

FALL 2003

Pitzer College

MAGAZINE FOR ALUMNI AND FRIENDS

PARTICIPANT



“Starting with issues concerning human treatment of the natural environment, we arrive at principles that shed light on the total human condition.” John R. Rodman 1933-2003

PARTICIPANT Pitzer College

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Securing the Future of the Arboretum

In the world of arboreta and botanic gardens, Pitzer's Arboretum is truly one of a kind. John Rodman provided a unique vision and the inspiration to us all over the years as he enlisted the devotion of Pitzer's many constituencies in shaping the Arboretum. Today the College seeks to continue his legacy by assuring careful administration and dedicated stewardship of this shared treasure. In the past year, Arboretum Manager Joe Clements and his staff have accomplished much good work, aided by staff, students, Food Service workers, and dedicated volunteers and friends. What follows are just a few of their accomplishments.

The Grove House Garden and South Classroom areas were thinned out and replanted. The Farm Project Garden received a new watering system and new seedbeds. The Ellsworth Garden was groomed and filled out with plantings of succulents and drought-tolerant shrubs and trees. The Medicinal Garden adjacent to Scott Courtyard received a fir bark mulch layer and well-defined, crushed granite paths. The lovely contours of the Intercultural Garden are now crisp with well-nourished plantings. Finally, in all of these gardens, aging irrigation systems have been much improved.

One new garden came into being this past spring — the David Bloom Garden of Remembrance, located on the site of the Arboretum's Sage Garden that marks the northwest entrance to campus bordering Harvey Mudd. The intent of this garden was twofold: to remember Pitzer's David Bloom '85, who died while on assignment for NBC to the war in Iraq, and to create a place of natural beauty where family and



Photos by Marc Campos

friends may remember alumni, students, faculty, staff, and special friends. The garden provides a reflective place to heal and find renewal in natural surroundings.

A future project looming large in the imagination involves the drought-tolerant landscaping that will define garden spaces in our residence halls, to be constructed as part of the campus Master Plan. Our overarching goal is to eventually define and unify the entire campus landscaping in terms of an Arboretum environment.

But there is much immediate work still to be done. In addition to maintenance and upgrading of irrigation systems, pressing projects include acquisition of new plant materials and the documentation, labeling, and mapping of the existing collections. The College established the John R. Rodman Arboretum Endowment Fund in John's memory to assure the long-term

maintenance and development of the collections as an educational resource, and has begun to explore grant opportunities for assessment and development of the collections as an educational resource for students and the general public. The funds for these ambitious projects have come in from many sources. Most important is the support that continues to come from Pitzer's friends and alumni.

John once characterized the Arboretum as a search for "patterns of stewardship and restoration that take us beyond 'social responsibility' to 'ecological responsibility.'" The Arboretum's sixteen unique yet interrelated garden areas are in keeping with the mission of the College itself. Gifts in support of the Arboretum help sustain this vital part of the Pitzer experience.

■ Cassandra Meagher



Assorted flora from the Community Garden and the David Bloom garden in the Pitzer Arboretum

Art in action



Students in Kathryn Miller's class test the watercraft they built with recycled materials.

Students in "Mixing It Up/Ceramics and Mixed Media," a class taught by professors David Furman and Kathryn Miller, put their talents to use beautifying the courtyard area outside the art classrooms in the basement of the McConnell building this past academic year.

Under the supervision of Furman and Miller, students collaborated on the design of seating areas and tables for the two spaces. Bricks from a defunct kiln were recycled along with cement slabs. Students glazed and fired ceramic tiles and then smashed them to make mosaics for the surfaces of the tables and benches. The project required long hours. The students worked diligently, cheerfully learning to mix cement and lay bricks.

"As a result of this whole process, they got a taste of what public art entails, and the rewards of seeing their project being used by students, faculty and staff," Miller said.

The students involved in the project included: Nataly Buenrostro, Christina Cass, Ryan Costley, Noah Crowe, Fiona Dunbar, Tai Johnson, Michael Korte, Debbie Miles, John Odbert and Daniela Suarez. Special thanks to Dean of Faculty Alan Jones for funding the project.

Art can have many functions, as students discovered in Kathryn Miller's class "Sculptural Objects/Functional Art." Little



Students relax in the renovated courtyard outside classrooms at the McConnell Center.

did they know that one of those functions would be to support their weight in the Gold Student Center pool.

Students spent the semester building functional objects such as tables, seats, lighting objects and containers that also were pieces of art. Throughout the semester Miller and the class often talked about reusing materials before they were recycled or sent to the landfill with Miller stressing the importance of finding novel uses for such items.

"My own recent experience working with the National Park Service in the Puente Hills Wilderness Park adjacent to the Puente Hills landfill has made me especially aware of our need to create less waste for landfills and I try to incorporate this concept into my classes," Miller said.

"The Puente Hills landfill near Whittier accepts waste from the Los Angeles Basin

and is the largest in the country. Last year, the landfill received 33 ½ million tons of trash. Five out of eight canyons have been filled and have significantly altered the watershed of the region. The last three canyons are under negotiation to be used as part of the landfill. If that does not go through, the trash will be transported out to the desert by train to a new remote landfill site. We are all part of this problem, hence the importance of addressing these issues," Miller said.

For a final project that they had just two days to complete, students were told to enter the waste stream and collect objects to use for a flotation device that would hold their weight and not sink. Finding materials proved to be extremely easy and cost-free. None of the students had tested their creations so there were a few surprises such as capsizing, sinking and the loss of loose parts.

Bridging the Gap Between Fiction and Reality

Samuel Taylor Coleridge, in his *Biographia Literaria* (chapter 14, 1817), called drama “that willing suspension of disbelief for the moment, which constitutes poetic faith.” The suspension of disbelief is an interlude when we drop our guard, willingly flowing with the action taking place on the stage or the page before us. For a little while we are able to join in the fun, tragic or comic, where the unreal and untrue is artfully contrived to beguile and entertain. Fiction can be described as a form of play with the imagination, a time-out from the paramount reality of life. As an English professor, fiction, and in particular, drama, has always been a close friend of mine, an intimate.

In our post-modernist times, the boundaries of art and life can be confounding, and, at times, difficult to distinguish. These hot August days of California summer have brought us an interesting turn in the history of state politics, and possibly a new brand of drama. Between the time I write this *Participant* column and it sees print there is a distinct possibility that a new governor of California will be elected having accrued a tiny plurality of the recall/election votes costing budget-plagued citizens of the state an additional \$75 million at minimum. The news media’s reaction to this chain of curious events appears to be rationalizing the potential benefits of such an outcome. This play with the election process makes me uneasy, and glancing through the morning’s papers at other local and national news only serves to deepen my concerns about fiction and reality. I read that shortness of stature (subjectively perceived) has been redefined as a correctable medical condition, that organized religion and the federal government are reinventing the debate over the normalcy of non-heterosexual orientations and what logical limits should be placed on gay rights, and that intelligent professional women are crippling themselves with the latest shoe fashions (I tuck my feet under the chair as I write this for no particular reason, thank you). In the coming months, in what other ways will we be challenged to suspend disbelief? Leaving aside the whole realm of geopolitical theatrics, how much more can the boundary blur? I imagine the answer will be entertaining, and disconcerting.

Just more than a year ago, my family

President’s Column



Laura Skandera Trombley

“The perspective of a Pitzer College education, which brings a questioning that is based on ethics, logic, an appreciation of history, principled and creative thought, and social activism, is a tradition that has never been more needed or more real than at the present time.”

moved into Harvard House and I began my work as President of Pitzer College. This is a good place to be in uncertain times. Daily I find that my interaction with brilliant and diverse faculty, students and staff keeps my feet on the ground. Reality in the world beyond the Pitzer College campus may be adrift, but the critical atmosphere of the liberal arts college campus provides a vantage point, based in intellectual traditions, that gives us a grip. There is a glaring irony at this historical moment that reverses the trite observation that the “real” and the academic worlds are hopelessly divided. The perspective of a Pitzer College education, which brings a questioning that is based on ethics, logic, an appreciation of history, principled and creative thought, and social activism, is a tradition that has never been more needed or more real than at the present time.

Part of our ability to play our role in this

period of history stems from our youth, and that is something that we can also turn on its head, something of which we can be proud. Last year emeritus faculty member Carl Hertel sent me a letter expressing his thoughts about the College. Carl wrote that experimental colleges of the 1960s like Pitzer were meteor-like. That is, it was their nature to burst brilliantly across the academic skies and then disappear forever. Yet Pitzer remained long after others had vanished. After 40 years it is clear that we are more a comet and less a meteor. We reappear over and over again as light and direction are needed. In an era of photo ops and sound bytes, when some technological innovations have a shelf life of six months before they go stale and are replaced, when enormous corporations burst into being and then explode leaving employees and stockholders penniless, 40 years is a long time.

The world outside has changed and so has Pitzer College. Our earliest graduates are approaching retirement. The generational wave that followed them are senior members of their organizations. As for faculty, this past year saw the retirements of Susan Seymour, Ann Stromberg, and Jackie Levering-Sullivan. In the spring, the respected and beloved Barbara Beechler passed away, and this summer we bid an emotional final farewell to John Rodman. This issue of the *Participant*, with its emphasis on the environment, is dedicated to John. He was a driving force in the environmental movement. John founded our Environmental Studies Program and poured his considerable energy into creating gardens to emphasize regionally compatible species. All of these members of the community personify the Pitzer scholar, a person who is grounded in concerns for the world we live in, who is influential within the academy, and someone who leaves a practical legacy. Pitzer College’s faculty embodies Gloria Anzaldúa’s observation: “I change myself, I change the world.”

Last year we proclaimed that as a college we had come of age. That is true. Our academic success is remarkable, and this year we celebrate a national record of graduating six Fulbright Fellowship recipients in one year. We will continue to

See Trombley, Page 3

“The Facts of Life for an Administrator and a Mother”

Chronicle of Higher Education
Sept. 5, 2003

Pitzer College President Laura Skandera Trombley sums up her story in the Chronicle as a “teachable moment” for administrators to “create work environments for real people in the real world.” Trombley employs a moment of epiphany she had while attending an academic council meeting in 1996 to highlight the obstacles faced by mothers as they grapple with biology and the demands of the workplace.

Trombley then goes on to analyze the pressures women experience as they face “the collision of male and female professional work environments.” Such pressures, she argues, rear their heads either on the job or as female professionals try to move on to other jobs.

She used her experience to guarantee an easier path for workers at Coe College, where she was named as Dean in 1997. Pitzer, she writes, has been recognized by the American Association of University Women for its primary-caretakeer leave program, and should serve as a national model.

“Reliving Their Pain for Others”

Los Angeles Times
Aug. 30, 2003

Ruett and Rhonda Foster, 1981 and 1982 Pitzer College graduates respectively, were featured on the front page of the Los Angeles Times for their efforts to alter the lives of inmates at juvenile prisons by sharing the story of the killing of their 7-year-old son four years ago by gang members. The Fosters bring news clippings, photos, video clips and their poignant recollections of the short life of their son, Evan, to monthly visits to the prisons as part of the California Youth Authority’s Impact of Crime on Victims Program. The Fosters have been part of the program for four years. Honored recently as Treasures of Los Angeles and featured in other publications such as Los Angeles Magazine, the Fosters have used their personal tragedy to reach out to others in an effort to end the cycle of violence that brings many of the young offenders back to prison and to put a human face on the victims of crime.

The Times’ story chronicled one of the Fosters’ visits to Fred C. Nelles Youth Correctional Facility in Whittier, Calif. The reporter, Sandy Banks, noted that many of the young men are

receptive to the Fosters’ message, while others refuse to acknowledge the human toll of living outside of the law. For the couple, reliving the death of their son in front of prisoners is a necessary part of their mission to cultivate empathy and help the wards develop a sense of personal accountability. The Fosters remind them that it was a senseless act of blind rage (the killers indiscriminately sprayed bullets into the car in which Evan and Rhonda were sitting) that led to the death of their son.

“Make Time for Your Friends – They’re Worth It”

Calgary Herald
Aug. 14, 2003

Pitzer College Professor of Sociology Peter Nardi was featured in a story on friendship and its importance to universal well-being.

“Friends are often referred to as ‘families of choice,’” Nardi said. “Sometimes they provide services, support and identity, things that may not necessarily come from a family of origin. Friends are an essential component of one’s network.”

In the story, Nardi distinguished between the different kinds of friendship that exist.

“There’s the casual friend, who you don’t tell about your alcoholic parents. There’s the close friend, with whom you can talk about problems you’re having with a spouse. Then there’s the best friend, the person you call immediately,” he said.

“Pomona-Pitzer Names New Tennis Coach”

Claremont-Upland Voice
Aug. 22, 2003

The Sagehens named Ben Belletto as their men's tennis coach, replacing Ryan Witt. It is Belletto's first head coaching job in the collegiate ranks and only his second overall. He will also serve as the program's sports information director.

“Everyone we’ve talked to believes that we’re catching him at the right time,” Pomona-Pitzer Athletic Director Charles Katsiaficas said. “This is his first opportunity and he’s ready and we’re lucky to get him before somebody else did.”

Belletto played collegiately at Santa Barbara City College and Cabrillo College in Santa Cruz before graduating from St. Mary’s College in Moraga. He also was assistant director for Nike Tennis Camps at UC Santa Cruz for two years.

Trombley

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build on what we have already accomplished: This and all our future years will be years of accomplishment. Our goal will be to raise the College to the next level of achievement and recognition. We will do that by continuing our tradition of preparing students who are committed to positive goals of creating social change,

integrating our students with different cultures, and by becoming even more publicly well known. We will do so as our faculty continue to make their mark within their disciplines and, I am confident, in their tradition of speaking out as experts and citizens on social issues. There has never been a time when our identity as an institution has been more needed to bridge the gap between fantasy and reality, and there has never been a time when we have

been more ready and respected as an institution. As concerned as I am about the willing drift of the popular mind and social events toward a fictionalization of reality, I am proud to be a part of an institution that refuses to suspend disbelief when it comes to issues vital to the welfare of our fellow beings. Let us rededicate ourselves to our tradition of full participation in maintaining reason and relevancy during these interesting times.

Pitzer's Excellence Leads Way for Others

The Pomona Day Labor Center is serving as a model of success. Morristown One Community, a service-oriented group in New Jersey, began seeking solutions to community labor issues in June. The group turned to the Pomona center as an example and a potential method to control mistreatment of workers and provide a secure hiring process.

The Pomona center is attracting attention closer to home as well.

Fifty students from Occidental College, Los Angeles, participated in presentations and discussion groups July 19 at the Pomona Economic Opportunity Day Labor Center. Pitzer College students, Pitzer Professor Jose Calderon, and local day laborers led the event.

Student participants increased their own awareness and understanding of the prevalent issues involving immigration and labor in the diverse communities of Southern California as part of the Multicultural Summer Institute (MSI) at Occidental College.

Regina Freer, Associate Professor of Politics at Occidental College, wanted her students to see a "practical real-life side" as they studied a unit on immigration. At the Center, students were able to talk with the laborers about the life and struggles of a day laborer, "exposing them to an experimental education," Freer said.

For four weeks in the summer, MSI requires its students, mostly incoming freshmen, to participate in an intensive

See Center, Page 7



Pitzer student David Pihl, center in blue shirt, day laborers and Occidental College students take part in the daylong event. Below, Pitzer Professor Jose Calderon, right, translates for a laborer.

As the Pomona Day Labor Center prospers, Occidental and other colleges can use its success to continue their research and to affect social change in our diverse society.



Communication Key to Success of Pomona Day Labor Center

The following article, written by Jose Calderon, Associate Professor of Sociology and Chicano Studies at Pitzer College, originally appeared in the Spring 2003 issue of *Peer Review*, which is a quarterly publication of the Association of American Colleges and Universities.

