busy with my special-education job, my children's pets, Sandy City Council and a new (smaller) house. My oldest daughter, Darcy, graduated summa cum laude

from CMC in May and is working toward a PhD. in chemistry at the University of Washington in Seattle. My son, Brian, is a planner for the city of Salem, Ore. All that hard work paid off!

**Margreta Klassen**  
(Newport Beach, Calif.)  
I have been elected secretary-treasurer of the International Stress Management Association, USA branch. I will be serving on the board of directors with eminent people in the field, including Richard H. Rahe, M.D., past president, who personally invited me to serve in this capacity; incoming president Charles D. Spielberger, Ph.D.; Paul J. Rosch, M.D., chairperson; and James C. Quick, Ph.D., chairperson-elect. These are very distinguished people in the stress-management field. I am grateful for the experience I gained at The Claremont Colleges in coordinating the stress-management program at Monsour, which contributed to my receiving this honor.

**Bobbie Zeifert Wright** (Fresno, Calif.)  
Andrew left his firm two-and-a-half years ago and has been teaching himself French and studying James Joyce. I've started a home redesign and staging business with a friend. I'm having great fun with it and learning about web-site creation. My last child graduates from CMC in May; my middle child just started vet school at the University of Pennsylvania.

## 1969

**Susan Cushing** (Homer, Alaska)  
Check out the cover illustration of Nancy Lord's book, "*Fishcamp*." Buy it! Counterpoint Press selected the book. The art is from my solo show "Women of the Sea."

**Sarah Lothrop Duckett**  
(Hopkinton, Mass.)  
I started a new local newspaper in Hopkinton. My two youngest kids, Amy and Mark, are in high school. The eldest is at Boston College.

**Jo Deane Zalay-Gerard**  
(San Luis Obispo, Calif.)  
In September 2000, Alan and I went to **Carolyn Feuille's** wedding (to Robert Murley) with Al's sister, **Kay Gerard '68**. It was beautiful, with views of the San Francisco Bay and a lovely church on a hill in Tiburon, Calif.

**Linda Gerber** (Hillsborough, Calif.)  
I have made a full recovery from brain, lung and spinal cancer!

## 1970

**Leslie Butterfield** (Tigard, Ore.)  
I am having a wonderful time being a high-school vice-principal in Portland. I am also going to be a grandmother in 2001 for the first time, and I can hardly wait!

**Ann Stanton** (Montpelier, Vt.)  
At this point in my life (age 53), it's clear how profoundly Pitzer College affected my life. I have been involved all my adult life in higher education—currently teaching in a progressive program designed for adults who formulate their own studies. Reminds me of the long-ago fifth course at Pitzer. Plus, in Vermont, I participate annually in town meetings—just like those first two years at Pitzer.

## 1971

**REUNION April 27-29, 2001**  
**Class Contact:** S. Paddy O'Brien, phone: (503) 589-9692, e-mail: paddy.obrien@state.or.us

**Cynthia Easton Hafkenschiel**  
(Sacramento, Calif.)

I transferred from Pitzer my sophomore year to UC Berkeley, where I received my B.A. in environmental design with a major in architecture. Following that, I graduated from University of Maryland with a B.Arch. with honors in 1975. Hello to all from Pitzer.

## 1972

**Terry Sue Holpert** (Tucson, Ariz.)

If anyone comes through Tucson, please contact me! Also, if you are interested in law, call me! I can be reached at (520) 621-7666 or by e-mail at holpert@nt.law.arizona.edu.

## 1973

**Olivia Abraham** (Philadelphia)

I have worked as a free-lance journalist receiving awards under the George Bush administration (1991) from the U.S. Department of Health and Human Services, and grants from the Pan-American Center (1998 and 2000), to name a few. I have been homeless for more than two-and-a-half years, the result of a lockout from my Center City apartment in May 1998. Although I filed my case a few months before the lockout, I am still pursuing it. I want to encourage public hearings to be held concerning illegal lockouts in this city and conditions in the city shelter system. Please contact me at thevillage\_jane@hotmail.com or voicemail: (212) 414-7632.

**Katie Hartsell** (Bakersfield, Calif.)

We are celebrating 30 years of marriage next August. The kids are mostly grown and out of the house. Steve is busy as an attorney and administrator. I am a knitter, spinner and weaver, and finally figured out what I want to be for my second career after being a full-time mom for 17 years. I am beginning a

new career as a birth doula ...something I've been preparing for my whole life! I'd love to hear from **Rena Carroll Erlanger, Cricket Fine** and **Dana Hamilton Hunt '72**.

**Sandra Mitchell** (Pittsburgh)

After 10 years on the faculty in philosophy at UC San Diego, I moved to Pittsburgh in January 2000 to become a professor in the Department of History and Philosophy of Science at the University of Pittsburgh.

**Madeline Pinsky Walker** (Los Angeles)

After working for others all our lives, Doug and I are gainfully self-employed. We bought Spidell Specialties, a trophy, plaque and engraving shop in Torrance, from the original owner who retired. We have a 26-year buildup of trophy figures. Every one that's in the book and then some. It's fun. Doug puts things together and I type it all into Quickbooks Pro. Wish us luck, and drop by to see us if you're in the area.

## 1974

**Deborah Fine Norris** (Napa, Calif.)

I work in the domestic-violence unit of the Napa County District Attorney's Office. My husband is superintendent of parks and landscaping for the city of Richmond. My 20-year-old daughter, Liz, is headed for Sacramento State University to pursue a master's in physical therapy. My 16-year-old, Vicky, is a junior in high school.

**Harriet Archibald-Woodward**  
(Claremont, Calif.)

Hello to everyone from class of '74!

**Todd Vrebalovich** (Springfield, Ore.)

My partner and I just moved to Oregon this summer and are starting up our design business in the Eugene area.

## 1975

**Ken Hirsch** (Rye, N.Y.)

My company is moving! Mabool, Inc., is pleased to announce the relocation of its offices to 535 W. 34th St., New York, N.Y. 10001.

**Anna Geller** (Portland, Ore.)

Our affordable-housing development firm continues to do well. We rebuilt our home this year once and for all! Oregon alums—let's get our new chapter up and running!

