

PITZER COLLEGE

PARTICIPANT

MAGAZINE FOR ALUMNI AND FRIENDS

WINTER 2004



40

YEARS

OF

HISTORY



THE PITZIES ARE HERE -



Sixth Claremont College
To Open in Fall of 1964

THE PARTICIPANT
PITZER COLLEGE COMMUNITY QUARTERLY

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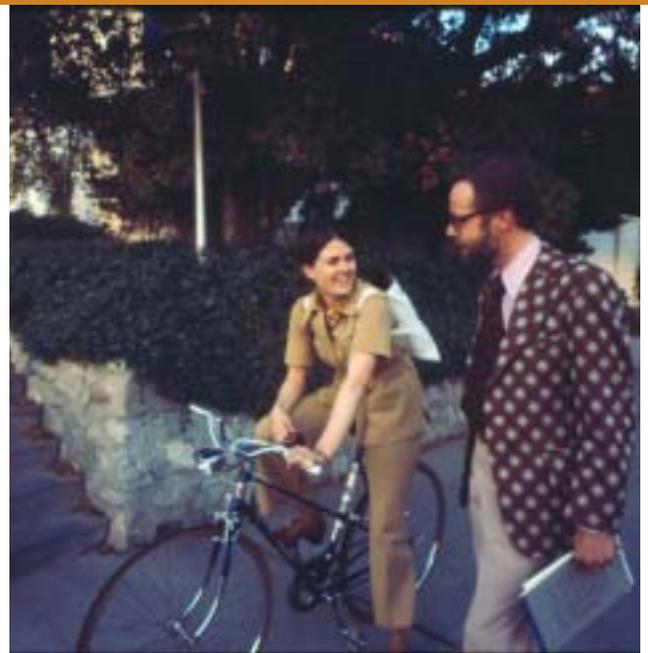
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A member of the Claremont Colleges, Pitzer College is a private liberal arts and sciences institution, committed to values of interdisciplinary perspective, intercultural understanding and social responsibility. *Participant* is published by the Office of Public Relations and welcomes comments from its readers. Address letters to Participant Editor, Avery 105, Pitzer College, 1050 N. Mills Ave., Claremont, CA 91711-6101, or submit them via e-mail to participant@pitzer.edu. *Participant* is published online in PDF format at www.pitzer.edu.



Pitzer College's past is made up of many individuals, each with his or her own look and story. Inside this issue of *Participant* you will encounter some of the stories that make up our 40-year history. We invite you to share your story with us at participant@pitzer.edu or mail it to Pitzer College, Office of Public Relations, 1050 N. Mills Ave., Claremont, CA 91711-6101.

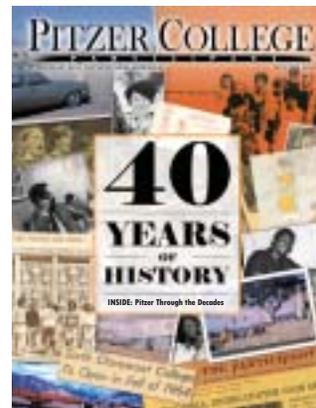
ABOUT THE COVER

Katie Gibbs '65 only spent a year at Pitzer. The scrapbook she assembled from that year, many images from which grace the cover of this issue of *Participant*, tells the tale of a college forging its place in the world in a way that has changed little since 1964.

Gibbs graduated in 1965. She transferred from U.C. Berkeley to finish her degree in architecture. Today, Gibbs works with her brother's architecture firm designing bridges for projects throughout California, including four bridges for Chino Hills State Park.

"It was very exciting to be able to think about what a college ought to be. We were hoping it would be something different from what we had seen. We wanted the College to be more open to other civilizations and populations. I grew up in Claremont and though the Claremont Colleges were liberal, they were set in their ways," Gibbs said.

Besides the photos and articles pasted carefully into her scrapbook, Gibbs has other distinct memories of



Katie Gibbs, far right, is seen in this newspaper clipping from 1965.

her first year at Pitzer.