In 1997, the city of Pomona passed an ordinance to fine day laborers \$1,000 and six months in jail for seeking employment on street corners. At the time, a group of my students happened to be doing research on immigrant workers in the city. One of these students, Fabian Nunez, had just recently been elected to the State Assembly. Together,

we packed city hall to protest the ordinance and, eventually, received \$50,000 to start the Pomona Day Labor Center. Students in my "Rural and Urban Social Movements" and "Restructuring Communities" classes and I have been partnering with this community-based organization ever since.

While, as a result of our efforts, all day laborers in Pomona now congregate near the day labor center, some continued to gather on a corner about 300 feet away. The workers at this corner, and the employers who picked them up, undercut the efforts of the center by not having any restrictions as to what a worker could be paid. In meeting after

meeting with the workers, we came up with various alternatives to the problem. Eventually, through dialogue and experimentation, the workers decided to invite Norma Torres, a supportive councilperson, and me to meet with the workers on the corner. The workers at the center also agreed to be part of the dialogue. After discussing the virtues of working together and the benefits of the center, we were able to get 75 percent of the workers to go to the center.

In a meeting involving 85 workers, a committee was organized to distribute

See Calderon, Page 8

CENTER

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academic program as well as a co-curricular program. "I try to make sure that all my students get some exposure to the community while they learn in the classroom," Freer said, "so that they can see how community-based education operates."

Community-based learning flourishes at the Pomona Day Labor Center. For the past five and a half years, students and scholars from Pitzer College have volunteered in capacities such as teaching English or computer classes while furthering their own academic enrichment. Rosie Poitra-Chalmers, a student at Scripps College, won the Donald A. Strauss Foundation Grant last year for her public service project titled "Breaking Down Boundaries with Language."

"The project will build upon the foundation already set at the Pomona Day Labor Center, and strive to build connections with other day labor and immigration organizations in the Southern California region," Poitra-Chalmers states.

Pomona Day Labor Center experiences success because of support from Pitzer College's Center for California Cultural and Social Issues and involvement from the community, such as periodic free health screenings at the Center provided by Western University of Health Sciences and support from the City of Pomona.

Calderon, a member of the Board of Directors for the Pomona Day Labor Center, states, "In bringing students and faculty together with community-based organizations, all of these partnerships use the strengths of diversity, critical pedagogy, participatory action research, and service learning to work on common issues and to create social change," in his article, "Partnership in Teaching and Learning: Combining the Practice of Critical Pedagogy with Civic Engagement and Diversity" (see page 6).

As the Pomona Day Labor Center prospers, Occidental and other colleges can use its success to continue their research and to affect social change in our diverse society.

■ Melonie Galloway, Public Relations intern

Four Pitzer Grads Named MFP Fellows

Four Pitzer College graduates won fellowships from the American Sociological Association's Minority Fellowship Program this year, a number that is at the top among colleges and universities in the U.S.

Jesse Diaz, Jose Mata, Roberto Montenegro and Marlon Daniels received the fellowships to continue their graduate studies in sociology.

The Minority Fellowship Program aims to increase the number of faculty and researchers of color in the discipline of sociology generally, and, for those Fellows funded by the National Institute of Mental

Health, to develop specialized competence in the sociology of mental health, according to the ASA Web site.

Since 1974, the Program has supported 385 Fellows.

In addition to funding, the Minority Fellowship program provides mentoring and support to ensure the success of fellowship recipients.

The American Sociological Association, founded in 1905, is a non-profit membership association dedicated to advancing sociology as a scientific discipline and profession.

An Act of Kindness and Beauty

Ever notice the beautiful flower arrangements in Scott Hall? Neva Barker purchases the flowers every Sunday at the Farmer's Market in Claremont.

Barker says that she purchases and arranges the flowers but several people have contributed to the "flower fund," including Carol Brandt, Kate Rogers, Jennifer Onstott, Linda Morand, Ann Stromberg, Lissa Peterson, Shirley Hawkins and the staff in the Registrar's Office.

The flowers are usually displayed on top of cloths that are well coordinated with the flower arrangements. "The coordination of the displays was started with some paper that was given to me by Ann Stromberg, who organized the sale of this paper to raise money for artisans in Nepal," Barker said.

Barker first placed flowers in the lobby when she had received a bunch of gladiolas as a "Welcome Back" after she had been out for surgery. Since the flowers took up too much space in Barker's office she placed them in the Scott Lobby.

"When the flowers died, I missed the color and decided the lobby deserved the attention so I started occasionally going to the Farmer's



Photo by Penny King

Neva Barker displays some of the flowers that grace the lobby of Scott Hall on a daily basis.

Market to buy flowers, a peaceful protest against gray, I guess you could call it," Barker said. "Flowers are a treat that just happen to be easy to share with everyone...I call it 'practicing senseless acts of beauty' as on the bumper sticker that was popular a few years ago: 'Practice random acts of kindness and senseless acts of beauty.'"

Thank you Neva and others for your acts of kindness and beauty!

■ Penny King

CALDERON

Continued from Page 6

leaflets about the services available at the center. Along with three students working as summer interns with Pitzer's Center for California Cultural and Social Issues and a community fellow, we met with the day laborers, practiced action research in the process of dialogue, and assessed that there was a need for community supporters who were not day laborers also to distribute the leaflets. Together, we organized volunteers from the day labor board, the city council, the college, and other community organizations to be there on a daily basis to distribute leaflets to employers and to support the workers in their efforts.

In addition, on the first day of our action, two other summer interns began teaching English as a Second Language (ESL) classes and developing an immigration rights and health project at the center. As service providers, as researchers, and as participants, students have been a part of all of these actions. I cannot think of a better example with which to begin a discussion of civic engagement and partnering.

NOT JUST SERVICE LEARNING

The Pomona Day Labor Center, which got started through the efforts of students, is not an isolated example at Pitzer College. It reflects the ethos of many programs that have emerged and taken off in the last few years. This ethos is rooted in the advancement of intercultural and interdisciplinary understanding as well as in the ideal of democracy translated as social responsibility. It is rooted in the idea that, through campus-community partnering, our students and faculty will engage in acts of collaboration that go beyond the charity or project paradigms. Keith Morton (cite) characterizes this as going beyond the charity model, with control of services with the provider, to a model of social change that builds partnerships of equality between all the participants, that gets at the root causes of problems, and that focuses directly or indirectly on politically empowering the powerless. Further, this ethos is rooted in the concept of "community-based partnering," according to which research and action are carried out not merely for the benefit of academia but for the benefit of the community-based organization and its members in both the short- and the long-term. It joins the idea of service learning—some of which we might label as charity or project

models, such as the students teaching ESL and taking day laborers for physical and dental check-ups—with the long-term goal of reciprocity. That is, service learning is part of a larger program meant eventually to empower the participants, to develop their leadership, and to develop the foundations that will allow them to function as active participants in the larger world of policy making.

This kind of community-based partnering is a cornerstone of the Center for California Cultural and Social Issues (CCCSI). Created in 1999, CCCSI supports research and education that contribute to the understanding of critical community issues and enhance the resources of community organizations. As part of its mission to be a genuine partner in

The Pomona Day Labor Center, which got started through the efforts of students, is not an isolated example at Pitzer College. It reflects the ethos of many programs that have emerged and taken off in the last few years. This ethos is rooted in the advancement of intercultural and interdisciplinary understanding as well as in the ideal of democracy translated as social responsibility. It is rooted in the idea that, through campus-community partnering, our students and faculty will engage in acts of collaboration that go beyond the charity or project paradigms.

Jose Calderon

communities rather than to dispense so-called "expert" solutions to pre-defined needs, the center supports numerous innovative community-based projects by offering research awards and technical training to faculty and students at Pitzer College. In its three years of operation, CCCSI has given over 100 awards to students, faculty, and members of the community. These have included community-based summer projects and internships, academic-year course enhancement and senior year projects, and urban and community fellowships. As part of campus-community partnering, the center has developed a small number of core partnerships with community-based organizations that last no fewer than four

years. These partnerships include a Pitzer faculty member, who serves as the link between the students, the campus community, and the community based organization, and an individual—usually a community fellow—who is the designated link to the community-based organization. The goal of this relationship is to empower and build the capacity of both campus and community participants.

Again, this is not just about service learning. A number of my students, for example, have written their theses on day laborers. By connecting her work in the day labor center and her work with a United Farm Worker Alternative Spring Break, one student wrote a thesis comparing the organizing strategies of day laborers and farm workers. I am currently publishing an article on day laborers that I co-wrote with two graduates who had served as CCCSI interns. In return, we have used this research to write grants that have helped to fund the day labor center and its projects. Within this framework, one of our sociology professors has developed a capstone course in which seniors spend their last semester working in groups and writing grants for community-based organizations.

The CCCSI is linked to an external studies program, which is based on participatory learning, on understanding different cultural perspectives, and on cooperative projects with local community-based organizations in Nepal, China, Venezuela, Turkey, Italy, and Zimbabwe. Some of the students from this program return to use their new-found languages through external-internal programs. The community-based Spanish program, for example, develops partnerships between students and their Spanish-speaking host families and the Pitzer in Ontario program, which is situated a few miles from our college. Here, students immerse themselves in a multi-ethnic community that is undergoing dramatic demographic transformations. Through classes, fieldwork, internships, field trips, and participatory action research, students learn firsthand the processes of everyday life in suburban communities like Ontario and the effects of globalization and technological development on them. Through partnerships with local community-based organizations, students learn the principles of asset-based development and gain an awareness of sustainable development practices.

AN EQUAL RELATIONSHIP

In bringing students and faculty together

See Calderon, Page 9

Faculty, Staff Find Recipe for Success

“**A**nd the winner of two round-trip tickets to anywhere in the continental United States is... Professor Steve Glass!”

Each year as the end of the Pitzer College Annual Campaign approaches, the Pitzer community takes part in the Faculty & Staff Campaign. This year, Pitzer saw record-breaking success when 85% of faculty and staff contributed \$59,090 to the College. At the conclusion of this campaign in June, the campus gathers together to enjoy food and conversation while crossing their fingers to see who the lucky winners will be in the annual raffle drawing. Thanks to local businesses and members of the Pitzer community, all of the prizes are donated for this event. The raffle is a way of recognizing those who, in addition to showing their support of Pitzer through their hard work everyday, are also generous enough to make a financial contribution.

During the Wrap-up Raffle of the 2003 Faculty & Staff

Campaign, founding Professor Steve Glass was the lucky winner of two round-trip tickets to anywhere in the continental United States. Professor Glass and his wife, Sandy, used this opportunity to head east to Baltimore to attend a cooking course on “The Bounty of the Chesapeake Bay Region” at Baltimore International College. While spending a couple of days in Washington DC, they visited the Elizabeth exhibit at the Folger Library and had dinner with Pitzer alumnus Seth Leibsohn '91 and his wife, Elaine. Although they have been the e-mail equivalent of what used to be called pen pals for several years, Professor Glass never actually had Leibsohn as a student and they had not seen each other since Leibsohn left Pitzer in 1991.

When asked to describe why he chooses to give back to Pitzer, Professor Glass responded that he feels that it is necessary and that after being a part of Pitzer for so many years he sees his support as an investment in the College.

Many thanks to all those who showed their support in making the 2003 Faculty & Staff Campaign such a huge success!

BALTIMORE CRAB CAKES

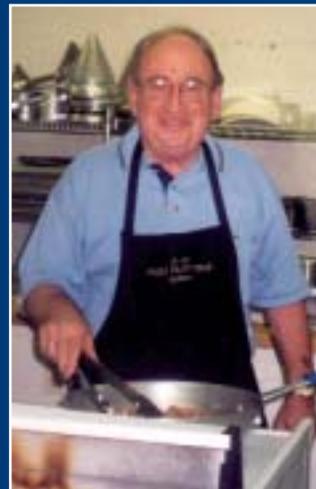
Recipe makes about 15 crab cakes

INGREDIENTS

- 3 lbs. crabmeat, lump or backfin (may use canned if fresh is not available)**
- 3 cups white bread crumbs or panko**
- 1 ½ cups mayonnaise**
- 2 tablespoons Worcestershire sauce**
- 2 teaspoons Tabasco or other hot sauce**
- 3 tablespoons yellow mustard**
- 2 large eggs, lightly beaten**
- 1 ½ tablespoons Old Bay seasoning**
- 3 tablespoons chopped parsley**
- Vegetable oil for frying cakes**

METHOD

In a small bowl mix mayonnaise, Worcestershire sauce, Tabasco, mustard and eggs. In a larger bowl gently pick crabmeat. Add Old Bay seasoning, parsley and bread crumbs. Pour mayonnaise mixture over crab mixture and gently



Professor Steve Glass whips up a dish at the cooking school in Baltimore.

toss to mix, being careful not to break up crab pieces. Refrigerate for 15 minutes. Form mixture into 4-oz. crab cakes. They can be covered and refrigerated for several hours if needed. Shallow fry the crab cakes in about 1 ½ inches of oil heated to 350 degrees. Brown on both sides and remove to a baking sheet. About 15 minutes before serving, place in 375-degree oven to heat through.

Serve with tartar sauce.

We also offer a special note of gratitude to the members of the Faculty & Staff Campaign Committee: Neva Barker (External Studies), Jose Calderon (Faculty P'99 & P'03), Lynda Casey

(Duplicating Services), Gary Clark (Admissions), Mark Crawbuck (Facilities), Alex Leyva (Food Service), Peter Nardi (Faculty), and David Perez (Student Affairs).

■ Kelly Howell

CALDERON

Continued from Page 8

with community-based organizations, all of these partnerships use the strengths of diversity, critical pedagogy, participatory action research, and service learning to work on common issues and to create social change. These collaborative efforts are examples of community-based models that require faculty and students to immerse themselves alongside community participants to collectively develop theories and strategies and to achieve common

outcomes.

An essential component of this style of learning and research is its commitment to promoting an equal relationship between the interests of the academics and the community participants. Traditionally, academics have had a tendency to “parachute” into a community or workplace for their own research interests without developing the kind of long-term relationship and collaboration that it takes to create concrete change. In working to move beyond the traditional models of gathering research from outside for their own interests,

participating students and faculty collaborate in what Kenneth Reardon (cite) has described as “intentionally promoting social learning processes that can develop the organizational, analytical, and communication skills of local leaders and their community-based organizations.” As part of this commitment, we have found that it is essential for faculty members to make a long-term commitment to the sites and communities where they have placed their students. Although students can only make a commitment for a semester or

See Calderon, Page 19

Full Circle

Professor Paul Faulstich's Fulbright research marked his return to the people with whom he began his career.

Paul Faulstich, professor of environmental studies at Pitzer, recently returned to the College after completing a Fulbright Fellowship research project among the Warlpiri, a group of Aboriginal people in Australia.

Faulstich grew up in Alhambra, about 25 miles west of Claremont, and was a student at Pitzer from 1975 to 1979, majoring in environmental studies and art. He earned his Ph.D. in cultural anthropology from the East-West Center and the University of Hawaii and his M.A. in anthropology and symbolic archaeology from Stanford.

He came back to Pitzer as a visiting professor in 1991. He returned again in 1993 and has been with the College's Environmental Studies program since that time.

"Pitzer was my college of choice because of its solid academics, its attention to the individual student, and its flexibility of curriculum. When I was a student here, I remember looking up to my professors and thinking that I couldn't imagine a better career. I still feel this way," Faulstich said.

The first two courses Faulstich taught in 1991 were "The Desert as a Place," which he inherited from Professors Carl Hertel and Paul Shepard, and "Victims of Progress," which over the years has developed into his current course "Progress and Oppression: Ecology, Human Rights and Development."