**Thomas Gibbs** (San Anselmo, Calif.)

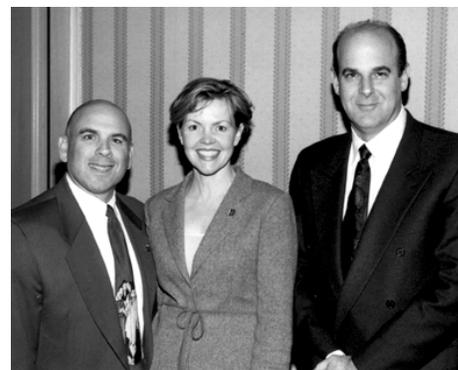
I am living in San Anselmo, am married to Kathleen Eagle and am pursuing an M.A. in art education at the University of San Francisco. My daughter, Ashley, attends University of Puget Sound, and my son is an excellent skateboarder!

**James Matter** (San Francisco)

Our second child, Arthur, was born on Nov. 11, 2000.

**Adele McCoy Mkua** (Washington)

I may be transferring from the Washington, D.C.-area to Long Beach shortly.



**Alumni in Entertainment:** More than 50 alumni gathered at the Four Seasons Hotel in Beverly Hills to celebrate Pitzer and alumni working in the entertainment business. The evening capped off with many alumni volunteering for the first-ever student-alumni media symposium on March 24 at Pitzer. Pictured, from left: Andy Goodman '81 (Alumni Association president), Bridget Baker '82 and Peter Elson '76 (event chair).

*(continued on page 29)*

## Alumni Educators Make Their Mark

Improving education is becoming a national obsession. And these Pitzer alumni are in the thick of the battle, helping in very tangible ways.

### Jeanmarie Hamilton Boone '87: Battling Poverty and Illiteracy

English teacher Jeanmarie Hamilton Boone '87 gave herself a tough assignment. She decided to make a difference at a crowded school burdened by poverty and illiteracy.

Many of the 4,700 students at South Gate High School (in the L.A. suburb of the same name) are recent immigrants from Mexico. Often, they've attended school sporadically at best, just like their parents before them.

So she spends the first month or two of her English-as-a-Second Language classes concentrating on remedial work, and offering extra tutoring. Some students are just learning how to sit still for an hour. She buys take-home packets, meant for elementary school, to help her students practice their handwriting.

Cultural differences can make it tough to convince students that education is the key to success. "It's frustrating sometimes," says Boone, now in her third year teaching. "It's not always easy."

But Boone wasn't looking for easy.

After majoring in English literature and psychology at Pitzer, she went on to work for the non-profit Milken Family Foundation, providing technology to schools in low-income areas. That gave her a taste of the challenges educators and their students face.

Soon after, she enrolled at Cal State Long Beach, where she is finishing her master's degree in education. "I wanted to be part of the solution," Boone says.

The job does bring its rewards. In one class, she's been getting students ready for the verbal portion of the SAT. The students



Boone

started using the vocabulary words in regular conversation. "Ms. Boone, he's a malingerer," said one student of another. She knew she was getting through. "That made me feel real good," Boone says.

Last summer, Boone spent three weeks living with a family in Mexico, immersing herself in the language and culture. This summer, she hopes to return for a longer stay. "My students tell me I know more Spanish than they do," she says.

Boone knows she can help her students more effectively by gaining a deeper understanding of their culture. That's a lesson she traces back to Pitzer, where she learned "how important it was to love and respect people who are different than we are," she says. "That comes back to me every time I'm in the classroom."

### Lessie Wady Caballero '71: A Principal's Vision

Lessie Wady Caballero '71 decided she could make the biggest impact in the classroom by taking a job outside the classroom. This is her first year as a principal, having landed the top spot at Hamilton High School in west Los Angeles.

She spent 15 years as a classroom teacher and almost as long in various administrative roles before taking on this

new assignment. "I've always been a person who worked hard and gave 110 percent," she says.

Her immediate priority is to improve students' literacy by focusing on reading comprehension in all classes, not just English. "Kids have to be able to analyze things," she says. "Read a paragraph and draw conclusions from it. These are skills that can be taught in every subject."

With California pushing schools to improve, principals are under a lot of pressure. "But we don't always have the final say in terms of how things are done in our school," she says. "You really have to sell your vision."

And not just to the staff. Too many students avoid delving deeply into learning. Poverty, language barriers and years of damage from the drug culture create more obstacles.

Caballero wishes she could spend more time on curriculum and visiting classrooms. But there's just so much to do. Everybody wants to talk to the principal, from parents upset about their students' grades to vendors trying to sell supplies. Meetings. Meetings. Meetings. Workdays can stretch past 13 hours.

In this tough role, Caballero looks back fondly on her days studying English literature at Pitzer. "I just loved being there because it was such a nurturing place," she says. "That's the kind of school I try to run."



Caballero

I try to nurture kids.”

What makes her demanding new job worthwhile is that she really believes students can excel.

“The good thing as a principal is I get to be the No. 1 cheerleader for my school,” Caballero says. “You have to expect kids to do well.”

## Alissa Roston '78: Seeing the Big Picture

Alissa Roston '78 has to deal with expectations, too. Sky-high expectations.

She is on the school board in Beverly Hills. There, parents often compare the public schools to the offering of private ones. The challenge is that even in this affluent town, the school district has to work with limited resources.

“As a parent, you want to have everything for your kids,” says Roston. As a school board member, you have to stick to a budget.

Roston was appointed to fill a vacancy on the school board for six weeks in 1997. Two years later, she ran for and won a full term on the board.

Money is the big issue at the moment. The board recently needed to cut several million dollars from the budget, reducing the number of librarians at the four elementary schools, among other changes. Contract negotiations with the teachers have been tense, too.

“It's tough to have teachers I respect and work closely with attacking me as a board member,” she says.

Still, she strives for consensus. Roston may have just the right background for making tough choices about the district's \$41-million budget.

After studying political science at Pitzer, she went on to earn her master's degree from the School of Advanced International Studies at Johns Hopkins University. She went on to work in commercial banking in Chicago and Los Angeles.



Roston

But the quirks and complexities of school financing are different from anything she's ever seen. The challenge is helping people understand that.