"It was so exciting planning the first graduation and designing the first caps and gowns for the ceremony. We were very adamant that the diploma be in Latin," Gibbs said. "I also had a hand in the selection of author James Dickey for the first commencement speaker. Greek art and archeology with Professor Steve Glass stand out as do many classes at

Scripps and Pomona. The town meetings and this idea of student rule were just so interesting."

Gibbs' scrapbook was the product of a contest organized by Gloria Steinem for her magazine, *Ms*.

"The competition was to say something special about your school and that year in school," Gibbs said. "I was trying to say something about the College and its founding and the whole project just grew from there."

COVER DESIGN BY ROBERT P. HERNANDEZ

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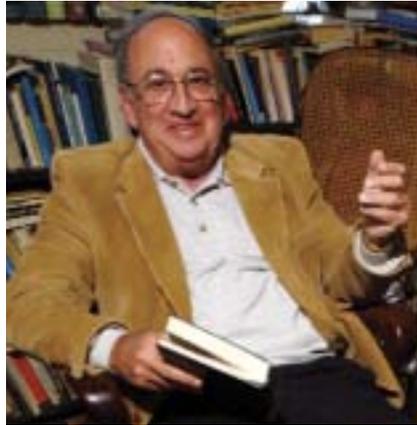
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A person's life
is composed
of many stories

Many lives tell Pitzer's story

The *New York Times* recently published a brief essay, "The Time We Thought We Knew," by Brian Greene, a mathematics and physics professor at Columbia University. In the article Greene puzzles over the different ways in which we attempt to define time. He muses about why "time seems to flow, why it always goes in one direction and why we are uniformly drawn from one second to the next." Yet, he is quick to add that explanations of time remain controversial: "And the more physicists have searched for definitive answers, the more our everyday conception of time appears illusory." In this milestone issue of *Participant*, you will read about 40 years of Pitzer College history related by the individuals who lived it. I see their stories as historical markers, cultural and personal signposts that direct us to our own fond memories of the College.

In my travels I have had the pleasure of listening to your stories about your time at Pitzer: the friends you made, your favorite professors, your adventures and exploits, the controversies in which you were involved, your heightened ethical and social consciousness, and how time spent here shaped the rest of your lives. As a professor and college president, the way that I have come to mark the passage of time consists of semesters and graduations. Your years at Pitzer College represent a specific and life-changing chapter in the story of your life. Other times in our lives can be amorphous; your college years undeniably have a



beginning and end; an arrival and a departure. Few passages in our lives are as influential and memorable.

We at Pitzer College still possess an extraordinary living history of our first few years of existence as well as our first four decades of growth. There is no such thing as an unremarkable life. Therefore, while this issue of *Participant* highlights the lives of a few individuals, I invite all of you with memories to share and tales to tell about your lives at Pitzer College to send them to us so that we may create a special archive containing our memories of the first 40 years. You are the measure of Pitzer's dimension as a life-influencing environment, and it is the intersection of your biographies and this institution that defines who and what we are.

Pitzer College is unique among institutions of higher learning and it is the people who choose to come here for four very important life-shaping years

that make this community special. When those people leave Pitzer they go on to live the kind of remarkable lives that one might expect our students to live. Some of their stories will be about professions, some about community service, some will feature reflection, creativity and human mission. In some stories I believe Pitzer College will feature prominently as a turning point, an inspiration. In some, Pitzer may occupy a more modest role.

Almost anyone who walks on a college campus has the poignant and humbling experience of thinking of those students who have passed this way before and those students who will follow. You know many of their stories; most you never will. I wonder who these students were at Pitzer and how Pitzer shaped them? It is my way of learning the full story of Pitzer and a legacy will be created for future generations of Pitzer students. In time, I will add my story to those whose lives share this common intersection. Knowing you better will help us to build the Pitzer legacy. I want to know your story. I invite you to share it with us.