"We continue to honor our heritage," Faulstich said about the changes in Environmental Studies at Pitzer since he started teaching. "John Rodman was instrumental in establishing the environmental studies program at Pitzer. This innovative program was one of the first in the world, and continues to be unique in its emphasis on a broadly defined human ecology. Paul Shepard and Carl Hertel joined with John in creating the vision for our program. They forged a



Karina Faulstich

Paul Faulstich carries a piece of wood to be used for making a boomerang while on his Fulbright trip in Australia.

program that is unique in its concern with relationships between humans and the more-than-human world."

"Our curriculum includes community service courses, outreach programs, extracurricular activities, and our 'hands-on' emphasis," Faulstich said. "Some recent and exciting developments in our program include the evolution of the Ecology Center, expansion of the John Rodman Arboretum, development of new courses, increased intercollegiate links, the Leadership in Environmental Education Partnership (LEEP), and the hiring of Melinda Herrold-Menzies. In 1998 the Environmental Studies Field Group completed a comprehensive redesign of our curriculum, and new concentration requirements are now in effect. Recent programmatic developments mark a renewed emphasis on activism, academic rigor, social responsibility, and community involvement."

"With the hiring of Melinda, we are increasing our emphasis on natural history, while maintaining our social science perspective. Natural history

integrates keen observation of nature with an acknowledgement (indeed, an affirmation) that humans are sentient beings. Hence, it mixes the scientific perspective with elegant, heart-felt and intelligent responses to science. We searched for two years to find the right person to fill our new position, and with Melinda, we'll be able to create stronger links with the Joint Science Department. This will allow us to incorporate more successfully the scientific dimension while strengthening our focus on human ecology."

"The kind of natural history we are expanding within our curriculum involves the integrated study of the relationships among and between the biophysical and cultural components of natural environments," Faulstich said. "Emphasis is placed on developing an understanding of ecological and geological principles evident in natural ecosystems and how these interface with human social systems."

"Environmental Studies has operated as an interdisciplinary program, providing environmental education for Pitzer

**Twilight in the
Outback
section of the
Pitzer College
Arboretum**



Marc Campos

students for more than 25 years. The state of the world suggests that environmental studies programs will be just as important 25 years from now, and this is reflected in the fact that student interest in our program is dramatically increasing,” Faulstich said.

The field of environmental studies has changed in many ways since its incorporation into the Pitzer College curriculum. From the addition of behavioral science to the field and challenges to the dominant rationalistic paradigm, to the increased use of mathematical modeling involving the use of computers, the field has increasingly moved toward applied ecology, which is concerned with the management of natural resources, agricultural production, and environmental pollution.

“In many ways, the foresight of Professors Rodman, Hertel and Shepard anticipated directions of the field. They were engaging our students in human ecology — in understanding how humans fit within ecosystems — long before it was in vogue,” Faulstich said.

Pitzer College’s proactive position in all of its field groups is evident in Environmental Studies. So too is the nature of Pitzer’s interdisciplinary programs.

“One of our goals at Pitzer is to develop balanced, whole persons. This requires a balanced, whole curriculum as well as a balanced, whole campus conducive to ecological learning. The Arboretum is a good example of how we integrate our physical and intellectual environments,” Faulstich said.

“Not only is the Pitzer Arboretum good for the soul; it is good for the mind. Experience of nature, we believe, is both an essential part of understanding the environment, and conducive to good thinking. The Arboretum provides opportunities for involvement with Nature; an involvement that is increasingly rare. The way education occurs is nearly as important as its content, and learning is most successful when it is participatory, hands-on, and applicable. At Pitzer, education occurs as part of a dialogue with a series of places:

our campus, our local community, and — often — an international community. The Arboretum provides a local, on-the-ground, ecological component to a Pitzer education. It instills respect, induces passion, encourages pride in our school, and teaches about the interconnections between things. It demonstrates that a Pitzer education involves not just a comprehension of ideas, but a life lived accordingly,” Faulstich said.

Pitzer will play a strong role in the future of environmental studies, Faulstich said. “Pitzer’s strength in environmental studies lies in a broad ‘human ecology,’ which teaches that diversity, interdependence, and whole systems are fundamental to ourselves and to the health of the planet. More and more colleges are willing to sell off — or marginalize, or ignore — natural areas in their possession for what some regard as more practical purposes. But we educate by what we do as well as by what we say. Hence, that we have about a third of our campus devoted to the Arboretum says something about

See Faulstich, Page 12

FAULSTICH

Continued from Page 11

our commitments, as does our fight to protect the Bernard Biological Field Station.”

“The challenge is to expand our understanding of how human existence derives sustenance and spirit from its connection with the diversity of natural landscapes. The Environmental Studies Field Group is trying hard to do this,” he said.

“In our program, we seek, especially, to develop a new generation of naturalists. A naturalist is one who has the eyes of a scientist and the vision of a poet; one who confronts evocative ideas, and is respectful of both facts and mysteries. That we chose to focus our request on ‘natural history’ reflects our interest in the more-than-human world.”

Faulstich said that Pitzer has numerous alumni working to make the world a better place. From activists out in the trenches and lawyers in the courtrooms, to teachers in the classrooms, Pitzer has environmentally oriented alumni working for the United Nations, directing NGOs, being journalists, creating art, and restoring ecosystems.

While the field of environmental studies has taken on a global complexion over the years, Faulstich argues that globalization of environmental problems makes it difficult to address many local concerns and learn from indigenous and subjugated peoples.

“In assessing globalization and strategizing a future for environmentalism, we should not confuse political realities with cultural and ecological realities. The ways in which globalization interfaces with indigenous peoples are cause for both alarm and hope. Critical alarm arises from the legacy of devastation that globalization has thus far left on native cultures and ecosystems. Hope lies in the realization that indigenous peoples around the world are reasserting their cultures, and that many have maintained [and in some cases increased] biological diversity in their homelands,” Faulstich said.

“By deconstructing old ways of doing

environmentalism while simultaneously reconstructing new ways, we can begin to develop a new vision of sustainability for an interconnected world. Ecology reminds us that it is through variety, intermingling, persistence, and succession that we achieve cultural and environmental integrity. Any successful global environmentalism will necessarily draw upon basic concepts from the science of ecology — complexity, diversity, and symbiosis — to achieve equity and wholeness.”

When asked who has inspired him in his field, Faulstich said, “Quite simply, I gained my greatest and most enduring



A member of the Warlpiri community works on a boomerang.

inspiration as a student from my Pitzer professors. Also, the Aboriginal peoples with whom I work have inspired me greatly. And I can’t neglect to mention the inspiration I get from nature itself.”

Upon graduating from Pitzer Faulstich was awarded a Thomas J. Watson Fellowship to spend a year in Australia conducting independent research with Aboriginals, he said. “I went to the Central Desert because I was captivated by the native art being produced there, and I enrolled in a Warlpiri language course. One of my instructors, a woman named Nungarrayi, befriended me and invited me to her community. Because of my relationship with her, I was given a Warlpiri name and initiated into the tribe.”

Faulstich’s research involved

exploring the ecology of expressive culture.

“How myth, ritual, art, and the like encode relationships with nature. I looked at religious responses to landscape, Dreaming stories, and graphic symbolism; all in the attempt to better understand Aboriginal perceptions of their environment,” he said.

Faulstich’s recent Fulbright trip was a continuation of his ongoing research.

“My Fulbright project entailed two components; lecturing on ethnoecology, and conducting research on the related topic of the natural history of place-making. My work was organized around explorations of the ecological dimensions of human ideologies, especially cultural values of landscape and place. I surveyed, documented, and revealed ways in which ecological knowledge is culturally constructed, symbolically encoded, and strategically utilized by Warlpiri Aborigines of the Australian central desert,” he said.

“Place-making is universal, yet its essential roles and cultural implementations are not adequately understood. What we widely do know is that place-making is a way of constructing cultural histories and identities, of fashioning versions of ‘what happened here’ and ‘where we came from.’ But at a deeper level, I am not so much interested in what landscape means, as I am in how landscape means. Hence, I delved into why and how people come to understand places as having distinct personalities, and I explored how physical landscapes are embedded in cultural knowledge. Interestingly, this is remarkable similar in scope to my first research trip,” Faulstich said.

Reflecting on his arrival among the Warlpiri, Faulstich said, “My arrival in Nyirripi, my research community, was bittersweet, with news of the deaths of a couple of the senior men with whom I have worked over the past 23 years. Only one of the ‘old men’ that I have worked closely with — a man named Jungarrayi — is still around, and it was heartening to see how pleased he was to see me again. The deaths of my senior Warlpiri consultants, combined with the inevitable culture change, made this

stint of field research particularly challenging. As it turned out, I spent most of my time with Jungarrayi, but also spent time forging relationships with the next generation of elders; men more my age.”

Faulstich said Nyirripi is a much larger community now than when he first visited. It now has a fluctuating population of about 150, but when he first visited there were only about three families living in the area.

“In 1980 there were no permanent structures, only ‘humpies,’ which are makeshift dwellings. Now there are cinderblock houses, a dirt airstrip, a store, a petrol pump, and other amenities. It is easy to lament these changes, but in some ways the community is more vibrant now,” Faulstich said.

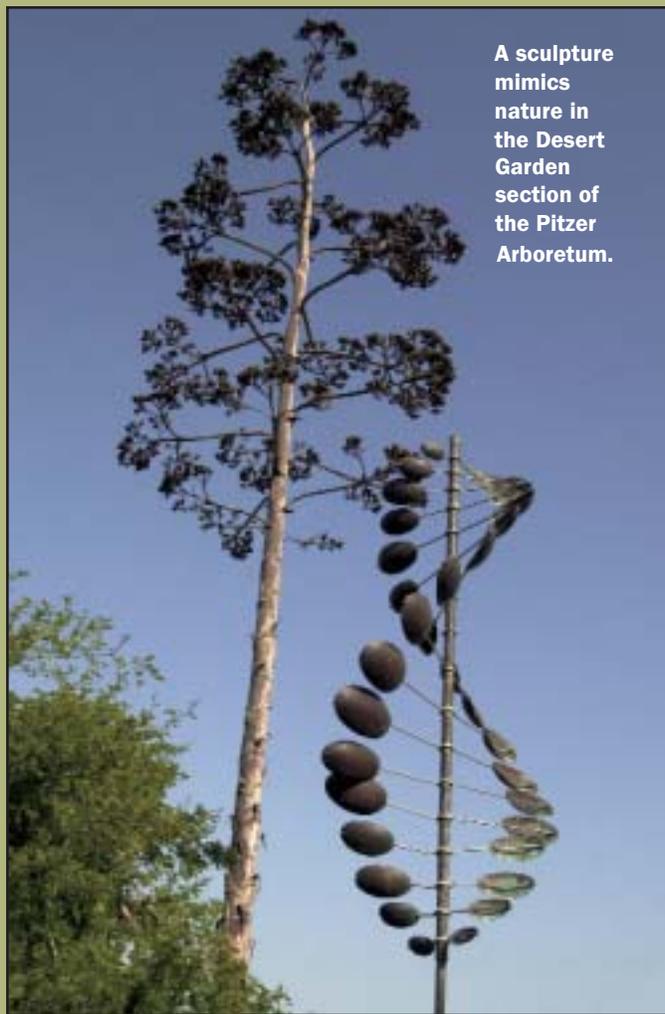
“I like to believe that my work does advance understandings of human-nature interactions,” he said. “Anthropologists, for example, have long struggled to temporally place the Aboriginal conception of the Dreaming [Jukurrpa in Warlpiri]. They have discussed ‘Dreamtime’ as a time-out-of-time; an era when past, present, and future fold together. But from my experience, what matters most to Aboriginals — at least to Warlpiri — is where Dreaming events occur, not when, and what they reveal about Aboriginal socio-political life. In this way, culture is spatially anchored and places are indispensable resources for cultural identity. It’s not breakthrough research; we just need more of it.”

Faulstich said he thinks his project will have broad benefits to Pitzer’s international resources and programs.

“My research has resulted in ethnographic information and theoretical explication of some cultural understandings of ecological principles. Results of my project are being disseminated at academic symposia and research journals, as well as local community forums. More significant is that dissemination is occurring in the classroom, as I share the fruits of my research with students. Additionally, a Web site that I am constructing focusing on “Worldview and Natural History” [under the aegis of an

International/Intercultural Learning through Technology grant from the Mellon Foundation] will host much of the analyzed material from my project,” he said.

“Through the Fulbright Scholar Program, I’m exploring ways of translating my experience into long-term institutional impact. Examples include development of joint curriculum,



A sculpture mimics nature in the Desert Garden section of the Pitzer Arboretum.

summer seminars for students, faculty, and administrators, and student and faculty exchanges. I’m still hoping to one day be able to take a group of students with me to Australia,” Faulstich said.

Place-making is not confined to the Warlpiri or other Aboriginal people, Faulstich said.

“There are certainly examples of place-making here, but the context and motivation differ significantly from the Aboriginal example. One case in point

that springs to mind is student activism around preserving the field station. They are engaged in a process of coming to know the place they inhabit. Defending wildness as they are enables us to renew an ancient covenant with the land.”

“The Claremont Unified School District is also engaging their students in developing a sense of place,” Faulstich said. “In conjunction with Pitzer and the

Leadership in Environmental Education Partnership, they are sending students to the field station to study our native ecosystem,” he said.

Though Faulstich was dismayed to learn of the death of several of the Warlpiri with whom he had worked in the past, there were moments that transcended such loss.

“The single best moment was being in the field with my two daughters, laying in our sleeping bags, marveling at the Milky Way and listening to dingoes howling. My children were remarkable in the field, always ready for a hike, a climb, or an adventure [even giving me advice on field

methodologies!],” he said.

“My Fulbright experience has been among the richest and most valued of my professional life,” he added.

“Perhaps the most exciting outcome, for me, has been the incubation of myriad ideas. The opportunity to engage with a diversity of students, scholars, and Aboriginals was tremendous, and I know that the fruits of these encounters will enrich my teaching and research for the rest of my career.”

■ Jay Collier

Melinda Herrold-Menzies starts work at Pitzer this fall as the replacement for Professor John Rodman, who formally retired from his position in environmental studies and political studies in the spring of 2000. Professor Rodman died June 16, 2003, of complications from Alzheimer's disease. The search for his replacement took two years.

Melinda Herrold-Menzies interviews a farmer in Caohai Nature Reserve in Guizhou, China, about conflicts over hunting and fishing in the reserve.



Advantage:

Herrold-Menzies brings a wealth of experiences from her studies abroad and her teaching duties at UC Berkeley. She is teaching Introduction to Environmental Studies and a first-year seminar titled "The Search for Environmental Justice" this fall. She earned her Ph.D. at UC Berkeley in Environmental Science, Policy and Management; her M.A. at Yale University in International Relations; and her B.A. at Webster College in Literature/Language and Mathematics.

The *Participant* asked Herrold-Menzies to reflect on her profession and what her hiring means for her and Pitzer.

Question: What made you decide to go into environmental studies?

Answer: A number of different things influenced my decision. Growing up in South Florida, in a family of birders, I spent a lot of time in the Everglades bird watching with my family. My family and I also spent many moonlit nights on the beach watching loggerhead turtles lay their eggs during the spring or watching the baby turtles emerge from the sand during the summer. So, I grew up in a family of naturalists but I never considered studying

an environmental field until after I had finished college. (I studied literature and mathematics as an undergrad.) It was as a Peace Corps volunteer in the Central African Republic when I worked in a national park that I realized I wanted to devote my career to working on resolving conflicts over natural resources. I then did a Masters in International Relations with a focus on Conservation and Development, studied Mandarin Chinese and Russian, and subsequently received a fellowship to study in China for two years. During this period in China, I traveled to nature reserves during the summer and winter vacations and became fascinated by problems related to protecting endangered species of cranes. What was so fascinating for me as a birder interested in both international relations and the environment was the number of crane species that breed in the Russian Far East and northeastern China, migrate through China and the Korean peninsula, and winter in southern China and Japan. The survival of these species depends upon cooperation between Russia, China, the Koreas, and Japan. I found this incredibly intriguing. This led to my doing a Ph.D. in an environmental studies department called "Environmental

Science, Policy and Management."