Her approach is to always show respect to people from the community, even when she disagrees. She knows what it's like to address the school board as a parent with a concern.

A mother of four, Roston first became involved by helping at her kids' elementary school. Her involvement snowballed from there as she became PTA president and served on committees.

Roston's educational activism actually started years earlier at Pitzer, where she “pushed and pushed” for the college to give credit for Advanced Placement courses students took in high school.

And today in Beverly Hills, she promotes Pitzer as an option for students to consider when they start applying to colleges. —*Mark Kendall*

## 1976

**REUNION: April 27-29, 2001**

**Class Contact:** Stacie Carroll,  
phone: (323) 933-5219, e-mail:  
snc@avionmail.com

**Amy Rosen** (Montclair, N.J.)

Appointed by President Clinton and confirmed by the U.S. Senate, Amy is serving her second term as a member of Amtrak's Board of Directors, where she serves as chairman of the finance committee.

**Ellen Speyer** (Columbus, Ga.)

I am in private practice as a psychologist in Columbus, where I have recently expanded to include fantasy-role-play therapy retreats.

**Suzanne Wallen** (Arlington, Mass.)

I recently left the Brandeis University Development Office to take a new job as the director of community services for the Lowell Community Health Center. Lowell has the second-largest Cambodian population in the U.S. (No. 1 is Long Beach), so I am looking forward to working with a diverse community. I will still work at Brandeis as an adjunct teacher in the sustainable international development program.

## 1977

**Ann Broadbent Leighton** (Lihue, Hawaii)

After 20 years of ownership, I sold my motorcycle shop, Two Wheels, in April 2000. I continued on as office manager for the new owners until Dec. 31, 2000. This is the first time I've been unemployed since graduating from college, and the stress reduction is incredible! I have no plans for the future except to live one day at a time and keep my life in some state of sanity. I've also moved to another town on Kauai about eight miles from where I lived while I owned the shop. I'm living in the house of some good friends whose daughter also attended Pitzer (**Sarah Rudinoff '93**) and whose other daughter, Elizabeth, is currently enrolled at Scripps (we're quite the Claremont clan here, aren't we?) and I've become quite the domestic diva. At the tender age of 45, I am financially stable, healthy, and able to enjoy the

things that I truly love to do. Kauai's the best place in the world for me in that it is my ancestral home. Anyone is welcome to contact me at (808) 639-3249, or e-mail me: tida@aloha.net.

## 1978

**Valerie Bordy** (Overland Park, Kan.) I "retired" from Xerox Corp. after 20 years in January 2000. I am now the CFO of a minority-owned enterprise called Perfect Output—still in the copying business. I have two children: Ben, 11, and Katianne, 7. I am very happy to be living in Kansas City now, doing "shared parenting" with my ex.

**Gail Mautner** (Seattle) I recently became co-chair of the Labor and Employment Group of Lane Powell Spears Lubersky. I have two daughters, Morgan and Geneva.

**Nancy Goldfarb Pope** (Sherman Oaks, Calif.) Hello to the class of 1978. I am enjoying life in Sherman Oaks and working at EMI Music as vice president of human resources.

## 1979

**Karen Hochman Brown** (Altadena, Calif.) I won a Juror's Choice award in International Digital Art competition sponsored by bitbybitdigital.org in October 2000.

**Rita Jepsen House** (Simsbury, Conn.) I have resettled in Simsbury (a suburb of Hartford) with my husband and three daughters: Sophie, 11, Carolyn, 8, and Margaret, 6. I am mostly an at-home mom, but also work at the University of Connecticut Medical



Steve Leskin '84, right, chats with Paddy O'Brien '71 at the inaugural Portland Chapter event.

Center teaching clinical skills to medical students.

**Roger Kempler** (Laguna Beach, Calif.) Who's interested in restoring that bygone relic—Renwick Gym? E-mail: hearye@netzero.net

**Carrie Weatherwax Scott** (Oceanside, Calif.) Randy and I welcomed our daughter, Lauren Amanda, into the world at 4:35 p.m. on New Year's Day. Please visit her web site at [www.laurensconfig.com](http://www.laurensconfig.com) to see pictures of our millennium baby.

**Johanna Siegmann** (Los Angeles) Hi folks! It's been many years since I walked the (now) grassy knolls of Pitzer Mall. I graduated the year the Grove House was rescued and placed in the corner of the campus. More recently, I took an early evening stroll through the campus with my boyfriend. Boy, have things changed! Life's been very busy for me. But the really big news is that I've published a book, "The Tao of Tango." I even have a web site: [www.TaoOfTango.com](http://www.TaoOfTango.com).

**Janet Suslick** (Stockholm, Sweden) At the end of 2000, I started a new job as a journalist at The Journal of the Swedish Dental Association, and people have been telling me "fear of dentist" stories ever since! I never realized! Old friends can write to [suslick@yahoo.com](mailto:suslick@yahoo.com).

**David Wells** (Providence, R.I.) David Wells, freelance photographer, has been selected to receive an Alicia Patterson Foundation grant of \$35,000 per year for travel, research and writing for his project "Can India Reconcile its Past with its Future?" The winners were selected through a highly competitive process of screening that included judging, detailed proposals, examples of past work and references.

## 1980

**Art Brown** (Encinitas, Calif.) We had our first baby, Alexander Stillman Brown, born Dec. 29, 2000. Blond hair, blue eyes and weighing 7 pounds, 4 ounces.

**Deborah Sillers Bogen** (Pittsburgh) Deborah did a reading of her poetry in San Francisco at the City Lights Bookstore celebration of the first issue of Lyric Lawrence Ferlinghetti's new poetry journal. One of her poems will appear in the journal. She also read poetry on Diamond Dave Whittaker's show on KPOO, the oldest black radio station in the nation. While at Pitzer, Deborah studied with Bert Meyers. Before moving to Pittsburgh last August, she was a member of Doug Anderson's writing workshop.

**Svi Ben-Elya** (Israel) I recently won a number of awards in Israel, France and Washington, D.C., for the high quality of technical manuals I wrote in my capacity as the senior technical writer for Aladdin Knowledge Systems. See the web site: <http://stc.org/region1/sfc/awards2000.htm>. The Washington, D.C., chapter of the Society of Technical Communication (STC) has been holding publications competitions since 1996. The STC is a professional association with more than 25,000 members, which advances the arts and sciences of technical communications.