Laura Skandera Trombley
President

E-mail your story to participant@pitzer.edu or mail it to Pitzer College, Office of Public Relations, 1050 N. Mills Ave., Claremont, CA 91711-6101.

"Which Is an Exercise in Futility: the SAT, 'Survivor' or All of the Above?"

Los Angeles Times
Jan. 18, 2004

Pitzer College President Laura Skandera Trombley had an opinion piece published in the *Los Angeles Times Sunday Opinion* section.

"After considerable discussion and review, last year the liberal arts college of which I am president, Pitzer College, made the SAT optional for all students applying for admission," Trombley writes.

"In making our decision, Pitzer College has become the West Coast leader of a movement that has been spreading for the last decade among many of the country's leading liberal arts colleges – those that can afford to do so and are willing to take a stand – including Bates, Bowdoin, Hamilton, Franklin and Marshall, Mt. Holyoke and, most recently, Sarah Lawrence."

"We chose to join this movement," Trombley writes, "because we are an institution devoted to the personalized education of young people, and we have a deep commitment to social responsibility. We felt that requiring the SAT – a test on which white students score 206 points higher on average than non-whites, according to *Psychology Today* – was inconsistent with our values."

"On Top of the Carriage World: NBC Cable's Bridget Baker Negotiates Deals Building Network Distribution"

Multichannel News
(www.multichannel.com)
Jan. 26, 2004

Befitting a woman who spent part of her childhood in Japan and Alaska, has studied in England, and began her career in Washington, D.C., Bridget Baker, Pitzer class of 1982, took a circuitous route to the cable industry. Now in her 15th year at NBC

Cable, Baker, 43, serves as senior vice president of cable distribution and has been instrumental in crafting many of its major carriage pacts. She came to cable from the world of politics. In high school, Baker won an essay contest that earned her an internship with U.S. Senator Ted Stevens (R-AK). After graduating from Pitzer College with a degree in political studies, Baker, who also attended Exeter College at Oxford University in England and George Washington University's graduate business school, returned to work for Stevens.

"John Landgraf Joins FX as President of Entertainment"

Manufacturing.Net
Jan. 16, 2004

FX Network has hired former Jersey Television president and partner John Landgraf for the position of president of entertainment, announced Peter Liguori, president and CEO of FX Networks.

At FX, Landgraf will be in charge of all development and production for original programming including series, films and new media.

Landgraf is a 1984 graduate of Pitzer College where he majored in anthropology.

"Future Is Now"

Inland Valley Daily Bulletin
Jan. 10, 2004

From "Blade Runner" to "Star Wars" and Ray Bradbury to Isaac Asimov, creative minds have tried to capture a vision of the future. Whether it's flying cars, outer space or a cloned race, artists are continually expanding the boundaries of the imagination to create images that are startling, provocative and hopeful.

For more than 70 artists working in and around the Pomona Arts Colony, ideas of the future are culminating in a series of exhibitions and performances for "Envisioning the Future" – a long-awaited three-month community art project led by renowned artist and educator Judy Chicago and her husband,

Please see IN THE NEWS, page 4

 **NOTED AND
QUOTED**

"I came to San Diego as a kid with different colored socks, a couple of pair of high-water pants and ugly shoes. It's amazing and awesome to think that 30 years later I stand here to accept your nomination."

Pitzer alumnus Fabian Núñez in an Associated Press story on his election as Speaker of the California Assembly

"In eliminating the [SAT] requirement, Sarah Lawrence College joins such top-drawer company as Bates, Bowdoin, Hamilton, Mt. Holyoke and Pitzer College."

Carlin Flora, Psychology Today staff writer

"They're the gardeners, they're the maids in the hotels. Their labor is loved, but when it comes to human rights, the tendency of those in the Republican Party is to target them as criminals and terrorists."