Q: What does Pitzer College have to offer your professional development?

Teaching in a nearly ideal situation. Pitzer has both the advantages of a small liberal arts college and those of a larger university. As a small college with wonderfully small classes, students have a chance to participate and be part of a community. This is a much better environment for learning than one in which large lecture halls with hundreds of students are the norm, where students have little or no contact with their professors. At the same time, Pitzer has amazing resources for a small liberal arts institution. Through its affiliation with the other Claremont Colleges, Pitzer students have access to a great library, extensive science programs through the joint science programs, and a rich variety of classes in the different colleges. As a professor, I also have access to these vast resources. For continued research and collaboration with colleagues, being part of the larger Claremont community offers me many opportunities — more than I would have at most other small liberal arts colleges. So

I have the opportunities for professional development that I would have at a larger university but also have small classes in which I can actually get to know my students and improve my teaching skills.

Q: What do you have to offer Pitzer?

I have extensive international experience — in China, Russia, and Central Africa — which complements Pitzer's commitment to cross-cultural education. I have an interdisciplinary education that combines natural science and social science perspectives in addressing environmental issues.

Q: What are you most looking forward to about the upcoming school year?

I am excited about teaching small classes

Pitzer

at an excellent liberal arts college and having the opportunity to get to know the students at Pitzer.

Q: What makes you a good fit for the Environmental Studies program at Pitzer?

I have a very strong background in interdisciplinary studies — something that is fundamental to Pitzer's approach to education. I completed my Ph.D. at the University of California, Berkeley in an interdisciplinary department — the department of Environmental Science, Policy and Management — where students complete coursework in the natural and social sciences. I have taken and taught courses that have combined material from the natural sciences, social sciences and humanities. This is an approach to education that Pitzer is known for. I also have extensive international research and teaching experience that fits well with Pitzer's mission to help students understand and appreciate other cultures, particularly as exemplified in the External Studies program.

Q: What has changed in the field of Environmental Studies in the last 10 years?

The field of environmental studies has become recognized academically as a field — this is no small achievement! It has become more accepted that interdisciplinary approaches to environmental problem solving are essential, but we are still very much in the process of figuring out how this interdisciplinary work can be done.

Q: What impact do you expect to make in Pitzer's Environmental Studies program, especially as it relates to your specialty within your field?



Melinda Herrold-Menzies

My education in an interdisciplinary department has afforded me tremendous experience in dealing with the difficulties of doing interdisciplinary work. I think that academics and practitioners from different disciplines agree that we must work together, but actually getting people to work together is an extraordinary challenge.

Q: How have your academic experiences led you to a career in Environmental Studies?

It is probably less my academic experiences and more my personal/professional experiences that have led me to a career in environment studies. I was a Peace Corps volunteer for three years in the Central African Republic (1988-1991). While my first two years were spent as a math and biology teacher, my third year was spent doing conservation education in a national park created for lowland gorillas, forest elephants and chimpanzees. It was this firsthand experience confronting the

sometimes-violent conflicts between local farmers trying to make a living and park managers trying to protect endangered species, that galvanized my interest in a career in Environmental Studies. It was my academic experiences that helped me to discover in which subfield of environmental studies I would best fit. It was through taking a variety of courses in international relations, ecology, environmental policy, geography, sociology, and political science that helped me understand the breadth of the field and helped me figure out where I would have the most to offer.

Q: What is the importance of an interdisciplinary approach to environmental studies?

Interdisciplinary approaches are essential to resolving complex environmental problems, which are inherently interdisciplinary in their complexity. Environmental problems are not simply technical issues that can be resolved by "science." Environmental problems have cultural, social, and political aspects in addition to their biological, chemical, and physical components. For example, in discussions about preserving biodiversity, issues related to gene pools, wildlife corridors, and island biogeography are just as critical as poverty, corruption, unequal land distribution, cultural values, and spiritual beliefs. Focusing on a single aspect of a problem will not resolve the problem.

Q: What is the biggest challenge confronting environmental studies students as they graduate and head out into the world?

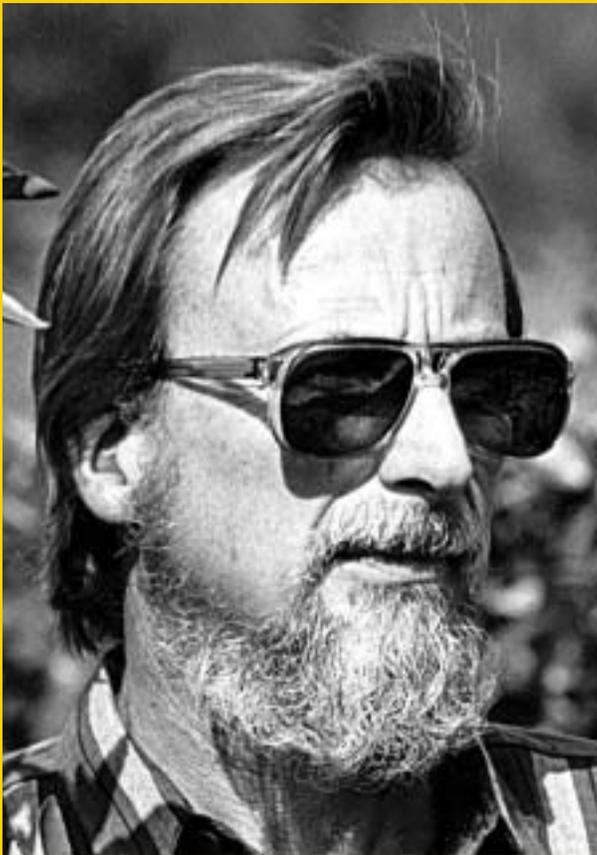
The biggest challenge will be for students to both maintain their activism and continue to try to understand the variety of different viewpoints on a particular topic. Environmental topics are often very contentious and frequently lead to deadlock. Finding opportunities for mutual understanding and compromise between seemingly opposed groups is an enormous challenge.

Q: How do you expect to help them meet this challenge?

By teaching them to think critically and compassionately; encouraging them to act on their beliefs while trying to understand where those who hold differing viewpoints are coming from.

JOHN R. RODMAN 1933-2003

Pitzer College Statement of Environmental Policy and Principles: Pitzer strives to incorporate socially and environmentally sound practices into the operations of the college and the education of our students. Pitzer exists within



“John was Dean of Faculty when I arrived at Pitzer and he and I were great colleagues and great friends. Indeed, we shared an apartment together for a year. John was a wonderful faculty member, a great friend, and someone I will always miss.”

■ Bob Atwell, Pitzer president
1970-1978

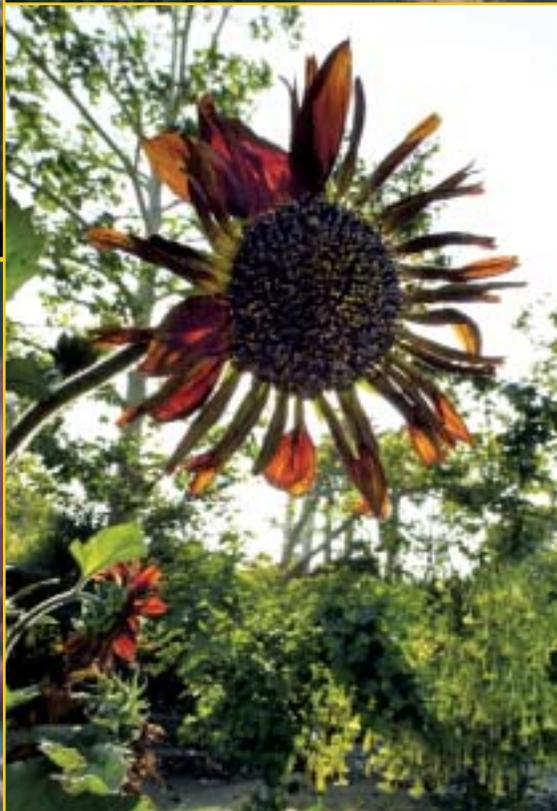


Photos by Marc Campos

inter-reliant communities that are affected by personal and institutional choices, and the college is mindful of the consequences of our practices. A Pitzer education should involve not just a mastery of ideas, but a life lived

accordingly. We are thus committed to principles of sustainability, and dedicated to promoting awareness and knowledge of the impacts of our actions on human and natural communities.

■ Adopted at College Council, Nov. 1, 2001



“Besides accomplishing so much in his ‘professional’ life in political and environmental studies, and besides founding an arboretum, John really connected in a deep way with a lot of people. In my own case, I came to realize that he was a singularly important personality in the lives of a surprising large group. He had a real gift for sharing himself, for really caring about others, and offering genuine acceptance. What an extraordinary human being.”

■ Richard Chute '84, Alumni Association Board member

“How very sad that Pitzer has lost this gentle, wise man. When I returned to the campus after a number of years ‘away,’ the Arboretum was the most salient signal to me of the significant beautification of the College’s campus. The many, many birds attracted by the diverse plant life and the complex scents given off by the flowers and foliage delight me each time I walk around campus. His efforts have enriched Pitzer College.”

■ Ella Pennington '81, Alumni Association president

“John was Pitzer’s Pied Piper; current students, alums, and friends would follow him with great devotion. He remembered students from long ago, and always created a special time to guide folks through the garden, even if one surprised him with a visit. Many a former student getting off the I-10 freeway for a quick swing by campus and a leg-stretch would find John in the garden and themselves with a grand tour. He is so much a part of Pitzer’s history and its evolution. His legacy is the entire garden — one of the defining characteristics of the College. He’s been sorely missed for years.”

■ Deb Smith '68, Trustee Emerita

For additional reflections on the loss of John Rodman, visit www.pitzer.edu/memorial/

Encouraging WORDS

Shock. Pleasant surprise. Gratitude. This seems to be the trajectory of responses experienced by students who receive the Bea Matas Hollfelder Creative Writing Scholarship, a special recognition at Pitzer College for excellence in creative writing.

Every year since 1995, one student whose overall work in creative writing shows particular imagination is selected to receive the Hollfelder award. Most recipients are completely unaware of its existence until the day they win it. But this ignorance does not detract from the honor.

“Winning this award ... gave me a feeling that I had been right to put my writing above all other interests and studies; that the pursuit most integral to my personal development was also strong link to the world around me,” says Fiona Spring, who won the Hollfelder award in 1999 and now has published a book of poetry. “This was a priceless reassurance because the academic life can be so isolating.”

Rosemary Stafford, the 2003 winner, remembers how much she enjoyed being completely surprised by the award, which she learned of while studying in Ireland.

“I’d just lost the first ever writing contest I’d entered, which was a creative short fiction contest in Ireland,” says Stafford. “I later realized that an entry entirely focused on a girl with a fetish for irregularities in teeth probably wasn’t the most respectable subject matter for an Irish contest, seeing as the Irish (bless them for all else) don’t so much have a noticeable appreciation for orthodontic care. So it was nice to receive the award at that point in time.”

The alumna who established the award, Bea Matas Hollfelder, is a 1987 graduate who came to Pitzer in her 40s to major in English and creative writing. A published poet, Hollfelder was compelled to set up the scholarship out of an appreciation for both writing and education instilled in her by her parents. Hollfelder’s mother and father both enjoyed writing poetry. And while neither of her parents went very far in school, Hollfelder was raised with the idea that education is important. She became the first person in her family to obtain a bachelor’s degree.

“I am a real lover of the creative side and I have a very, very strong belief in education,”

“50 Bucks to the First Person Who Can Swallow It Whole”

The Frankel brothers tied for first place,
And instead of opting for a cool 25 smacks each,
Or even, perhaps, compromising individual glory,
choosing to
Put the full 50 toward the pine carved slingshot
with real horsehair
tassels
That Mickey Flemming had constructed himself
in woodshop and fine arts
And was now selling to the highest bidder
To pay for his grandmother’s dentures,
The Frankel brothers instead decided
To have a tie breaking match with broccoli heads
One-upping the miniature brussel sprouts used
in the first round.

Joey Frankel swallowed his first, with the aid of
four glasses of water,
cheers
And plenty of backslaps from the other boys.
Upon choosing an aptly similar sized portion of
broccoli for the second
Frankel,
Michael Frankel’s girlfriend Sheila bestowed a
kiss upon it, and then
him, for luck.
The air hushed – and every soul there heard that
play by play in silent,
mental unison-
He contemplates... he lifts the vegetable to his
mouth...
He turns his head to the sky... opens his airways
as much as they damn well
allow-
Gurgles back, chokes, and falls dead on the floor
of the clubhouse.
That last part took 5 minutes of sputtering. But
it still seemed
Like a part of the game somehow.

The Frankel mother, Eleanor Frankel, now
attends a Sunday morning support
group
From the safety of her own home via the
Internet.
The group is composed of 35 parents, siblings,
and friends who gather
To mourn the death of loved ones lost by
choking during contests or

Hollfelder said. “As an alum of Pitzer, I am glad I can do something to help.”

Each year, three of Hollfelder’s former professors – Jill Benton, Barry Sanders and Al Wachtel – get together to select the winning student. Award recipients get \$1,000, which can be spent in any way they choose.

“Bea was a marvel,” Benton recalls. “She worked hard and she was really very talented as well.”

Hollfelder’s legacy at Pitzer continues to



Rosemary Stafford

games.
Eleanor often signs herself off with a selection
From her ‘prayer a day keeps the devil away’ tear
off desk calendar.
Sometimes, she writes her own, telling each of
the 35 that
Courage is born from the disciple’s decision to
be humble.
And sometimes Sheila signs on, and types
nothing, staring instead
At the writing on the screen, and pretending that
Michael is still there,
with her.

New games of death defiance evolve out there in
the clubhouse.
But none involve the orifice of the mouth, green
vegetables, or Joey
Frankel.
A red corduroy loveseat with faded patches on
the sides rests where
Michael fell and lay, turning shades of purple.
And one Friday evening Mickey Flemming and
Joey Frankel
Go out there to the cemetery where Michael is
buried
Dig a hole one foot wide and three feet deep
above Michael
And bury that slingshot with two brussel sprouts
and one head of
broccoli.
Then Joey sits for a while and thinks about his
brother
And decides that he never wants to win anything
ever again for the rest
of his life.

encourage other young writers who are similarly inspired to share their passion for writing – whether by writing themselves or encouraging others.

“I will begin my new career as a high-school English teacher in September,” says 1996 winner Quinn Burson. “I still possess an inescapable preoccupation with the craft of writing and I hope to curry enthusiasm in my young English students.”

■ **Deborah Haar Clark**

Joint Science Appointment Fulfills Lifelong Ambition

Jennifer Armstrong knew she wanted to be a teacher when she was growing up in Las Cruces, New Mexico. Later, as a student at New Mexico State working in a laboratory, she fell in love with biology and decided to become a scientist. The marriage of those two passions will have ample room to grow as a member of the Joint Science Department.

“Following graduation, I attended graduate school in San Diego and carried out my postdoctoral research in Santa Cruz. I am the only scientist in my family. I have an aunt who is a philosophy professor teaching environmental ethics at Humboldt State,” Armstrong said.

“Since I was a little kid I was sure I wanted to teach. I used to think about how I would outline my courses as a professor,” she said.

She tried the private sector on a temporary basis and though it was fun work, she said she knew she wanted to stay in academia.

“During my post-doctoral studies I wanted an academic position. When it came time to look for positions, I applied very selectively. The Joint Science Department held an attraction because of the quality of students and small class sizes of Pitzer and the other Colleges,” she said. “Besides, the Monterey Bay area is beautiful, but my husband and I wanted to return to sunny Southern California.”