**Mark Gaynor** (Cambridge, Mass.) I am almost done with grad school at Harvard University.

**Mike Moody** (Woodland Hills, Calif.) I am still a senior portfolio manager with Dorsey Wright. Looks like we may start a hedge fund this year and I'm looking forward to managing that.

**David Perry** (San Francisco) I recently accepted a position as in-house counsel at Safeway, Inc., handling real estate and contract matters.



Professor Barry Sanders, left, toasts Pitzer with David Gerber '80, Chyastian Dulac '92 and Bill Sheinberg '82 at the Alumni in Entertainment event in Beverly Hills.



Bay Area alumni visit at a January presentation by Professor Susan Seymour. More than 30 alumni came to listen to an update on the College and to hear her reflections of over 30 years studying India.

**Brian Simon** (Los Angeles)

Nov. 10 will be the three-month mark from the date of my transplant surgery. Everything is going pretty well, but I am still getting my strength back. I swim and work out at the YMCA. I am going into the office for a few hours each day, but it will be another month or two before I am back in full swing. After 30 years of diabetes, it's kind of weird to not take shots anymore. All the best to everyone.

**Scott Snare** (Aspen, Colo.)

I am assisting in making the film "Sheer Bliss," including location scouting.

## 1981

**REUNION: April 27-29, 2001**

**Class Contact:** Keren Clark, phone: (520) 635-9539, e-mail: keren1219@aol.com

**Linda Ackermann-Berman** (Long Beach, Calif.)

I have a 14-month-old daughter and am expecting a new baby soon.

## 1982

**Michael Devine** (Long Beach, Calif.)

The biggest news in our life is that Wendy is pregnant with our third (and final) child and is expecting in February. Everyone here is sleeping 18 hours a day in preparation for the next six months. On the work front, I was promoted to vice president of sales in August and still spend a lot of time traveling to our accounts and regional offices all over North America. I miss all my friends from Pitzer and hope to hear from more old-timers in the coming year.

**Ted Ellenhorn** (Amherst, Mass.)

Graduated in December 2000 from the Massachusetts Institute of Psychoanalysis.

**Michelle Rodriguez Lesse**

(Sierra Madre, Calif.)

**Steve Lesse** and I had another little girl, Catilina Rose, on May 15, 2000. Our eldest daughter, Marina, will be 10 years old.

**Judith Wahnnon** (Montclair, Calif.)

Judith has joined **Carol Curtis '81**, broker and owner of Curtis Real Estate, as a sales associate. Judith is very happy to be working in Claremont's longest established real-estate firm, under the management of another Pitzer alumna.

**Kathryn Wheeler** (Reading, Mass.)

I'm happy to report that I finished my doctorate in education at Harvard in June. I'm now enjoying the challenges associated with being the director of Girls' Coalition of Greater Boston.

## 1983

**Link Nicoll** (Alexandria, Va.)

Link was married to Jesse Floyd in October 2000. They reside in Alexandria.

**Lisa Zhito** (Nashville, Tenn.)

I've been living in Nashville for close to 14 years now—not a lot of Pitzer alumni around these parts, but I managed to stay in contact with a few folks. I work as a writer covering the entertainment business. Would love to hear from fellow Pitzies and can be reached at lzhitto@home.com.

## 1984

**Chris Yoder** (Pasadena, Calif.)

Chris Yoder and **Sandy Kapteyn '86** announce the birth of their daughter, Jessica Jeanette Yoder, on Nov. 18, 2000.

**Victor Rivera** (Larchmont, N.Y.)

Lynne and I are now the proud parents of Daniel Eduardo Rivera, born on Dec. 3, 2000 at 12:45 a.m. Everyone is fine and well. E-mail: victorriviera@worldnet.att.net

## 1985

**Leslie Baum Banigan**

(Port Orchard, Wash.)

I had a baby girl, Amber Clair Banigan, born Jan. 18, 1999. If anyone, such as students majoring in environmental studies, is interested in pollution identification correction, please contact me.

**Charles Breer** (St. Paul, Minn.)

I am still at Northwest Airlines, living in Minnesota. Doing lots of cycling. I have good memories of rides up Mt. Baldy.

**Paul Geenty** (Grass Valley, Calif.)

I recently visited with **Peter Dunay** in New York, whose new position in television promises big things for the Alumni Fund.

## 1986

**REUNION: April 27-29, 2001**

**Class Contact:** Beth and Jason Steinberg, Phone: (970) 259-4922, e-mail: lzyltng@hotmail.com

**Renee Brendal-Konrad**

(North Hills, Calif.)

We are waiting for our third child to arrive in early May, or the weekend of reunion!

**Catherine O'Leary** (Seattle)

I am still working at Microsoft in Seattle. My husband, Seth Zeichner, and I have a 13-month-old son named Jonah.

**Danny Shain** (Pasadena, Calif.)

We have a new baby, Lauren Shain, born on Jan. 19, 2001. She weighed in at 7 pounds, 7 ounces and was 19 inches long.



Luis '86 and Cathi Martinez take a break from the Homecoming Pre-game Brunch. The Sagehens take on Oxy at next year's homecoming game on Oct. 6, 2001.

## 1987

**Eliza Bonner** (Rio de Janeiro, Brazil)  
I have opened the Brazil branch of an investor-relations firm, The Anne McBride Company, which is based in New York. My e-mail is elizabonner@openlink.com.br.

**Helen Bonnell-Cosner** (Ontario, Calif.)  
In 1999, I received my master's in public administration from Cal State San Bernardino.

**Arica Weiss Faustina** (Oakland, Calif.)  
Currently, I am a full-time mother. James and I have a beautiful 14-month-old boy named Aidan Zane, for whom we are so thankful.

**Jill Hawthorne**  
(Rancho Cucamonga, Calif.)  
I just had a baby we have named Spencer Hawthorne Hubert. He was born on Sept. 29, 2000, at 8:31 a.m. Weighing in at 9 pounds, 7 ounces, he was 19 1/2 inches long. He is an absolute and miraculous delight.