Pitzer Professor Jose Calderon in a Pasadena Star-News story on the march to protest the repeal of a law granting drivers licenses to illegal immigrants

"We have a moral responsibility that if we're going to solve what for us seems to be the core problem of American society, it begins by whites accepting responsibility for the situation of African Americans."

Pitzer Professor Barry Sanders in an interview with National Public Radio on his new book, Alienable Rights

Continued from page 3

photographer Donald Woodman.

The project opened up the works for the public Jan. 10 at Pitzer College with a talk by Chicago and a reception and exhibit of the painters group in the Nichols Gallery, curated by Nelson Trombley.

Stories on the "Envisioning the Future" project also appeared in the *Claremont-Upland Voice*, *Riverside Press-Enterprise* and the *Claremont Courier*.

"Núñez Picked to be Assembly's 66th Speaker"

The Associated Press

Jan. 9, 2004

A first-term lawmaker who grew up poor in Tijuana and San Diego was elected to the most powerful post in the California Assembly on Jan. 8.

By a voice vote, lawmakers picked Assemblyman Fabian Núñez of Los Angeles as the house's 66th speaker. He will succeed the current speaker, fellow Democrat Herb Wesson of Culver City, on Feb. 9.

Núñez is a 1997 graduate of Pitzer College.

Stories on Núñez's achievement appeared in papers ranging from Oakland to San Diego and beyond.

"Claremont Man Is Inspiration for Brothers"

Inland Valley Daily Bulletin

Dec. 25, 2003

Sometimes Gil Gonzales just sits on his bed in the one-room Claremont apartment he shares with his two brothers and thinks about how far he's come – and how far he still has left to go.

He's been alone, hostile, hungry and homeless, but never hopeless.

He went from high school dropout to college graduate, from drugs to sobriety. He was abandoned by his father and helped care for an invalid mother.

Now, he has finally stepped into the role life meant for him to have: mentor and role model to the two younger brothers who've always been central to his life.

En route, he graduated from Pitzer College and now is on his way to law school.

"Pitzer Prof Gets Pulitzer Nod"

Claremont-Upland Voice

Dec. 12, 2003

Pitzer College professor Barry Sanders may have nabbed his second Pulitzer Prize nomination, but he wants to make sure some of the spotlight falls on the man who co-wrote the book that earned the recognition.

"The nomination for the award is a reassuring note about working together and friendship, especially when there is so much nastiness in the land," he said. "The idea of friendship and being connected to the writing of the book is important for me."

The literature professor's book, *Alienable Rights: The Exclusion of African Americans in a White Man's Land, 1619-2000*, is co-written by independent scholar Francis Adams and was nominated by publisher Harper Collins for the award.

"Activists Walk 4 Days for Right to Drive"

Los Angeles Times

Dec. 8, 2003

Saying they will not be deterred by recent setbacks against driving rights for illegal immigrants, several hundred immigrants and their supporters capped a four-day march from Claremont to downtown Los Angeles on Dec. 7, 2003, with a rally in front of the Federal Building.

Jose Calderon, president of the Latino Roundtable and a sociologist at Pitzer College, said an estimated 1,000 people participated in the march at some point over the four days.

"At a time when there's an economic downturn, the immigrants are always blamed. But we know immigrants contribute more than they take out. Studies show it," Calderon said while marching near Union Station.

"Sociology Students Get Real-World Experience: Pitzer in Ontario Teaches Social Awareness"

Inland Valley Daily Bulletin

Nov. 17, 2003

On a conventional street, in a conventional house, is a not-so-conventional program.

For the last seven years, the house, which is a block from Euclid Avenue, has been home to Pitzer College in Ontario, a study abroad program that's not so abroad.

Even though the house is only 5 1/2 miles from the Claremont Colleges, fig-

uratively speaking it is a world away from the schools.

"I think people who want to make a difference get some real-life experience," said program director Marie Sandy.

Pitzer in Ontario is a comprehensive semester-long service learning and cultural immersion program with a strong theoretical foundation in the human sciences.