Armstrong said the department and Pitzer also hold another attraction.

“I love both teaching and research so the Joint Science Department of the Claremont Colleges seems the perfect fit,” she said. “If you go to a research

Jennifer Armstrong



“My specific field of research is gene regulation. I am interested in how genes are turned on and off at the appropriate times in development. Diseases [including cancer] can result when our genes are not regulated properly.”

institution, you do mainly research. Though there’s teaching, it is not stressed. There’s an opportunity here to use my research as a teaching tool. That’s the best way to do science.”

“I really like that in the department everyone works together so it leads to a lot of interdisciplinary interaction. Another asset is that Pitzer students also focus on

humanities and social sciences. Such interaction can really help me open up as a scientist. I look forward to seeing how I develop as teacher and a scientist,” Armstrong said.

Armstrong said she is looking forward to her first year. She will be teaching several biology courses and laboratories, as well as directing students’ Senior Theses.

“My specific field of research is gene regulation. I am interested in how genes are turned on and off at the appropriate times in development,” Armstrong said. “Diseases [including cancer] can result when our genes are not regulated properly. I find this field utterly fascinating, and am particularly fond of my model organism, the fruit fly. The Joint Science Department will allow me to continue research with the help of student research assistants, which is of great benefit during the course of their education.”

And what does she hope to teach these students? “I aim to convey to students that we really don’t know what our experiments will tell us, but that whatever the answer may be it will contribute to the body of knowledge about the world and ourselves.”

“I look forward to meeting the Pitzer students who join me in my classes and my research laboratory, and will do my best to provide them with positive experiences that they can carry with them for years to come,” Armstrong added.

Most of all, Armstrong stressed that she hopes to be an inspiring role model for all students. “I want them to know science can be a good thing,” she said.

■ Jay Collier

CALDERON Continued from Page 9

until graduation, faculty participants are in a better position to sustain campus-community partnerships.

As these long-term campus-community partnerships are developed, students and faculty can become a political force in their communities. They no longer have to be placed in the role of travelers passing by. Instead, they can see themselves as participants with a stake in the decisions being made.

Conclusion

The participatory style of learning and research takes into consideration the meaning of community—which, as a whole, is made up of many competing interests. Those who are corporate growers, developers, and polluters call themselves part of the “community,” although their profit-making interests often place them in conflict with “quality of life” initiatives in the community. The “communities” to which I refer are geographical, political, and spiritual places that are very diverse. They have different levels of stratification, power relations,

backgrounds, and ideologies. These communities are facing inequality or they are trying to improve their quality of life. Hence, the research and learning described above focuses on the sources of inequalities and on what can be done about them. While the dominant understanding of inequality tends to blame the “individual” for his or her “inadequacies,” other theories and explanations focus on the historical and systemic foundations of inequality. The practices I have described stand with the latter. They challenge students and faculty to

See Calderon, Page 20

Mudder Finds a Home with His Former Neighbors

Joining the Joint Science Department as an organic chemistry professor was a homecoming of sorts for Scott Williams. Though he grew up in the Pacific Northwest, Williams completed his bachelor's degree at Harvey Mudd College.

"I knew I wanted to be at a place with a really strong science background, but I also was very much a liberal arts type so I wanted to be somewhere I would be able to take courses outside of the sciences. The Claremont Colleges really appealed to me because I knew I could take courses off campus in music or history or whatever," Williams said.

Williams' search for a teaching position brought him back to the college neighborhood that laid the foundation for his career.

"Searching nationally I wanted to be at a really good undergraduate institution and I wanted to be at a liberal arts college," Williams said. "It was a combination of finding a place that I knew had good students and a town that I knew I wouldn't mind living in."

Joining the Joint Science Department posed a unique challenge for Williams.

"You have to be a good fit at Scripps, Claremont McKenna and Pitzer. It's not easy. You have to be somebody who can teach to people who have chosen these schools for all of these different philosophies and mean something to all of these students and that's quite a challenge."

Williams said he has known he wanted to teach since he graduated from high school about 12 years ago.

"There's never really been any doubt in my mind that I wanted to be at a liberal arts college or a small 4-year comprehensive school."

Williams' expertise will fill a need in the

Scott Williams



"The work I did for my grad degree and what I will do here focuses primarily on one of the Holy Grails of chemistry and that is taking the most unreactive molecules and making them useful. That means taking things like methane and trying to convert them into another more usable species like methanol."

Joint Science Department, he said.

"The work I did for my grad degree and what I will do here focuses primarily on one of the Holy Grails of chemistry and that is taking the most unreactive molecules and making them useful," Williams said. "That means taking things like methane and trying to convert them into another more usable species like methanol. Methane is currently bored out of holes in the deserts of Saudi

Arabia and since it's a gas and would have to be pressurized and cooled to ship, they just set it on fire or pump it back into the ground. It would be a lot better if you could convert it into something that would be useful. There's a lot of interest in doing these sorts of things, but traditionally these have been impossible problems. Good people have done everything but the impossible, now we're left with the hard stuff."

Williams said the best thing about his appointment is the student body.

"The students at these colleges are outstanding and there aren't a lot of schools of this caliber around. The really fine liberal arts schools are not a dime a dozen. These colleges are real gems, especially on the West Coast where the concentration is not nearly as high."

And just what impact does Williams expect to make at the Joint Sciences Department? "Hopefully not a crater. I would like to see a lot of students who aren't necessarily going to be scientists develop a bit more comfort with science and an understanding of it because we're living in a world that's becoming increasingly permeated with technology. We're constantly being bombarded with things that we have to process and make judgments on and hopefully these are students who are going to go out and vote and participate in society. Hopefully they will get better tools to judge science and technology and how it impacts us," Williams said.

"One thing I've always enjoyed about having a good understanding of science is that you never lose that child's sense of wonder with it all and I think a lot of people just take it for granted."

■ Jay Collier

CALDERON

Continued from Page 19

find common grounds of collaboration with community institutions, unions, organizations, and neighborhood leaders to invoke social consciousness and long-term structural change.

This type of civic engagement takes us beyond the traditional top-down models of "community service" to the level at which

students and faculty join community participants in using research, teaching, and learning to create more democratic structures and to bring about fundamental social change. At the same time, this participatory style provides a meaningful and practical means for building bridges between students, faculty, and community participants from diverse backgrounds. Finally, it brings together the practice of diversity, critical pedagogy, participatory action research,

student-centered learning, and intercultural and interdisciplinary learning to create a dynamic paradigm of community-based collaboration and social change.

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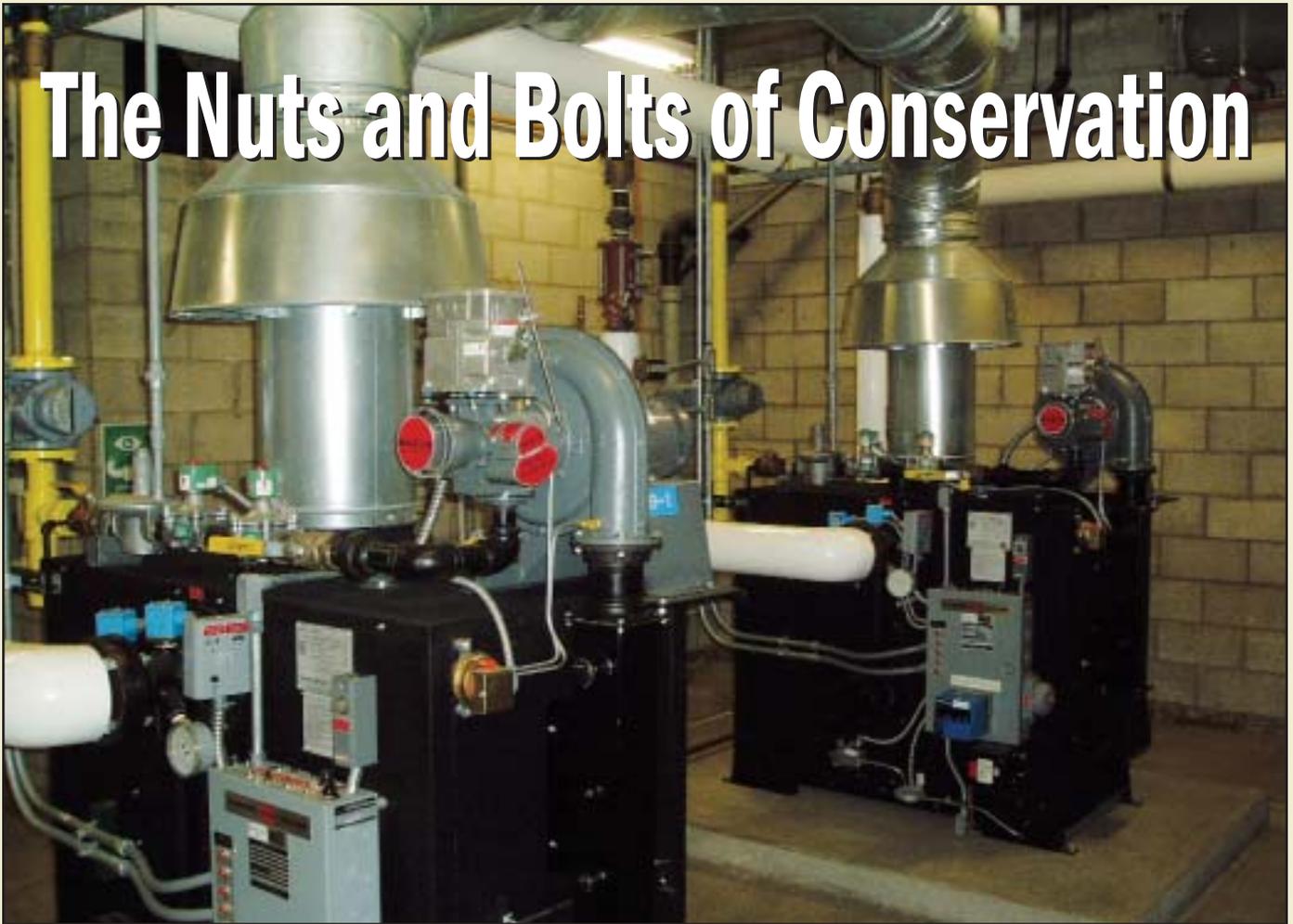
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The Nuts and Bolts of Conservation



The boiler room in Holden Hall reflects the many changes made in the interest of safety and efficiency. Plumbing and other items are color-coded as well as readily accessible for maintenance and repairs.

Pitzer College prides itself on teaching social responsibility along with various academic disciplines, but the true test of a school's commitment to its values often comes outside the classroom. About five years ago, the college was faced with a dilemma: what to do about its antiquated heating, cooling and lighting systems.

Director of Facilities Jim Gates said that when the campus was built in the 1960s, little thought was given to energy conservation. The old units were wasting both energy and money, and simply didn't meet the needs of the campus. Complaints were common, he said.

So, with strong support from the college administration, Pitzer undertook an ambitious \$5.5 million project to create energy- and cost-efficient systems. It is now a model for other schools.

Saving money was not the project's only

goal, Gates said, so planners took into account other factors such as reducing hazardous waste, using resources wisely, and creating a safer campus and work environment.

"We want to be good stewards," Gates said, "and we started out that way."

This philosophy is right in keeping with Pitzer's interdisciplinary approach to teaching environmental studies, which incorporates social sciences, humanities and physical sciences.

Paul Faulstich, an associate professor in environmental studies who is familiar with the project, said Gates began taking energy-conservation measures before it was in vogue to do so. "As a director of facilities, Jim Gates is a real treasure," Faulstich said.

It was only after California plunged into a power crisis a couple of years ago that some people began to see the wisdom of investing in ways to cut energy use, but

Pitzer was already leading the way.

The first phase of Pitzer's project focused on replacing basic mechanical systems that heated and cooled the buildings. The campus used a series of boilers and steam converters to heat the buildings and to supply hot water to them, and the South Coast Air Quality Management District mandated that the boilers either be retrofitted or replaced.

The decision to replace them was an easy one, said Daniel Hearon, Pitzer manager of maintenance services. The old boilers were inefficient because of the steam conversion process, and they also allowed a great deal of heat to escape into the boiler room. Because the boilers also provided hot water, they had to run 365 days a year, even when there was no need to heat buildings.

Although retrofitting would have cost about 40% of the price to replace the equipment, improved air quality, future

energy and cost savings and better performance more than made up the difference, Hearon said.

The new flex-tube boilers are efficient and well insulated, allowing far less heat to escape. Separate water heaters were installed so the boilers do not have to run year-round. Better yet, the boilers can be turned on or off at will – even several times a day – depending on the need for heat. Traditional boilers must stay on days or even weeks at a time, Hearon said.

Swapping out the old “chillers” for 40% more-efficient cooling units provide a similar story. “There’s just been quantum jumps in the efficiencies of equipment,” Gates said.

Even taking campus growth into account in the past three to four years, Pitzer has reduced gas usage by 43% and electricity usage by at least 25% for a combined saving in excess of \$500,000, he said.

As the project moved into Phase II, Gates and Hearon replaced motors and air movers used for circulation. The new motors run at variable speeds and use less electricity to power pumps and fans.

Perhaps most importantly, Hearon and his staff installed a computerized energy management system that regulates all the functions for maximum efficiency. The system can be programmed to automatically turn components on and off, and a series of sensors feed the computer information that triggers changes. The system also rotates functions to maintain lowest usage during peak daytime hours or shift functions to nighttime, when power rates are about 50% lower. From his office, Hearon can monitor the entire system and make adjustments as needed.

The last phase of the project is about 50% completed and involves changing indoor and outdoor lighting and air conditioning ducts and equipment in rooms. “Classrooms are a priority,” Gates said, so they were completed first.

Bearing in mind their various obligations, Gates and Hearon made hundreds of decisions that show up in the fine details. “It’s the right thing to do,” Gates said. “It takes a little more time and effort, but it’s worth it. The payback comes over time.”

Lights illustrate the point.

“We sat down and decided what light bulbs would best meet the college’s needs,” Hearon said. “This didn’t just happen. A lot of thought went into it.”

Their selections included environment-friendly low-mercury bulbs to reduce hazardous waste. And they limited the types of bulbs used on campus to reduce storage requirements.

Occupancy sensors were installed to automatically turn lights off if there is no movement in the room for 15 minutes. Light switches, which were lowered to make them more accessible to wheelchair users, allow for three lighting levels. More lighting was added to make the campus safer, but with no additional power consumption. To reduce the risk of serious injury, lights were lowered where possible so workers would not have to use tall ladders or cranes to replace bulbs or work on the fixtures. The lights on the remaining high poles won’t need to be changed for about 18 years, Hearon said.

The choices they make aren’t always the cheapest in the short run, but will prove out, they said.

“Costs are a little more in the initial phase, but you save over and over,” Gates said.

“If you’re creative, you can get these projects to be worthwhile,” Hearon said.

Creativity is noticeable everywhere. In the boiler rooms, pipes are color-coded by function. Because the water heaters may serve as drinking water sources during emergencies, copper tubing was fitted with spigots and measured specifically to accommodate 5-gallon buckets underneath. Where some of the old boiler stacks were removed, skylights were placed over the holes – thus preventing the need for re-roofing while adding natural lighting.

The same kind of thinking went into “maintainability,” which Gates said is often overlooked. The boiler rooms are kept squeaky clean so problems such as oil spills can be spotted immediately. Individual components of the boilers can be serviced without the need to shut down the entire unit. Equipment is easy to access and plenty of space was allowed for workers to maneuver. The water is being treated to prevent deposits, which reduces maintenance and keeps the equipment working longer.

Hearon, who was a contractor before joining Pitzer five years ago, said his goal was to make the systems “idiot proof.”