**Sandy Kapteyn** (Pasadena, Calif.)  
Sandy and **Chris Yoder '84** announce the birth of their daughter, Jessica Jeanette Yoder, on Nov. 18, 2000.

**Karin Labby** (Los Angeles)  
"Hi" to Dylan, Chase, Jim, Jennifer. Please e-mail me at Karin@dustbrothers.com.

**Dana Ruth Levin** (Santa Fe, N.M.)  
I am a teacher of creative writing at College of Santa Fe. My first book, "In the Surgical Theater," has received five awards, including the Witter Bynner Prize from the American Academy of Arts and Letters. It was a finalist for the 1999 Lenore Marshall Prize for the most outstanding book of poetry written by any living American writer.

**Lucas Schenck** (Seattle)  
Carla and Luke proudly announce the birth of their beautiful baby daughter, Aliya Bauman Schenck, on June 11, 2000. Everybody is healthy, happy, and finally getting some sleep in Seattle.

## 1988

**Tammie Beltrand** (Kodiak, Alaska)  
Son Alex just turned 1 year old. We are getting ready to move back to the southwest.

**David Chamberlain** (Ontario, Calif.)  
I am now teaching 10th grade world literature at Claremont High School.

**Parker Douglas** (Salt Lake City)  
I'm the proud father of a daughter, Lucia (Lucy) Douglas. Since graduating from Pitzer, I received a Ph.D. in English from UC Santa Barbara and a J.D. from the University of Utah, where I was editor-in-chief of the law review. I'm now an environmental lawyer in the biggest environmental-law department this side of the Rockies.

**Heather Ross** (Manhattan Beach, Calif.)  
I live in Manhattan Beach and have worked in the commercial real-estate industry for 12 years. I currently manage a 52-story high-rise in downtown Los Angeles for Cushman and Wakefield.

## 1989

**Eric Rivas** (Chino Hills, Calif.)  
Eric Rivas recently received a Class B Commendation and was named Officer of the Quarter for his work with the Santa Ana Police Department.

## 1990

**Catherine Caporale** (Claremont, Calif.)  
I started my own counseling center, Claremont Counseling Center, in the village at 250 W. First St. I specialize in adolescents and their families.

**Allan Cutler** (San Francisco)  
I have been married to Kerry Riemersma for seven-and-a-half years. We have a 9-month-old daughter, Sadie Wolf Cutler. Enjoy living in San Francisco and have been strolling with Sadie to the swings at Golden Gate Park, playing music and rolling through town in my '64 El Camino. You can spot me in the last scene of "Bedazzled" ... don't blink.

**Cynthia Garcia** (Upland, Calif.)  
Cynthia Garcia's "rajas" dish is well known with family and friends. Last March, the Claremont resident welcomed the host and crew of "Calling All Cooks" into her kitchen for a demonstration on making her famous dish, a fajita-like mixture made with roasted poblano chilies, onions, cheese and sour cream served in a warm tortilla.

**Jared Holum** (Portland, Ore.)  
I am married to Julie and have a 21-month-old boy named Jack, our first child. I lived in L.A. and Newport Beach following school for about two-and-a-half years with **David Todd** and then moved to Seattle with Julie for about three years. Julie and I decided to move again to Portland, and we have been here for just over four years now. When I left Pitzer, I joined Price Waterhouse Coopers and stayed there for nine-and-a-half years as a C.P.A. I left there in January 2000 and I am now the controller at a company here in town called CTR. I keep in touch with **David Todd**, **Gregg Silver** and **Eric Pozil**, but have lost track of others.

**Glenn Husted** (Penryn, Calif.)  
Our new baby, Xochitl (pronounced Soschi) Husted, was born Sept. 21, 2000, weighing 6 pounds, 5 ounces, and was 20 inches long at birth.

**Peter Lear** (Chicago)  
Currently a graduate student at Loyola University with plans to graduate in May 2001 with a master's of social work. I'll be seeking a job in school social work for fall 2001.

**Kimberly Longfield** (New Orleans)  
I recently got married and will honeymoon in Southeast Asia, Thailand and Singapore.

**Carole Wells Shelley** (Denver)  
My husband, Dave, my daughter, Stephanie, and I have just moved to Denver. I joined a private obstetrics/gynecology practice in the Cherry Creek area, and my husband is completing a fellowship in interventional radiology. I would love to hear from Pitzer alums at Dshelley20@yahoo.com.

**Mariann Silberman** (Upland, Calif.)  
I am teaching at Cal Poly Pomona. I recently got engaged and am planning a spectacular August wedding in Chicago.

## 1991

**REUNION: April 27-29, 2001**

**Class Contact:** Molly Martell,  
phone: (415) 505-6194, e-mail:  
martellm@earthlink.net

**Sara Longley** (Seattle)  
I've been working for the Seattle Press for two-and-a-half years now. It is a rewarding job and I am learning and growing. Tim and I bought our house four years ago and we're still involved in the long process of remodeling and updating it ourselves. We expect it to be finished in another 10 years or so. I welcome any news and correspondence from other Pitzer alums.

**Linda Rouse** (Richmond, Va.)  
Kirk and I were married on Oct. 30, 1999, and had our first child in November 2000. We moved to Richmond, where we continue to work on writing our dissertations and have taken positions as adjunct professors.

**Byron Smith** (San Francisco)  
I am buying a law firm in March!

## 1992

**Josh Berkus** (San Francisco)  
Having been a baker, a labor organizer, a printer and a legal assistant, I now run a successful software consulting business in San Francisco. I can be reached through [www.agliodbs.com](http://www.agliodbs.com). Any year now I will be announcing my marriage to **Kris Ashley (PO '95)**.

**Karla Held** (Houston)  
I am now teaching Spanish in Houston. I recently did a college fair with **Adam Gould '90**. Come visit us in Houston. I can be reached at [karlaheld@hotmail.com](mailto:karlaheld@hotmail.com) or (713) 587-8876.

**Amanda Loving-Gibbard** (Denver)  
I am living in Denver, getting a doctorate in psychology from the University

of Denver. I would like to hear from anyone in the area.

**John McGaha** (Pomona, Calif.)  
My wife, Sharon, completed the Avon Breast Cancer Walk and raised over \$2,000. Shouts out to everyone in the class of '92.