The program integrates extensive internship experiences in city, private or non-profit organizations with interdisciplinary coursework that provides the theoretical framework from which social and urban issues can be effectively evaluated.

Through living in Ontario, students have the opportunity to engage firsthand the diversity of voices, perspectives and agendas that are driving those demands.

"Photographer Makes Art from Southwestern Ruins"

Claremont Courier

Nov. 8, 2003

A landscape of charred hills and smoky skies has been seared into the consciousness of many Southern Californians in the wake of recent fires. But a show by Dick Oosterheert on exhibit at the Claremont Community Foundation offers another view.

Oosterheert, manager of grounds services at Pitzer College, has taken pictures of Anasazi ruins at three areas in the Southwest: Canyon de Chelly National Monument in Arizona, Mesa Verde National Park in Colorado and Bandelier National Monument in New Mexico.

"Mural Celebrates Brave Teen"

Inland Valley Daily Bulletin

Nov. 7, 2003

Kayla Villela's image stares out determined. With her wavy brown hair cascading over her shoulder, she clutches her books, ready for anything.

On Nov. 6, 2003, the real Kayla sat in her wheelchair wearing a white knit cap, crying as she saw herself in the mural at Vina Danks Middle School for the first time.

Kayla, 14, battles a form of cancer that rarely strikes children her age.

Kayla, who graduated from the school in June, was chosen for the mural "because she is a survivor, a role model and example, a symbol of struggle and strength," said Paul Botello, 41, the artist.

The mural was a joint project of Pitzer College, Vina Danks and Botello.

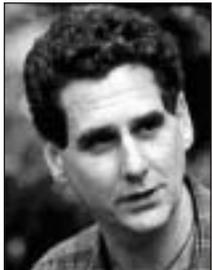
JOSE CALDERON, professor of sociology and Chicano studies, received the Richard E. Cone Award for Excellence and Leadership in Cultivating Community Partnerships in Higher Education.



California Campus Compact (CACC) presents the award to individuals who demonstrate excellence in building partnerships between communities and higher education. CACC

is a membership organization of college and university presidents leading California institutions of higher education in building a statewide collaboration to promote service as a critical component of higher education.

PAUL FAULSTICH was recommended for promotion to full professor of environmental studies. He recently co-edited *Exploring Relationships Through Rock-Art: Colonialism, Landscape and*



Ecology, published by Western Academic and Specialist Press, U.K. He also contributed two essays to the volume: "An Introduction to Rock-Art and Relationships,"

and "Dreaming the Country and Burning the Land: Rock-Art and Ecological Knowledge." His article, "Geophilia: Die Eingeborene Liebe des Menschen zur Landschaft," was released in Germany in the journal *Hagia Chora*. Faulstich continues to serve on the Steering Committee of Education for Sustainability and recently presented a paper, "Sustainability – Perspectives on Human Ecology," at the Australian National University.

DAVID FURMAN, professor of art, has been exhibiting artwork at a range of distinguished venues. His pieces have appeared at 21st Century Ceramics at the Columbus College of

Art and Design, Columbus, Ohio; "A Feast for the Eyes," at Solomon Dubnick Gallery, Sacramento; and "Not Teapots," at Beame Fine Art



Gallery, University of Nevada, Las Vegas. His works will be featured at the Arizona State University Ceramics Research Center, ASU Art Museum Ceram-A-Rama

benefit auction Feb. 28, 2004, and Standing Room Only, the Scripps 60th Ceramic Annual, at Williamson Gallery, Scripps College, Claremont, Jan. 24-April 4, 2004. Furman lectured on the Inca Ruins of Macchu Picchu, Sacsayhuaman and Quenco on Nov. 24, 2003, at Pomona College and will present "The Non-Secular Ceramic Object," at the National Council on Education for the Ceramic Arts annual conference March 19, 2004, in Indianapolis. Furman's works are included in *21st Century Ceramics in the United States and Canada*, 2003, American Ceramic Society, and *World Ceramic Biennale 2003 Korea, International Catalog*.