“I’ve worked in the business so long I’ve seen everything that can go wrong,” he said.

The project has attracted the attention of other schools. Gates, who serves on the steering committee of the Education for Sustainability Western Network, said he has shared Pitzer’s experience with others in the group. Pitzer has more representatives on the steering committee than any other school, with Gates joined by Faulstich and Marie Sandy, director of the Pitzer in Ontario program.

Since 2001, this network of Western colleges and universities has been encouraging greater collaboration among campuses to promote education about sustainability and put it into action. One goal is to involve all segments of college communities in the effort.

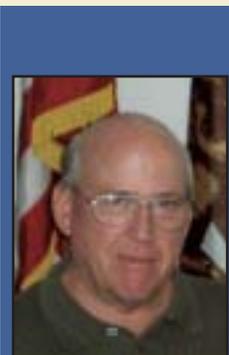
Gates said he has worked closely with Director of Facilities David Salazar at Claremont Graduate University, and he and Hearon have met with a number of people from the other campuses over the past couple of years.

But interest in Pitzer’s project has spread farther afield. Facilities managers from other schools, businesses, even churches have visited the campus “to see how it’s done right,” Hearon said. Southern California Gas Co. has referred several of its customers to him, most recently a cheese maker, he said.

Gates said the project has been so successful in part because of the support it received from the Board of Trustees, former Pitzer President Marilyn Chapin Massey, current President Laura Skandera Trombley and Treasurer Vicke Selk.

Gates also credits Hearon, who is a stickler for details. “He’s very talented and takes a lot of pride in this,” Gates said.

■ Patricia Barnes



Jim Gates
Director
of Facilities



Dan Hearon
Manager of
Maintenance
Services

Grant Program Opens Door to Adventures in China

Would you like to travel in China? Do you have a special interest or hobby that you would like to explore in mainland China? If you can develop an idea for a project that reflects a strong connection with China, you should consider applying for the Avery China Adventure Program to win a grant for travel from 3 weeks up to one year, and up to \$25,000 in funding.

This unique grant program is open to everyone at Pitzer – staff, faculty, and students may apply. Pitzer alums can also apply up to seven years from the date of graduation (classes of '96 through '03). The China Adventure Program, which is offered

every two years, is sponsored by the R. Stanton Avery Foundation. There are nine eligible institutions: Pitzer College, Claremont McKenna,

Harvey Mudd College, Pomona College, Scripps College, CGU, California Institute of Technology, Occidental College, and California Institute of the Arts.

This grant program gives people the opportunity to stretch beyond the expectations of everyday life. Many Pitzer faculty, students, and staff have won these awards, and many of them are available now to help you with proposal development. You need to develop a concept and a brief (2-page) proposal and rough budget. If you're selected as a finalist, you'll develop a full proposal that is due in February. By summer of next year you could find yourself in China!



Photos by Cassandra Meagher

Paul Stewart, PACE instructor in English language, plays the guqin at the Grove House during a presentation he gave on his China Adventure.

Find out more about it by visiting www.averychina.org.

CHINA ADVENTURERS 2002-03

Nigel Boyle, associate professor of political studies, joined the Chinese in their homes, dorms, bars, and public squares in order to watch all 64 soccer games to be played in the World Cup. He traveled to Beijing, Dalian and Shenyang, cities that host the three most successful and popular professional soccer clubs in China.

Jessie Franzetti '01, using volleyball as a vehicle, met Chinese women who have experienced the benefits of participation in female athletics. She played with Chinese teams and met the Women's National Team and the famous Lang Ping, China's "Iron Hammer," who was the star player of the Olympic Gold Cup Women's

Volleyball team in 1984.

Cassandra Meagher, of the Advancement Office, visited Chinese parks and gardens, and met some of the people who renovate classical gardens and who design Chinese gardens internationally.

Paul Stewart, PACE instructor in English language, pursued his interest in the guqin, the seven-string Chinese musical instrument of great antiquity, by meeting performers, teachers, students, enthusiasts, craftspeople, and non-specialist Chinese people.

Nick Stanlea '01 met Chinese surfers and bodyboarded off the Chinese coast, starting in Bohe in Guangdong Province, followed by Chinese coast communities on Hainan Island and in Shitang.

Preliminary proposals are due at Pitzer by Nov. 24.

For information: Cassandra Meagher at cassandra_meagher@pitzer.edu

Class of 2003 Breaks Record with Senior Class Gift of \$6,050

The Class of 2003 broke all documented records by raising a grand total of \$6,050 for the senior class gift with 63% of the graduating seniors making a contribution. With the help of a couple of last-minute gifts, the class was able to surpass the challenge made by Zander Sprague '91, chair of the Bay Area Alumni Chapter and owner of Zander Sprague and Company. Zander challenged the class to reach 60%

participation and contributed an additional \$500 to the senior gift fund when the class met that participation goal.

Dean of Students Jim Marchant issued a challenge to seniors in May that he would contribute \$10 for every senior who contributed to the fund beyond the 73 who already had done so. Marchant's pledge left him \$500 lighter in the wallet.

The money raised this year will support

the Pitzer Book Scholarship Fund to help current students with demonstrated financial need pay for textbooks in the 2003-04 academic year. The fund will provide at least 14 scholarships, seven each semester, in the form of Huntley Bookstore gift certificates.

The senior gift planning committee members were Eliza Lagerquist '03, Maggie Lu '03, and Urmi Sheth '03.

'Strong Flames Extinguished in Full Brightness'

Pitzer College mourned the loss of distinguished alumnus David Bloom '85 at a memorial service during this year's alumni weekend. On Sunday, May 4, more than 50 alumni, faculty, staff, and friends of the college gathered to celebrate David's buoyant spirit and dedicate a new Garden of Remembrance on the campus in his name. The College has also established two commemorative funds: the David Bloom '85 Memorial Scholarship, which will provide assistance to Pitzer students who embody David's passion for communications and debate, and the Arboretum Fund, which will support the David Bloom Garden of Remembrance itself. Through these legacy funds, David's enthusiasm will continue to inspire this community.

Several of David's special friends and mentors shared fond memories of him as an enthusiastic student, articulate debater, and intensely professional network news journalist. A special Pitzer Roll of Remembrance of community members who have passed on was read. Steve Glass, Professor of Classics, shared these poignant remarks at the memorial service:

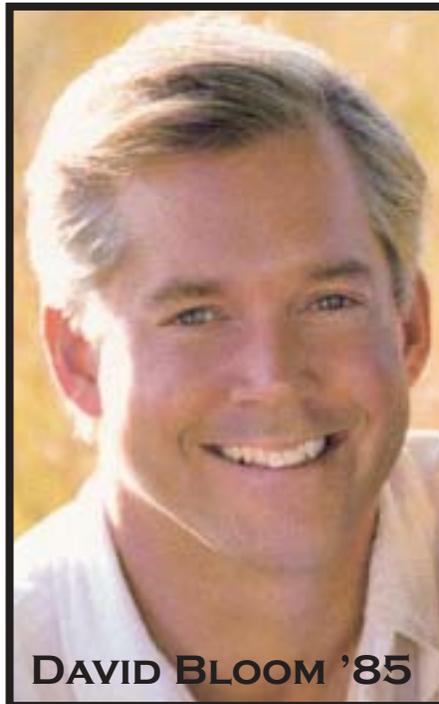
Reflections on Pitzer's Roll of Remembrance

When I was sent the list of those members of the Pitzer Community who have left us over time, like Mallory's Lancelot, I "wept not greatly, but I sighed."

Ever since some Sumerian, millennia past, pressed the wedge-shaped end of a reed into a piece of soft clay, the transitory nature of human existence has been a continuing object of resigned reflection.

In the western world, not surprisingly, Homer was the first to sing of it:

*"As is the generation of leaves, so is that of humanity.
The wind scatters the leaves on the ground, but the live timber burgeons with leaves again in the season*



*of spring returning.
So one generation of men will grow while another dies" (R. Lattimore, Trans.)*

And yet, this list ... this roll ... seems to me to be dismayingly large, and, while more numerically-apt acquaintances have pointed out to me that the figures are about right for an institution at forty, I'm not much solaced thereby.

These were, after all, our colleagues, our friends, our students, but, still more, they were part of a near table-fellowship of host and hosted, a symposium of minds and wines and learning and laughter that at length engendered those permanent guest-friend bonds of which the ancients spoke with such reverence. So it is that the involuntary severing of those bonds is a difficult thing to absorb with equanimity, Homer's own equanimity notwithstanding.

In particular it will not have escaped you that students compose most of this roll, and that is not as it should be. Our students are our children, after all, and, while one hopes they will come to lead their teachers in life, it is not meant that they should precede them in death, a strong flame extinguished in full

brightness, as Cicero puts it.

This past year, alas, more such flames were extinguished:

*David Bloom, class of '85
Linda Gerber, class of '69
Jamie Johnson, class of '00
Barbara Beechler, long-time professor of mathematics at Pitzer
Mel (Emilio J.) Stanley, one of Pitzer's founding faculty members*

This David Bloom Garden of Remembrance is still in its inchoate stages, but the College intends that there shall be a permanent monument here so that we may always mark and remember both the good times and the good people.

The Greek lyric poet Pindar observed that:

"We are things of a day. What are we? What are we not? The shadow of a dream are we, no more. But when the brightness comes, and God gives it, There is a shining of light on us and our life is sweet." (R. Lattimore, Trans.)

I hope that life was sweet for our friends and children who have left us; Surely, our lives were sweeter for their fellowship.

Delivered by Steve Glass at Pitzer College, May 4, 2003

The David Bloom Garden of Remembrance has been created to provide a memorial for those of the Pitzer community who are no longer here. Your help would be appreciated in ensuring that the Roll of Remembrance is complete. The updated list may be found at: <http://www.pitzer.edu/memorial/remembrance.asp>. To make a gift toward the Arboretum or scholarship fund or to share the name of a member of the Pitzer community who has passed on but is not yet on the list, please contact the Office of Advancement at (909) 621-8130 or email memorial@pitzer.edu.

Natural ADVOCATE

The fight for the environment began as an isolated passion for Michael Harris '91

Michael Harris' first course in environmental studies came as a young boy on a small isolated island in British Columbia. His passion for ecology and the natural world grew as he spent six months on Thetis Island while his parents were training as missionaries. That early exposure propelled him down a path that led to Pitzer College where he has been both a student and a legal advocate for the natural world. Harris' education at Pitzer played a key role in shaping his work.

Harris '91 currently serves as Senior Deputy Legal Counsel for the Air Quality Management District enforcing air and land environmental standards. His work involves creating rules governing emissions by businesses in Southern California.

"We are a government agency so although we're trying to reach the goal of clean air we're being asked to do so without impacting businesses. We achieve that balance by taking rules to an elected board to gauge whether the rules are tilted too far one way or the other," Harris said. "We try to reap the maximum environmental benefit by demonstrating that the impact of a rule is worth the reduction of harmful emissions."

Harris was the lead attorney on the rules development team that recently created the nation's first ban on perchloroethylene, a dry cleaning solvent that is a suspected carcinogen. He also is part of ongoing efforts to issue stringent new permits for area refinery operations to further regulate emissions.

"The Environmental Studies program at Pitzer gave me a knowledge about the history of environmental issues and the environmental movement and it continues to help me put things into perspective. I have a very good sense of predicting what will happen in the environmental arena based on my studies at Pitzer," Harris said. "And there is the name recognition of having earned my degree at a local, well-known program. I must say that I would not have been as dedicated to my work if I

had not attended Pitzer. The College instilled in me the values of environmentalism that I will carry with me throughout my life and career."

Pitzer's unique Environmental Studies program mirrors its other programs in approaching the field through many disciplines. "The most important aspect of the program is its flexibility," Harris said. "It gives you a sense of activism, information and dedication."

While at Pitzer, Harris studied with Paul Shephard, who died in 1996, and John



Rodman, who died this summer. Shephard has emerged as an important figure in environmentalism and efforts are underway to republish many of his writings. Yale University has acquired Shephard's archives. Rodman is remembered as instrumental to the creation of the Pitzer Arboretum and for his dedication as a teacher, mentor and advisor.

"There was more of a philosophical approach to the study of the environment in Shephard and Rodman's classes," Harris said. "In their classes we learned about John Muir and the other early preservationists. I could see in words the feelings I had about nature. The program explored issues in

ways I had never imagined and forged connections I had not seen. The classes took philosophy, history and activism and put them together in a unique way."

Harris's work with his professors outside the classroom proved just as valuable as what he was taught in class.

"John Rodman was pivotal as my advisor. He gave you a lot of rope but not enough to hang yourself. I wanted to stay in the area because I had grown up in San Bernardino and he was very supportive of my projects involving local interests. John was an amazing source of firsthand experience. It was a lot different than just having an instructor," Harris said. "John had what were called Tamarisk bashes two or three times each spring at the Nature Conservancy Preserve in the Coachella Valley. We would rip up the Tamarisk, which is an invasive species that hogs up all the water, in order to save the Desert Pup Fish. When you get rid of the Tamarisk the desert ecology returns."

Harris has carried the sense of community he forged at Pitzer with him into his career as an advocate for the environment. It's just as important to be an advocate for Pitzer, he said.

"Coming back and contributing again brings back a sense of community that is really fulfilling. Pitzer is a young school without a huge population of alumni so coming back makes a real difference."

Harris' advocacy has taken on many forms at Pitzer, from serving on the Alumni Association Board of Directors to frequently visiting campus to speak with students. He even served as the College's legal counsel during the fight to save the Bernard Biological Field Station, negotiating a settlement that preserved most of the Field Station for the next 75 years.

"We lost eight or 10 acres but saved the rest. Not everyone was happy with the settlement, but before, they could have done anything they wanted at any time," Harris said.

■ Jay Collier

Update: Irvine Campus Diversity Initiative

In January 2001 Pitzer College received an \$850,000 3 ½-year grant from The James Irvine Foundation to support a Campus Diversity Initiative that sought to expand concepts of diversity and better prepare students to participate in a changing and diverse global society. Beginning with this issue, the *Participant* will provide regular updates to the campus community about the significant strides that have been made toward accomplishing the objectives set forth in the proposal. Below, we review the goals and results to date of the diversity assessment effort, and the activities of the new Center for Asian Pacific American

Students (CAPAS).

ASSESSMENT

One of the goals of the Irvine grant is to conduct a baseline study, establish benchmarks and indicators, and implement a series of evaluation processes to assess the impact of this initiative on the attitudes and understandings of students, faculty, and staff with respect to diversity. We are primarily concerned with assessing whether we have been able to achieve a common set of concepts and language that can become an integral part of the campus culture and guide our social and academic practices. The

central transformative focus of the Irvine Campus Diversity Initiative is to achieve a community that concurs about a range of meanings of diversity and uses these collective concepts to structure the academic and professional experiences of all members of the community. We envision this community of shared understandings as the outcome of a dynamic, ongoing process in which all members engage in the transformation of the College through participatory discussions, collaborative development of indicators and assessments, and mutual decisions about the meanings and

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‘To Sow, To Water, & Grow’

Founded in 2001, the Center for Asian Pacific American Students (CAPAS) provides support to students to enrich their social, intellectual, and personal lives. With funding from the Irvine Foundation, Stephanie Velasco became the inaugural CAPAS Coordinator in 2002. As the sole staff member at the center, she views her position as a “uniquely versatile experience of simultaneously working as director, program coordinator, counselor, administrative assistant and (as her students affectionately note) a mom every day.”

Velasco earned two B.A. degrees in Asian American Studies and Social Science at U.C. Irvine and an M.Ed. in Higher Education Administration at Harvard Graduate School of Education. Velasco presently sits on the Board of Directors for the UCI Kababayan Alumni Association and is an occasional public speaker. She also served as the Vice President of Diversity for the Student Government Association at Harvard’s Education school and has traveled as a missionary to Japan, China, & Trinidad.