## 1993

**Jerome Bollato** (St. Louis, Mo.)  
I have moved back to my hometown of St. Louis to continue my career in interactive media and become involved in local politics.

### Chapter Contacts

#### Arizona

Marc Garcia '95  
(623) 587-9188  
[mgarcia@phxcvb.org](mailto:mgarcia@phxcvb.org)

Tiffany Huisman '97  
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[tpphx@qwest.net](mailto:tpphx@qwest.net)

#### Bay Area

Gayle Carlsmith '68  
(408) 739-2266  
[details@shore.net](mailto:details@shore.net)

Zander Sprague '91  
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[ztsprague@aol.com](mailto:ztsprague@aol.com)

#### Chicago

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Susan Sholl '76  
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#### Inland Empire (contact)

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#### Los Angeles

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#### Orange County

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#### Portland

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#### Seattle

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#### Washington

Desiree Lange '90  
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Justin Rood '95  
(202) 319-1221  
[justin@ghbooks.com](mailto:justin@ghbooks.com)

**Amy Stelmach Frey** (Richmond, Calif.)  
I married **Douglas Frey (PO '95)** and we are celebrating the birth of our son, Theodore, who is now 3 months old.

**Rachel Learn** (Tucson, Ariz.)  
I was married on July 28 in Las Vegas.

## 1994

**Amy Champ** (Plymouth, Calif.)  
I am engaged to Michael John Spinetta and now working as a custom research director at the Center for Digital Government in Folsom, Calif.

**Elba Alonso de Ortega** (San Gabriel, Calif.)  
I was married on May 13, 2000, to Pablo Ortega of Los Angeles. **Alicia Lopez** was my maid of honor and **Colin Swenson '93** attended the wedding. We had a great time! Congrats to **Zach Taub '95** on his wedding, May 20, 2000! Hello to all, and I would love to hear from you.

**Alison Peck** (Portland, Ore.)  
I am almost done with my master's in public health. I am getting married August 2001 and then moving to Tel Aviv, Israel, where my fiancé is in medical school. We'll be there for three years if anyone is coming through Israel. E-mail me at apeck@hotmail.com.

## 1995

**Marc Garcia** (Phoenix)  
**Jennifer Van Liew Garcia** and I are proud to welcome a new baby boy to our family. Jackson Cruz Garcia was born on Feb. 2, 2000, at 7:50 p.m. He weighed 5 pounds, 12 ounces and measured 20 inches long. Our 3 1/2-year-old, Gavin, is thrilled that he is now a big brother. What a difference it is between having two kids and one!

**James Lippincott** (Homewood, Calif.)  
In January 2000, I completed my Master of Architecture degree at SCI-Arc. Shortly thereafter, my wife and I relocated to Lake Tahoe, where we live on the west shore. Katherine works for the North Lake Tahoe Resort Association, and I work for an engineering and design firm.

**Wendy Lyn Mumford Smith** (Fallbrook, Calif.)  
I am pregnant and looking forward to a new baby.

**Amy Tuttle** (Steamboat Springs, Colo.)  
I married Kyle Lawton on Sept. 9, 2000, in Steamboat Springs. My husband and I are ski patrols.

## 1996

**REUNION: April 27-29, 2001**  
**Class Contact:** Graciela Duenas-Serrano, phone (626) 337-4893, e-mail: gserrano@usc.edu

## 1997

**Laurette Maxwell Allen** (Etiwanda, Calif.)  
I have been busy pursuing my master's in education at the University of LaVerne and am teaching seventh grade (retention) in Rialto. **Barbara King** married Jeff and I in July 1998. I hang out with **Judy Brown** and the F.A.G.S. whenever I can. **Michelle Abodeely '99**, where are you now?

**Tiffany Huisman** (Phoenix)  
I got married on Jan. 6, 2001, to **Christopher Huisman (PO '97)** in Phoenix. We met while attending The Claremont Colleges and plan to stay in Phoenix. You can reach us at tpplx@qwest.net.

**Joo Ko** (Garden Grove, Calif.)  
Hi to **Monica Nulty '99** and **Justine Castillo '98**. E-mail me at joonako@gateway.net.

**Olivia Loh** (South Pasadena, Calif.)  
Olivia Loh and **Matthew Ing (CMC '95)**



At the wedding of Tiffany Huisman '97 was, from left, Bryn Kanter '98, Megan Sun '97, Lopez Powell (now Tiffany Huisman) '97, Laura Becher Scripps '98 and Jamie Ludke Pomona '97. Other Pitzer alumni in attendance were Eric Ott '97 and Monique Olesniewicz '97.



Michelle Jordan, chair of the Student-Alumni Relations Committee; Professor Emerita Agnes Jackson; and Leeshawn Cradock Moore '87 joined more than 30 alumni and students at a reception with Professor Jackson as special guest.

were married in a little Japanese garden atop the New Otani Hotel in downtown Los Angeles on Sept. 8, 2000. Fellow Claremont friends attending the festivities included **Felicia Sumargo '99**, **Teiko Sumiyoshi '98**, **Christine Lin '97**, **Sophia Huang (CMC '98)**, **Tappan Zee (CMC '98)** and Dr. and Mrs. Arthur Rosenbaum, CMC history faculty. The couple currently lives in South Pasadena and would love to hear from any old classmates. They can be reached at om@lohing.com.

**Tanya Quezada** (Bell Gardens, Calif.)  
I am at USC completing my master's in social work. I am due to graduate in May 2001.

## 1998

**Jennifer Cavalli** (Walnut Creek, Calif.)  
I am getting married to Kevin Douglas in August 2001, then moving to Bozeman, Mont.

**Sonya Angelica Diehn** (Tucson, Ariz.)  
Hey all. It was good to see some Pitzerites on the streets in Seattle last November and in Los Angeles this past August. Life is good back in Tucson. I have been living in a co-op and working at the Center for Biological Diversity for a while now. I'm happy and very busy being involved in the radical environmental movement and continuing to resist "free" trade and corporate rule, focusing on NAFTA (and soon the FTAA) here on the borderlands. I have been together with a guy for over a year now, it is somewhat "serious." Drop me a line sometime. Any old friends are welcome to visit me here in

## The Gold Standard: Betsy Brown Braun '70 Runs Model Nursery School

Betsy Brown Braun's official day begins like that of most school administrators': with a mental agility test. In her case, with a broad grin and oval spectacles, she welcomes by name each parent and each of the 184 children who attend the west Los Angeles early childhood center she started six years ago for the city's oldest synagogue, Wilshire Boulevard Temple.