JUDITH GRABINER, Flora Sanborn Pitzer Professor of Mathematics, will have her book, *The Origins of Cauchy's Rigorous Calculus*, republished by Dover Publications. MIT Press originally published the work in 1981. Dover's republishing of the book keeps the work available to scholars and scientists. "The book explains



how, and for what mathematical, philosophical, and cultural reasons, the calculus changed in the 1820s: from a collection of powerful techniques developed by Newton and Leibniz at the end

of the 17th century to a subject presented with the same rigorous structure as Euclidean geometry," Grabiner said. Another of Grabiner's works, "It's All for the Best: How the Search for Optimal Principles Helped Reveal the Properties of Light," was recently published in *Pi in the Sky*, an expository journal of the Pacific Mathematics Institute.

GINA LAMB, a visiting professor of media studies, presented the plenary session at the annual meeting of the Organization for Media Education and Communication Culture Nov. 21-23, 2003, at the University of Film and Television in Potsdam Babelsberg, Germany. Lamb's session covered the role of media arts and media literacy within educational reform movements in the United States. She also conducted a poetry video workshop for educators at the meeting. Lamb has been involved with an international youth media exchange project called Video Culture since 1998. This past summer, Lamb worked with Pitzer students Dustin Tamishiro and Jorge Nava along with REACH L.A. youth artist Ana Lopez to produce a documentary, "Hear Me Out," highlighting the stories of 12 lesbian, gay, bisexual and transgender youths and their experiences of discrimination in the Los Angeles Unified School District. The video will be used to train teachers throughout the district about Assembly Bill 537. AB 537 is the California Student Safety and Violence Prevention Act of 2000, which affects California's education code by changing the existing nondiscrimination policy to include actual or perceived sexual orientation and gender identity. It protects students and teachers from harassment in schools receiving state money.

LEE MUNROE, professor emeritus of anthropology, and Sara Nerlove of the National Science Foundation, had an article, "Homestead Size, Gender and Aggression Among Gusii Children," published in the Summer 2003, issue of *Ethos: The Journal of Psychological Anthropology*.

PETER NARDI, professor of sociology, was elected president of the



Pacific Sociological Association (PSA) beginning April 2005, for one year. The PSA is the nation's oldest regional sociology society and one of the two largest associa-

tions with more than 1,200 members.

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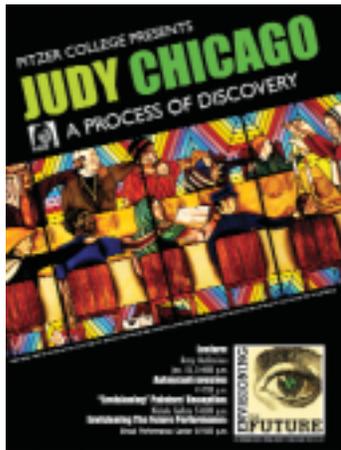
NICHOLS GALLERY

Envisioning the Future with Judy Chicago

About 500 people showed up at Pitzer's Nichols Gallery on Jan. 10, 2004, after an hour-long lecture by artist Judy Chicago at Avery Auditorium, to view the works of painters Holly Boruck, Victoria Delgadillo, Allison Kuo, Esther Shaw, Marsha Shaw, Deane Swick, and Susan Kriege, who also

acted as a facilitator between Chicago and the group of painters. The exhibit was one of four displaying works by the different groups associated with Chicago's "Envisioning the Future" project. The project, which

was in development for two years, aims to have a lasting impact through community development. The participants and facilitators from throughout Southern California were selected through a rigorous application process. The facilitators' intensive training is based on Chicago's participatory art pedagogy, honed over a 30-year period through arts activism, teaching and the production of four major collaborative projects. Nichols Gallery curator Nelson Trombley was a facilitator for the photographers' group.