From left, James Miura '03, Son Ngo '03, Debra Yang '81, Brooke Yoshino, Elizabeth Tsay '03, Todd Sakamoto '03, Urmi Sheth '03, Timi Singa '03 and Alan Siu '03, take part in the Asian Pacific American Alumni and Senior Recognition dinner sponsored by CAPAS, the Pitzer Alumni Association and the Asian American Sponsor Program.

Under Velasco’s leadership, CAPAS has been able to develop and extend its services to students in a variety of areas including academic support, community outreach, social and cultural activities, and interethnic programs. This past year, 26 work study & volunteer workers have kept the CAPAS offices open until midnight every day of the week ensuring the availability of services such as an expanded Asian American resource library, three computer stations, one-to-one counseling, tutoring, workshops on stress relief and time management, and information about

scholarships, internships, and job opportunities. CAPAS has also provided a variety of intellectual, social, and cultural programs including a Native Hawaiian panel presentation, a Family Weekend open house, “Gimme a Break” Coffee Time featuring dim sum, study breaks, the Chinese Lantern Festival trip to Chinatown, and APA Heritage Month activities. Along with the other ethnic studies programs at the Claremont Colleges, CAPAS facilitated the “Asian American Identity” workshop for the Asian

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CAPAS

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American Mentor Program. In addition, Stephanie increased the visibility and representation of Asian Pacific American students by publishing the Voices from the Margin newsletter, developing a new website, writing articles for a number of other college-wide publications, raising funds to support CAPAS programs, and sitting on a variety of Pitzer committees.

One of the highlights of the year occurred on April 26. This was the first annual Asian Pacific American (APA) Alumni & Senior Recognition Dinner sponsored by CAPAS, the Pitzer College Alumni Association, and the Asian American Sponsor Program (AASP). That evening, Pitzer's Founders

Room was pleasantly overcrowded with students, faculty, administrators, family, and friends to extend a warm welcome back to our alumni including the evening's guest speaker, the honorable US Attorney for the Central District of California, Debra W. Yang '81.

Yang joined many of us for a celebration honoring, for the very first time, 17 of the 24 APA graduating seniors. In the words of graduating senior James Miura, a New



Debra W. Yang '81

Resource student in Media Studies, "I grew up not being the typical 'model minority.' I struggled through years of college and six different majors. In high school, I remember Chicano/ Latinos having something to wear on graduation and even African American students. Finally we have something for us."

On arrival, guests were warmly greeted by the music of a *capella* group Shower



**Stephanie Velasco,
CAPAS Coordinator**

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DIVERSITY

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practices of diversity.

With this in mind, Peter Nardi, Professor of Sociology and Director of Institutional Research, has begun to monitor students' attitudes toward issues of diversity and survey faculty and staff who participate in the various Irvine diversity seminars.

In the first year of the grant a set of items for all first-year students was added to the annual national survey of first-year college students. The national survey of graduating seniors was similarly augmented. Two local surveys developed at Pitzer—one for first-year students toward the end of their first semester, and another for sophomores completed during their spring semester—also measure issues of diversity, along with items assessing satisfaction with various social and academic experiences at Pitzer. Finally, an alumni survey has been written to include specific items about diversity. The results from all these surveys will be evaluated over time to monitor changes in attitudes and behaviors related to diversity at Pitzer.

Information about entering students, admissions data, and other longitudinal data on attrition, retention, and grade-point averages is regularly collected by the Director of Institutional Research with the assistance of the Admissions Office and Registrar's Office. Reports breaking down these data by race/ethnicity and gender are being prepared for the 2003-04 academic year for discussion among various campus committees.

Here are some preliminary findings as

examples of the kind of research and assessment we are conducting and will use for campus-wide conversations about diversity and its meanings:

Among 148 graduating seniors in 2002, an overwhelming majority (93%) said they were "generally" or "very" satisfied with their Pitzer experiences. The responses, however, ranged from 81% of the Asian/Pacific Islander students to 100% of the Latino(a) students. On the other hand, 87% of the Asian/Pacific Islander students were generally or very satisfied with the racial/ethnic diversity on campus, compared to only 33% of the African American seniors. Further research over the next few years will tell us whether these figures hold up or are one-time anomalies. These results also provide the basis for more research about what aspects of their experiences contribute to students' satisfaction or dissatisfaction.

Breaking down findings into various racial and ethnic subcategories is essential. For example, we are learning that Latino(a)s tend to have the highest retention rates from year to year, and eventually the highest graduation rates. The first step is to uncover such findings; the next step is to understand why and if the trends persist for each entering class. During the second year of the Irvine grant, various College committees will begin to evaluate these results and suggest policies to promote what works best and to eliminate the problems.

With data collected from the first-year student surveys and later the senior surveys, we will be able to monitor change over time. For example, close to half of first-year students support affirmative action in college

admissions. Whether these numbers change during their years at Pitzer will be measured. In addition, questions about involvement in the Claremont Colleges' ethnic studies centers' activities, attitudes toward including issues of social class and sexual orientation in the concept of diversity, and taking part in political actions related to social equality are just some of the issues we are assessing during students' years on campus.

For faculty participating in the diversity programs and seminars, we want to know how their learning about diversity issues impacts their understanding of the concept of diversity, changes the way they teach, and influences the design of their courses. Preliminary surveys asked faculty and staff to state how they define diversity and what it means on a college campus that is fairly diverse already. Responses show that for many, diversity is limited to racial/ethnic concepts, while others hold a more inclusive definition that embraces gender, social class, sexual orientation, and religious identities. As participants complete the seminars, follow-up surveys will measure any changes.

The key to an assessment plan is setting up baseline information for comparison with findings measured later over time. Change is a slow process in many institutions, so evaluation must involve a longitudinal design. It is also informative as the change is occurring and the results need to be disseminated to relevant constituencies for reflection and action. As we enter the second year of the grant, we begin the discussion and planning phases and make use of the cumulative survey findings.

CAPAS

Continued from Page 28

Quality and enjoyed a full program emceed by Pitzer Admission staff member Brooke Yoshino. CAPAS coordinator Stephanie Velasco provided a brief introduction for the Honorable Debra Yang, whose remarkable journey was an inspiration to all. Rochelle Brown, Pitzer alumna and currently coordinator of Academic Support in the Office of Student Affairs, shared how she was “inspired to get involved politically and at the federal level.” The evening ended with the senior recognition ceremony that included remarks by Son Ngo, the elected senior speaker for the class of 2003.

During the ceremony, each senior received a handmade CAPAS stole designed by students and crafted by Pitzer staff member Kathy Kile as a gift honoring each person’s achievements. The stole, worn on graduation day, represents part of the CAPAS vision: “To Sow, To Water, & Grow.” Alumni in the audience were the “seeds” planted years ago; Kent Lee ‘02, for example, commented that he was “especially proud to see so many Asian American graduates recognized for their academic and extracurricular achievements.”

The night was a night of firsts: Pitzer’s initial celebration of APA Heritage month, CAPAS’ first annual dinner for APA alumni and seniors, and Debra Yang, the first Asian American woman in the nation to become US Attorney. Our utmost hopes are that these pivotal moments translate into continual celebrations that are enjoyed for years to come.

Faculty Notes

NIGEL BOYLE, JACK SULLIVAN and **TOM ILGEN**, professors of political studies, contributed articles to *Reconfigured Sovereignty: Multi-Layered Governance in the Global Age*, which will be published in December by Ashgate Publishing. Ilgen also served as editor of the volume.

DAVID FURMAN (Art) has artwork featured in the 2nd World Ceramic Biennale 2003 in Icheon, Korea. His exhibited erotic teapot, “The Gardener,” won a special award given by the World Ceramic Exposition Foundation. His work also has been included in an exhibition titled “Subject: Object” at OK Harris gallery in New York City, which ran May 31 through July 15. Another of his pieces, “The Lascivious Libertine II,” is featured in the book, *SEXPOTS: Eroticism in Ceramics*, published by Rutgers University Press.

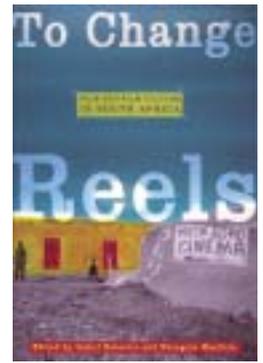
DANIEL SEGAL (Anthropology and History) has been awarded the Jean Pitzer Chair in Anthropology. The chair, established in 1998 by members of the founding family of Pitzer College, is awarded to a senior faculty person who inspires in students and colleagues an interest in the field of anthropology. Segal joined the Pitzer faculty in 1986.

NTONGELA MASILELA (English and World Literature), along with Isabel Balseiro, has edited *To Change Reels: Film*

and Film Culture in South Africa, a comprehensive survey of South African film. The book was published by Wayne State University Press, which says the collection offers an unprecedented look at a film industry that has excluded its country’s black majority, in both representation and production.

CARMEN FOUGHT (Linguistics) served as an academic consultant for a PBS documentary called *Do You Speak American?* There is a trailer for the film at www.pitv.com/current.html.

JUDITH GRABINER (Mathematics) published “Remembering Barbara Beechler,” who was Professor Emerita of Mathematics at Pitzer and died March 18, 2003. The article appeared in the September edition of the newsletter of the Southern California-Nevada section of the Mathematical Association of America. Grabiner also published an obituary of I. Bernard Cohen (1914-2003), who was the thesis director for many of the first generation of professionally-trained American historians of mathematics, including Grabiner at Harvard. The article appeared in the August/September edition of *Focus: The Newsletter of the Mathematical Association of America*.



Have a question? Need information?

PITZER COLLEGE

Introduces the

Human Google

for First-Year and Returning Students

If you don't know where to go or whom to call for an answer to your question...

This new help line is for you!

For assistance with the "human touch," call (909) 607-9436 from 8 a.m. to 5 p.m. or e-mail stuhel@pitzer.edu after hours.

Coming This Fall

Personalized Assistance

Prior to the start of the academic year, First-year and returning students were notified of the new “Human Google” service. The service emphasizes the availability of live persons on the other end of the phone line to assist students with their quests for information. The service has proved to be quite popular.

In My Own WORDS

Ari Sherman delivered the following eulogy at the June 27 memorial service for Professor John Rodman, who died June 16, 2003, of complications from Alzheimer's disease.

"Good afternoon, it's good to be among so many familiar faces, and to spend this time together, cherishing the memories, embracing the feelings and appreciating John as he lives on here today, here in this earth, on this alluvial plain, here in all of us, here before what I think of as his mountains, here on this campus that first brought so many of us together, in this garden that we have nurtured and that nurtures us, that John worked so hard to give to us and to himself and to all who in finding it become part of, to the birds and insects and pollen that pass in and out of it, and hopefully will for a long time to come.

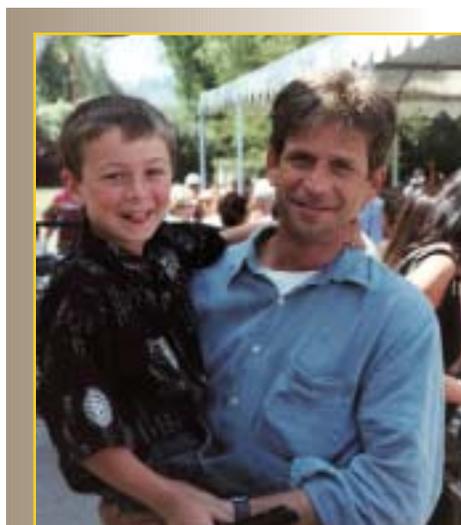
I want to make clear that my friendship with John was about far more than a garden.

As many of you know, it began when I was his student. From the start it was an important relationship for me, challenging, reassuring and rich. It included both a very personal, private aspect and a great capacity to encompass many wonderful mutual friends and loved ones from both of our lives. It was an active and sometimes activist relationship. It was an intellectual relationship. It was a very adventurous relationship, not only in terms of slopes climbed and streambeds crossed, but also because if I had always had my own weakness for tilting at windmills, in John I found a veritable Don Quixote. We habitually and compulsively took on the impossible, in the form of bulldozers, boards, committees, boulders, weeds, thorns, highly suspect dirt roads, stubborn Colemans, even more stubborn budgets, arduous drives and ridiculous workloads...all with surprisingly little forethought, especially for two people who shared a penchant for over-think. I think John took great joy and personal satisfaction in the camaraderie of these crazy battles.

Throughout it all, the teacher-student relationship never ended, but it did evolve profoundly, becoming a rock that sustained me greatly through periods of illness and isolation and emotional crisis. And throughout it all John's dogged determination, wry humor, quiet love, and abiding awe for our planet never seemed to

fade. As recently as a few months ago I could look in his eyes and still see those qualities.

It was a very humorous relationship. There were dropped rocks and stuck vans, missed turn-offs, and chapters so tedious they could only become funny—please don't ask about the boring palm beetle, as I might actually answer. There were moments of true poetic justice as in when a bulldozer destroying the famous strip also damaged a light pole of the evil empire, or when a piece of cholla cactus brandishing dozens of barbed spikes embedded itself in the shin of 'he who shunned the warning to wear long pants,' a



**Ari Sherman '85
and his son, Adam**

mistake that led my fellow student to find Dr. Rodman as his surgeon, the procedure consisting of one ruthless and wrenching jerk of a hair comb, and trust me, John did nothing to try and hide his amusement. I cannot think of John without remembering times like these and others when the glasses had to come off and the eyes had to be wiped as his thin shoulders shook with his unique laughter.