The center's founding director, a 1970 Pitzer graduate, changes hats so often throughout a typical day her millenary could fill a closet. From greeter, Braun turns sidewalk counselor as troubled parents eagerly seek her ear. She is both manager and personnel director for the 42-person nursery-school staff, and also its songster. On the floor at eye-level with her pint-size charges, an acoustic guitar across her lap, Braun plays, sings and lights candles at an age-appropriate Shabbat service on Friday afternoons, the beginning of the Jewish Sabbath. Weekday evenings find her leading parent-education programs. Her day rarely ends before 9:30 p.m.

Every book and toy in the school Braun selected to reflect her own strongly held philosophy about the so-called developmental approach to early childhood education, which is geared to a child's developmental level. The more traditional approach that aims to achieve certain goals is widely accepted in secondary schools, explains Braun, and is being pushed on younger and younger children by anxious, competitive parents.

A sign in Braun's office, situated to face visitors, sums up her defiance to conventional wisdom: "Why, when the children of today will live to be 100, do we feel they must learn everything by the time they are 5?"

"I believe in the process," says Braun, 52, who discovered her intuition for helping children learn at the Mary B. Eyre School in Claremont. "The journey is way more important than the destination. Our job is to provide the process and experiences. We do it in a nursery school; we don't call it a pre-school. We are not pre anything. We're preparing children for this afternoon, for daily life, not for kindergarten. The first day with us is the first day of the educational experience."

In a tribute to Braun's professionalism and personal drawing power, the nursery school that started with two, eight-student classes in 1995, six months later had mushroomed to 10 classes. "It is very rare," says Gil Graff, executive director of the greater Los Angeles Bureau of Jewish Education, a private association of 200 secondary schools and 70 nursery schools. Parents generally are reluctant to enroll youngsters in schools lacking a track record, he says.

Yet the public generally blurs distinctions between schools for children younger than 6 and puts no premium on standards for early-childhood teachers comparable to credentials expected of secondary-school teachers, says Marlene D. Canter, a candidate for the L.A. Unified school board and former owner of a teacher-development program. Not so with Braun's school. "Betsy's is the gold standard," Canter says. "She has built from scratch one of the most successful early childhood centers in Los Angeles. It's literally Betsy's school."

Braun, who grew up in West Los Angeles and attended an Arizona prep school, credits Pitzer with helping guide her career direction. A stint at a Santa Monica nursery school honed it further and prompted Braun in 1973 to seek a master's degree specializing in early-childhood education from Pacific Oaks College in Pasadena. She also married Ray Braun, a Claremont McKenna College alumnus.

In hindsight, she didn't realize the personal sacrifice expected of educators. "I didn't know what I was getting into," she says. "I felt I had a skill with children, to be able to tune in to a child. It's like being Sherlock Holmes and discovering the mystery and wonder that is each child."

Her pregnancy with triplets temporarily derailed her career but also gave it new direction. After two years of parenting, Braun began working with multiple-birth families. She became affiliated with the Stephen S. Wise Temple, where she led six multiple-birth parenting groups and directed its nursery school. "I started a movement that didn't exist in L.A.," she says.

A rabbi from the Wise synagogue who had relocated to the Wilshire Boulevard Temple recommended Braun for the job. "This was a chance of a lifetime, to start your own school," says Braun.

Despite its 139-year history, the temple hadn't previously established an educational center, in part because its 2,000-family congregation had migrated away from its historic mid-Wilshire location to Los Angeles' Westside. The nursery school is part of a block-long campus, created with stylish elegance by architect Ron Goldman on the site of a former psychiatric hospital destroyed by 1994's Northridge earthquake.

After emotionally demanding days, Braun's weakness is in restocking her own emotional cupboard. One prescription is an inviolate 15-mile weekend bike ride with her husband, from their Pacific Palisade home to Santa Monica's Rose Café.

"I believe the kind of education I had at Pitzer is the same kind of education we offer; it allows learning to happen. Learning happens by experience, not a lecture.

"All human beings learn in the same way, by active experiences," she adds. "Someone took the blocks out of first grade!"

—Andrea Adelson



Betsy Brown Braun serves as the director for the nursery school at Wilshire Boulevard Temple.

the “Old Pueblo.” I can be reached at [sonya\\_angelica@hotmail.com](mailto:sonya_angelica@hotmail.com).

**Matthew Fehrs** (New York)  
Missing Pitzer’s Mounds and Southern California weather. I am pursuing my master’s in international affairs at Columbia University. Many thanks to Nigel, Tom, David, and so many other wonderful professors.

**Airy Sonia Krich-Brinton** (Davis, Calif.)  
I am getting married in April to a UC Davis alumnus.

**Marissa Nesbit** (Denton, Texas)  
I am currently working on my Master of Fine Arts in dance and related arts at Texas Woman’s University.

**David Sofro** (Glendale, Calif.)  
Hello to Professor Halford Fairchild. I learned a lot from him and Pitzer. Hope all is well there in the Inland Empire.

## 1999

**Katharine Albert** (Alta Loma, Calif.)  
I am working on my M.S.W. at Loma Linda University and will graduate in June 2001. I miss Pitzer very much.

**Loren Kaplan** (Santa Barbara, Calif.)  
This July, Loren attended Oberlin Conservatory of Music’s Percussion Institute, where he participated in master classes presented by Duncan Patton, principle timpanist of the Metropolitan Opera Orchestra, and Michael Werner, a percussionist in the Metropolitan Opera Orchestra. He continues to pursue his master’s in music at the University of Southern California.



Left to right, Meghavi Shah '01, Elizabeth Strauss '03, Amanda Sher '01, Emma Rines '03, Jim Merchant '01, Kristen Halverson '01, Gayla Hamik-Beckley '02 and Joanna Merchant work with registration tasks at the Homecoming Pre-game Brunch.