PHOTOS BY ROBERT P. HERNANDEZ

At left, Judy Chicago signs a copy of her book after her lecture Jan. 10, 2004, at Avery Auditorium. Above, visitors look at paintings included in the "Envisioning the Future" project in Nichols Gallery.



Nelson Trombley Envisions the Future

The photographic exhibition of the "Envisioning the Future" project at the Millard Sheets Gallery at Fairplex in Pomona included works by Nichols Gallery curator Nelson Trombley. Betty Brown, writing in *ArtScene* magazine, called Trombley's works a series of "painterly" photographs that move from the figurative (signs indicating radioactivity, Guanajuato mummies, etc.) to empty, Rothko-esque abstractions that poetically evoke violent action and loss. The image at left is called "Nuclear Waste...Returns To Haunt."



Tulips, Hearts and Distelfinks: Folk Arts of the Pennsylvania Dutch

Designed and installed by Professor Sheryl Miller's class, Museums and Material Culture, this exhibit in Pitzer College's Nichols Gallery featured everyday arts and artifacts.

In the context of an early 19th century kitchen, where the housewife cooked on an open hearth, utensils made of hand-wrought iron and copper were

displayed as they would have been used. The full-sized fireplace in the exhibit was made of Styrofoam and wood by students from the class.

Other items in the exhibit included ceramic storage crocks and pie plates, fanciful tin cookie cutters, carved wooden butter prints and handmade quilts.



From left to right, Becca Weiss, Professor Sheryl Miller, Dana Feagles, Cynthia Cagle, Ginger Bellerud, Annika Noreen, Trina Moreno

Admissions Update: Inundated with Applications!

The Admission Office reports a 27% increase from last year in applications for fall 2004. The Admission Office has received 3,079 applications from high school seniors hoping to be offered admission to the

Pitzer Class of 2008. Last year Pitzer joined an elite number of colleges in the country (less than 200) when it offered admission to fewer than 50% of the students in the applicant pool. Arnaldo Rodriguez, Vice President

for Admission and Financial Aid, indicated that he expects that the admit rate will drop even further this year due to the large increase in applications. Between now and mid-March every application will be

read by two members of the admission counseling staff, and then the difficult decisions will be made. Applicants will receive notifications on the status of their admissions applications by April 1.

FACULTY

Continued from page 5

(Nardi continued)

The president's primary responsibility is to organize the 2006 annual meeting in San Diego and to work with the executive director in other association matters. Nardi previously served for four years as editor of the PSA's journal, *Sociological Perspectives*.

JOE PARKER, professor of international and intercultural studies, had an article published and gave a presentation on interdisciplinarity at Pitzer. The article, "Institutionalizing Interdisciplinary and Intercultural Study: A Case Study from Pitzer College," was published in the *Association for Integrative Studies Newsletter*, Vol. 25, No. 1, in March 2003. The presentation on the topic was in October 2003, in Detroit at the

national convention of the Association for Integrative Studies, an interdisciplinary association for faculty and administrators involved in interdisciplinary teaching and curricular development.

ANITA TIJERINA REVILLA, a visiting junior scholar, has an article, "Inmensa Fe en le Victoria/Immense Faith in Victory: The Testimonio of a Woman That seeks Social Justice Through Education," forthcoming in *Frontiers: A Journal of Women's Studies*, published by Washington State University Press.

DAN SEGAL, professor of history and anthropology, was elected to serve as chair of the American Anthropological Association's section assembly and as an ex-officio member of the association's executive committee.

RUDI VOLTI, professor of sociology,

had his article, "Reducing Automobile Emissions in Southern California: The Dance of Public Policies and Technological Fixes," published in *Inventing for the Environment*, edited by Arthur Molella and Joyce Bedi (Cambridge: MIT Press, 2003).