A long time ago a girlfriend of mine liked to compare John to a long-legged wading bird, such birds having been featured as something like series regulars in one of his classes. His posture and to some extent his aura of aloofness did indeed suggest a heron or crane. But ultimately it is my strong suspicion that John was in fact a coyote, a

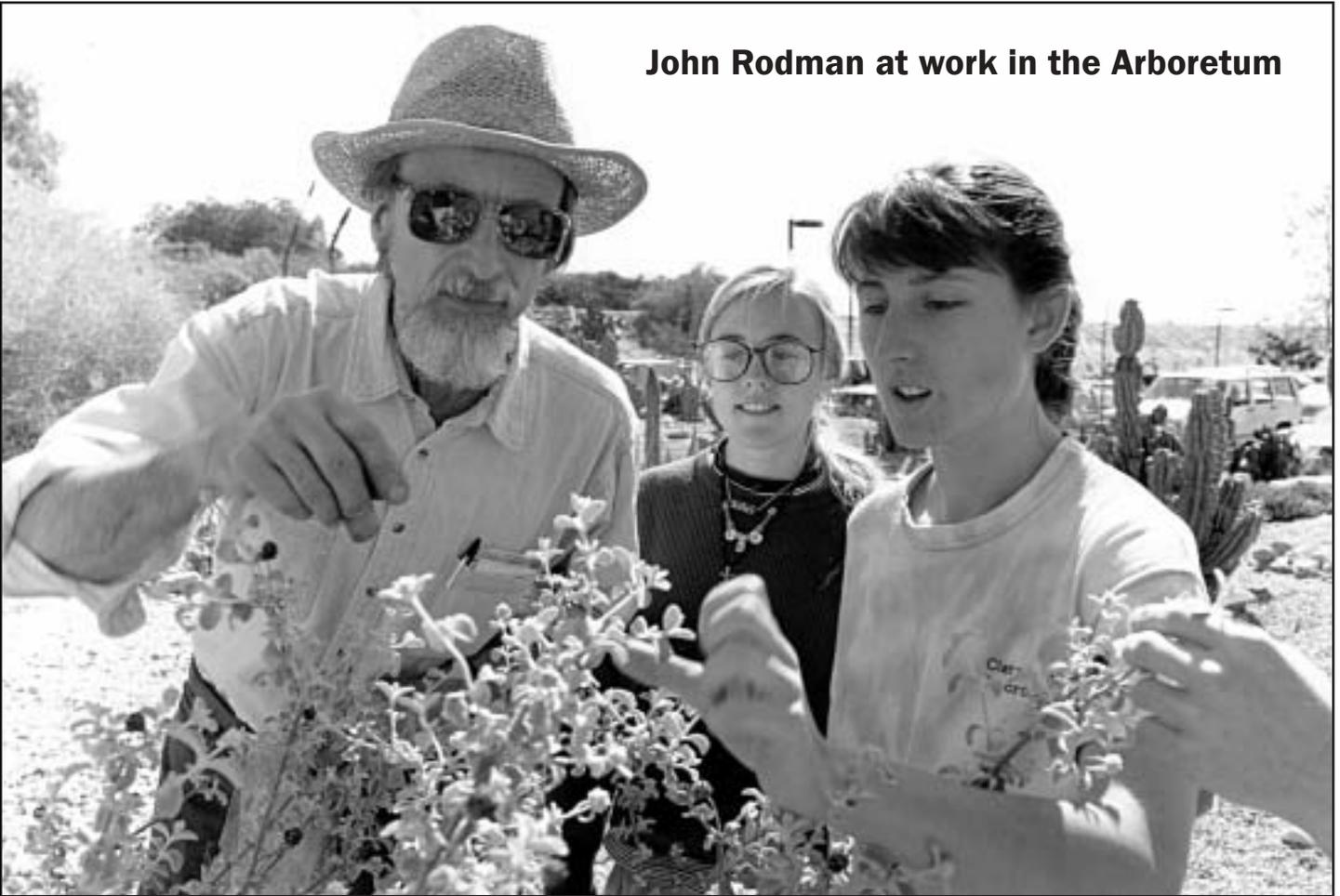
profound but subtle trickster who took great pleasure, really profound satisfaction, in the ability of himself and others to generate surprise and on occasion actually upset the established order. I know of no other way to explain how he managed to turn a revered and accomplished Professorship into a career that gave him even greater satisfaction—it always brings to mind Bert Meyers line from Signature, "And my obsession's a line I can't revise, to be a gardener in paradise". It is pure coyote to replace parking lots with chicken coops and cactus stands, it is pure coyote to maintain a reputation as being strict and stern and thorny when he was in fact if anything a softie, often silly and, in his preference in flora at least, leaned less toward *Opuntia* with all its thorns, and much more toward open and inviting blossoms like those of *Penstemon* and *Datura*.

I will also always remember the physicality of these adventures, after all it was a friendship that involved a great amount of digging, along with lifting and pulling and tamping down and packing and unpacking and all the dust and blisters and back ache such wonders can bring. And above it was all it was a friendship that entailed a lot of walking. Walking and talking.

I do not know anyone else's boot crunch so familiarly as I do John's. Whether over scree or desert pavement or among dry brush or through wetland muck or over icy snow crust, that boot crunch always sounded out pretty much in the same rhythm. Steady, decisive, rarely either very fast or particularly tentative. We walked and we talked up and down Mt. Baldy, all over Bolsa Chica, clear up to and around Humboldt county, from the Venice boardwalk to Joshua Tree and North again to the UC Davis Arboretum, and back and forth across this campus with shovels and papers and notebooks and cameras and hoses...you get the picture. And along the way, trust me, no stone was left unturned. Topics included...well everything. No one and nothing was spared, I'll leave it at.

We ate a lot, laughed a lot, argued on occasion. We repeatedly and eagerly sought out what I think we shared as spiritual highs, brief encounters with wildlife, spotting and seeing and knowing Curlews and Godwhits and Bighorn and Elk and Jack Rabbits and Night herons and cochineal beetles and

John Rodman at work in the Arboretum



dozens more...Oh and by the way, did I mention that there was much more digging in this friendship than is at all ordinary? Quite a bit of dust and blisters and lower back strain as well.

I want to wrap up by saying I am grateful. For these memories. For twenty plus years. For the arboretum. And for Pitzer making of the arboretum, finally, what it needs and deserves to be. And I am grateful for the people John has brought into my life who I continue to cherish, Gwen and their children and grandchildren, neighbors, hiking partners, and other friends. And I am grateful for the love John and his family have shared with me, and my loved ones, especially the very special place they have made for my son Adam. The relationship between John and Gwen and Adam brought me special joy, not only did it give Adam something of grandparents on Mt. Baldy, but it also revealed even further in John his sweetest and in many ways truest light, and I find it notable that this was a light that continued to shine even as other facets of his personality receded. I am deeply grateful for John. I am confident he is here now and will continue to be, as he is on the mountain.

I want to close by reading a couple poems to John...both written by fellow coyote Gary Snyder:

FOR THE CHILDREN

**The rising hills, the slopes,
of statistics
lie before us.
the steep climb
of everything, going up,
up, as we all
go down.**

**In the next century
or the one beyond that,
they say,
are valleys, pastures,
we can meet there in peace
if we make it.**

**To climb these coming crests
one word to you, to
you and your children:**

**stay together
learn the flowers
go light**

FOR ALL

**Ah to be alive
on a mid-September morn
fording a stream
barefoot, pants rolled up,
holding boots, pack on,
sunshine, ice in the shallows,
northern rockies.**

**Rustle and shimmer of icy creek
waters
stones turn underfoot, small and
hard as toes
cold nose dripping
singing inside
creek music, heart music,
smell of sun on gravel.**

I PLEDGE ALLEGIANCE

**I pledge allegiance to the soil
of Turtle Island,
and to the beings who thereon dwell
one ecosystem
in diversity
under the sun
With joyful interpenetration for all.**



The Sagehens line up on their way to a win against University of La Verne on Sept. 6.

Scores compiled as of 9/13. For a complete listing of scores and game times for Fall sports: www.physical-education.pomona.edu/schedules-results/schedulesresults.shtml



Sagehens Fall Sports

Football

Date	Opponent	Result/ Place	Score/ Time
9/6	U. of LaVerne	Win	26-23
9/13	at Whittier	Win	38-20
9/20	Trinity	Home	1
9/27	Rhodes	Away	1:30
10/4	Occidental	Home	1
10/11	U. of Chicago	Away	1:30
10/18	Cal Lutheran	Home	7
11/1	U. of Redlands	Away	1
11/8	CMS	Away	1

Men's Soccer

Date	Opponent	Result/ Place	Score/ Time
9/1	C.S. Hayward	Win	3-1
9/6	at Chapman	Win	4-1
9/13	St. Thomas	Win	3-1
9/14	at Colorado Coll.	Win	1-0
9/17	Christ. Heritage	Home	4
9/20	Cal Lutheran	Home	11 a.m.
9/24	CMS	Away	4
9/27	La Verne	Home	11 a.m.
10/1	Occidental	Home	4
10/4	Redlands	Away	11 a.m.
10/8	Cal Tech	Home	4
10/11	Whittier	Away	11 a.m.
10/15	Cal Lutheran	Home	4
10/18	CMS	Home	11 a.m.
10/22	La Verne	Away	4
10/25	Occidental	Away	11 a.m.
10/29	Redlands	Home	4
11/1	Cal Tech	Away	11 a.m.
11/5	Whittier	Home	2:30

Men's Water Polo

Date	Opponent	Results Place	Time
9/7	UCSD Tourney	1 win, 3 losses	
9/13	Inland Empire Tournament		
9/14	Inland Empire Tournament	2 wins, 2 losses	
9/27	UCSC Slugfest	Away	TBA
9/28	UCSC Slugfest	Away	TBA
10/10	Convergence Tournament	Away	TBA
10/11	Convergence Tournament	Away	TBA
10/18	Cal Lutheran	Home	11 a.m.
10/22	Occidental	Away	7
10/25	La Verne	Home	TBA
10/29	Whittier	Home	7
11/1	Cal Tech	Away	11 a.m.
11/5	CMS	Away	7
11/7	Redlands	Home	4
11/14	SCIAC Tourney	Whittier	TBA
11/15	SCIAC Tourney	Whittier	TBA
11/16	SCIAC Tourney	Whittier	TBA
11/22	WWPA Tourney	Redlands	TBA
11/23	WWPA Tourney	Redlands	TBA

Women's Soccer

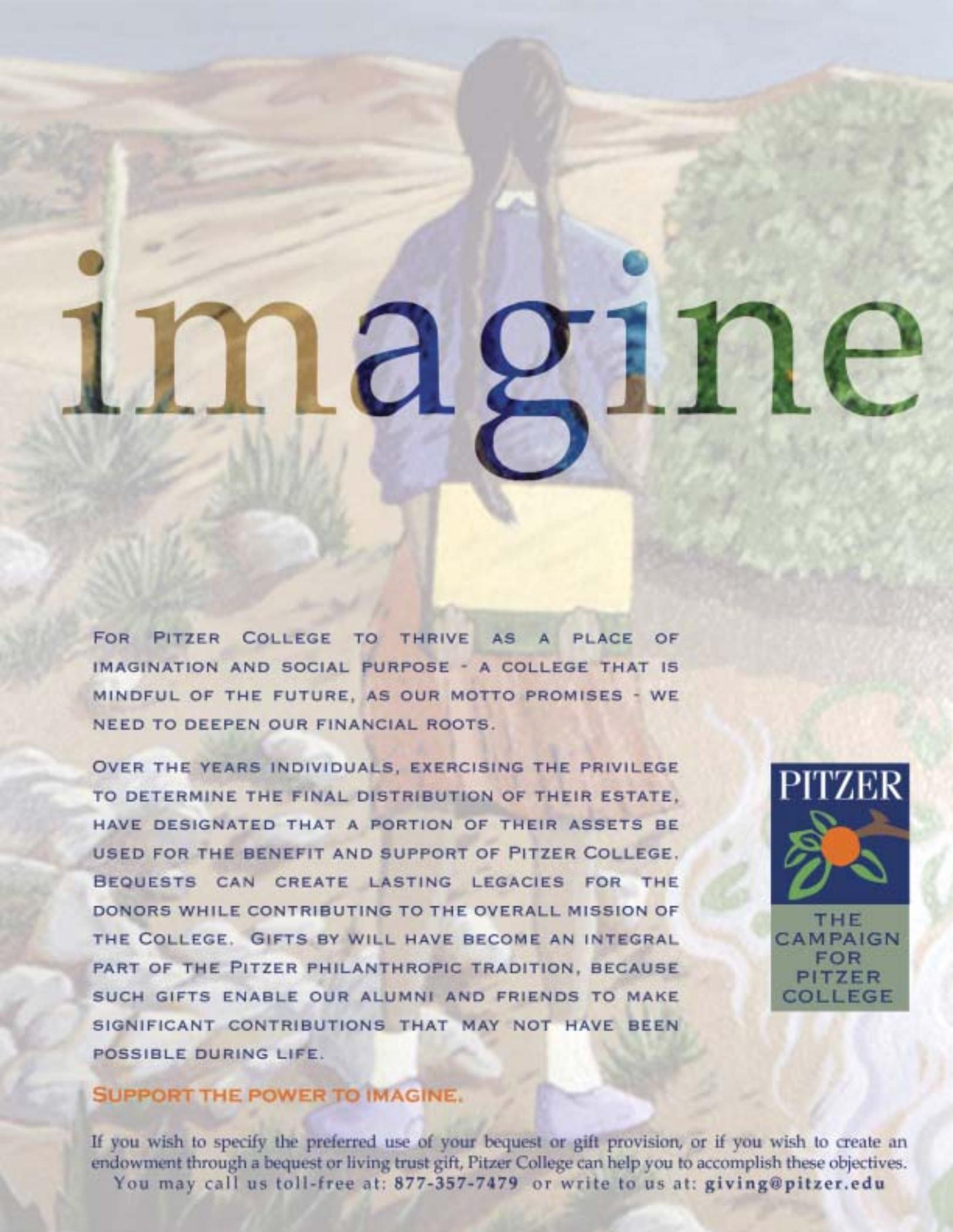
Date	Opponent	Result/ Place	Score/ Time
9/1	Webster	Tie	2-2
9/3	at Chapman	Loss	4-3
9/12	at Master's	Loss	3-0
9/17	Christ. Heritage	Home	3
9/20	Cal Lutheran	Away	11 a.m.
9/24	CMS	Away	7
9/27	La Verne	Away	11 a.m.
10/1	Occidental	Away	4
10/4	Redlands	Home	11 a.m.
10/8	C.S. Hayward	Home	1:30
10/11	Whittier	Home	11 a.m.
10/15	Cal Lutheran	Away	4
10/18	CMS	Home	1
10/22	La Verne	Home	4
10/25	Occidental	Home	11 a.m.
10/29	Redlands	Away	2:30
11/1	Bye		
11/2	UCSC	Away	Noon
11/5	Whittier	Away	2:30

Women's & Men's Cross Country

Date	Meet	Place
9/7	Alumni Meet	Home
9/13	Whittier Invitational	Whittier
9/20	UCR Invitational	UCR
9/27	Stanford Invitational	Palo Alto
10/4	Biola Invitational	La Mirada
10/11	Bye	
10/25	Bye	
11/1	SCIAC Championships	Prado Park
11/8	Bye	
11/15	NCAA III	Oregon
	West Regional	
11/22	NCAA III Nationals	Hanover College

Women's Volleyball

Date	Opponent	Place	Time
9/5-6	Whittier Tournament	Whittier	TBA
9/12	Colorado	Home	2
9/13	Macalester	Home	1:30
9/13	Linfield	Home	4
9/18	La Sierra	Away	7:30
9/19	La Verne	Away	7:30
9/23	Redlands	Away	7:30
9/27	Alliant International	Home	2
9/27	Chapman	Home	7
9/30	CMS	Home	7:30
10/3	Cal Tech	Away	7:30
10/4	Occidental	Home	7:30
10/7	Cal Lutheran	Home	7:30
10/10	Chapman	Away	7
10/14	Life Pacific	Home	4
10/14	La Sierra	Home	7:30
10/17	Whittier	Away	7:30
10/21	Redlands	Home	7:30
10/24	La Verne	Home	7:30
10/25	CMS	Away	7:30
10/28	Cal Tech	Home	7:30
10/31	Occidental	Away	7:30
11/4	Cal Lutheran	Away	7:30
11/6	Whittier	Home	7:30
11/14	NCAA Regionals	TBA	TBA



imagine

FOR PITZER COLLEGE TO THRIVE AS A PLACE OF IMAGINATION AND SOCIAL PURPOSE - A COLLEGE THAT IS MINDFUL OF THE FUTURE, AS OUR MOTTO PROMISES - WE NEED TO DEEPEN OUR FINANCIAL ROOTS.

OVER THE YEARS INDIVIDUALS, EXERCISING THE PRIVILEGE TO DETERMINE THE FINAL DISTRIBUTION OF THEIR ESTATE, HAVE DESIGNATED THAT A PORTION OF THEIR ASSETS BE USED FOR THE BENEFIT AND SUPPORT OF PITZER COLLEGE. BEQUESTS CAN CREATE LASTING LEGACIES FOR THE DONORS WHILE CONTRIBUTING TO THE OVERALL MISSION OF THE COLLEGE. GIFTS BY WILL HAVE BECOME AN INTEGRAL PART OF THE PITZER PHILANTHROPIC TRADITION, BECAUSE SUCH GIFTS ENABLE OUR ALUMNI AND FRIENDS TO MAKE SIGNIFICANT CONTRIBUTIONS THAT MAY NOT HAVE BEEN POSSIBLE DURING LIFE.

SUPPORT THE POWER TO IMAGINE.

If you wish to specify the preferred use of your bequest or gift provision, or if you wish to create an endowment through a bequest or living trust gift, Pitzer College can help you to accomplish these objectives.

You may call us toll-free at: 877-357-7479 or write to us at: giving@pitzer.edu





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