David Sawhill '01, Andy Goodman '81, Lindsay Thorson '01 and Matelna Gonzales '01 take a break from the Student-Alumni Relations Committee-sponsored program on financial management. This was part of a “Real World” series that brought alumni back to campus to talk to students about post-Pitzer life.

**Jon-Erik Storm** (Apple Valley, Calif.)  
I’m pursuing my J.D. at Chicago-Kent College of Law. I’m working on my environmental law certificate with hopes of working to help conserve and protect our natural resources. In the middle of law school, I took a year to finish my M.A. in philosophy at Claremont Graduate University.

**Griselda Suarez** (San Francisco)  
I published the book “Through the Eye of the Deer: An Anthology of Native American Women Writers.” The editors were Caroline Dunn and Carol Comfort. I also had the chance to read with Paula Gunn Allen.

## 2000

**Trailokya Aryal** (New Carrollton, Md.)  
Everything is just fine in D.C. I am enjoying my long “extended summer” and am preparing for my GRE.

**Luciralia Ibarra** (Valinda, Calif.)  
Luciralia has been selected to participate in the prestigious national Coro Fellows Program in Public Affairs. It is an intensive nine-month, graduate-level fellowship that works to prepare effective and ethical leaders who are committed to serving the public and reinvigorating American democracy.

## IN MEMORIAM

**James Robert Brown, Jr. '87**  
(Rancho Cucamonga, Calif.)  
Pasadena firefighter and paramedic James Brown, 35, an 11-year veteran with the department, was off duty when he was killed Dec. 10, 2000, around 7 p.m. in a motorcycle accident in Tarzana. He was born July 20, 1965, in Los Angeles. Between 1974 and 1986, James played baseball and went on to play football on the varsity teams at Birmingham High School and Pitzer College. In 1984, he received the Varsity Letter Award for Football from the Pomona-Pitzer Athletic Department. In 1987, after earning a Bachelor of Arts degree in sociology, he immediately enrolled in the 27th class at Rio Hondo College Fire Academy and completed the program in December 1989. Soon after graduating from Rio Hondo, he joined the Pasadena Fire Department as a firefighter. He became a paramedic in 1992. He had received numerous commendations for jobs well done. In 1994, he was recommended for a commendation after rescuing a woman from a burning building. He also received a Pasadena City Service Award in June 2000.

**Jerry Grimaldi '90** (Hollywood, Calif.)  
Jerry Grimaldi died at his Hollywood home on Oct. 2, 2000. Jerry was born on Sept. 16, 1965, in El Salvador. He came to California at the age of 2 and lived with his family in the Hollywood area until 1973, when he came to Claremont. He attended Claremont schools and graduated from Claremont High School in 1983. Jerry attended Pitzer and *Justus-Leibig Universitat* in Giesen, Germany. He returned to Claremont to complete his bachelor’s degree in political science at Pitzer in 1990. A certified nurse’s assistant, Jerry had recently completed a certification program at Los Angeles City College as a drug and alcohol counselor. Already fluent in six languages—Spanish, Italian, French, German, Dutch and English—Jerry’s intent was to work toward a master’s degree in European Languages.



**In My Own Words** I returned to Pitzer as the English field group's visiting writer for Fall 2000. It was my first visit to the campus since the late '80s. How strange, how improbable, that more than a decade had passed since I last stepped over the sacred threshold of the Grove House. Another life, maybe, when I last walked the quiet streets of Claremont. ¶ A lot has

changed. The Grove House is now surrounded by a gorgeous high-desert garden and is flanked by an orange grove and a stunning outdoor classroom. There are new buildings, new additions, new murals, new parking lots. And, of course, a lot hasn't changed. Students are still hanging out at the Grove, flinging Frisbees on the mounds and talking down the food at McConnell. ¶ That semester, I taught two creative writing courses: Beginning Fiction and Advanced Prose. A warm, supportive dynamic gradually developed in each class, charging the workshop setting with creative electricity. ¶ One of my favorite duties as visiting writer was bringing other writers to read at Pitzer, including the up-and-coming A. Van Jordan and the local prize-winning poet B. H. Fairchild. I also gave a reading at the Grove House. What a treat to step behind that old, arts-and-crafts-style lectern and raise my voice for a Grove House audience! ¶ I was fortunate to participate with the arts collective in a mixed-media art show, "Cross Currents," and to read for both Barry Sanders' poetry class and the graduating English majors at Jill Benton's lovely home. Of all the activities I was involved in, I am proudest of my contribution to the Grove House Committee. Meeting once a week with the house's caretaker, staff and Pitzer students, I helped hash out a variety of matters big and small, including planning for Groove at the Grove. ¶ More than anything, I feel fortunate to have met a number of the quality students at Pitzer. They impressed me with their seriousness and dedication to the craft of writing. They impressed me with their activist spirit. And they were kind and friendly enough to take in a lonely writer far away from home and laugh at some of his weak jokes. ¶ I was able to complete both a manuscript of poems and a draft of a memoir during my four-month stay in Claremont. Near the end of the semester, I interviewed poet Peter Harris and joined him for an evening of readings at the World Stage in Leimert Park. ¶ Now that I am here at my new home in Asheville, N.C., with my wife, Ali, my time in Claremont seems a bit unreal. Did I dream it? Did I really climb around the boulders of Joshua Tree again? Hike on Mt. Baldy? Eat Rachel's cookies on the Grove House porch and rap with students? Of course I did. I hope it won't take me another 10 years to get back. —**Sebastian Matthews '87**





Your invitation is in the mail for **Alumni Weekend** and the **7th annual Alumni College** on the theme of "The Community and the Individual"

Friday, April 27 through Sunday, April 29.

*Registration is due by Monday, April 16.*

Fax your registration form to (909) 621-8539

or register online at [www.pitzer.edu/alumniparents/alumni](http://www.pitzer.edu/alumniparents/alumni).

This year's Alumni Weekend festivities include a gala affair on Saturday, April 28, featuring an elegant dinner, dancing, a major announcement and the world premiere of a new Pitzer College video, "Imagine a College".

Invitations are in the mail. *RSVP using the enclosed card by April 13.*

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