PHIL ZUCKERMAN, associate professor of sociology, assembled works by W.E.B. Du Bois for *The Social Theory of W.E.B. Du Bois*, published by Pine Forge Press. "For over a century, Du Bois' seminal contributions have been overlooked," Zuckerman said. By compiling a wide array of Du Bois' sociological writings on the meaning of race, race relations, international relations, labor, politics, economics, religion, crime, gender and education, Zuckerman makes the case that Du Bois was one of the world's greatest sociological pioneers, whose canonization within sociological theory is long overdue.



PHOTO BY MARC CAMPOS

Through the looking GLASS

A lifetime of learning covers nearly every surface of his office.

The titles on the spines of the books reveal the depth and breadth of his knowledge. Pottery. History. Drama. Philosophy. Athletics. Nearly every aspect of the ancient Western world shines through the works balanced on shelves heavy with their literal and figurative weight.

Against one wall, nearly submerged and striking in its modernity compared to the texts threatening to consume it, rests a computer. The window ledge holds a pottery vessel dating back more than 24 centuries. And in the middle of it all sits Steve Glass, the John A. McCarthy Professor of Classics, Pitzer's first endowed chair.

"Regarding the early history of the College, *Quot homines tot sententiae*," he says. My rusty Latin deserts me as I stare blankly at the professor. "There are as many views as there are people to offer them," Glass translates. So begins our journey into Pitzer's past. Forty years seems quite distant in some respects and not so distant in others.

"When we were about to open our doors in the fall of 1964, the very first faculty members met for a week or two to discuss what kind of institution Pitzer ought to be," Glass says. "We were operating on a charter as a women's liberal arts college with an emphasis on the social and behav-

ioral sciences. So the faculty decided to set in place all of the things needed to open – curriculum, classes, graduation requirements, etc. – beyond that, well, it was presumptuous to

"Consider the notion of being or starting a new college in the 1960s. What are you going to do with it? Especially given our membership in the Claremont Colleges. Some of the students at the College bought into the idea of the 60s, others didn't. But there was a general awareness of social issues. And when you went to Pitzer you had to at least confront them, whether you bought them or not."

Professor of Classics Steve Glass

establish the character of the college before the arrival of the first students."

"We wanted the first students to participate. Town meetings at the College hammered out aspects of the College, with elected town meeting moderators. Out of those meetings emerged the view of Pitzer as a com-

munity," Glass says. "The idea was that the traditional lines distinguishing faculty, staff and students should be blurred."

"If students wanted to come speak at a faculty meeting, they were welcome," Glass says. "Over the years, this view was reworded and reworked many times, but the notion of blurring distinctions lies at its heart. If we expect students to be capable of making decisions after they leave Pitzer you cannot limit them to decisions on the color of crepe paper at dances and expect them to meet the challenge."

"Some Pitzer graduates would have you believe that this right of participation was hard won by the students in a battle against the faculty," Glass says. "The idea was first raised by faculty members based on their experiences elsewhere and was initially met with some student opposition. Many of them were subsequently won over and the notion of community government became the heart of Pitzer."

Pitzer's formative years came during the heart of the social and cultural storms of the 1960s. In many ways, Glass argues, the College reflects those years.

"Consider the notion of being or starting a new college in the 1960s," Glass says. "What are you going to do with it? Especially given our membership in the Claremont

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Changing hearts & MINDS

Agnes Jackson remembers the day a black female student stood up in her class and declared through her tears that she could never like another white person.

"She had grown up in Los Angeles," said Jackson, who retired as a professor of English at Pitzer in 1997. "We were reading Richard Wright and other black literature and this girl had grown up so sheltered that she was shocked when she read how black people had been treated in the past. Shocked. And she was from Los Angeles," said Jackson, with an incredulous tone in her voice.

"I had to tell my students as we read African American literature that the reason for Black Studies was not just to change the roles of victims and victimizers, masters and slaves," Jackson said. "We have to change the hearts and minds to not have these roles anymore. No more whips, I told them, and no more chains."

Jackson came to Pitzer in 1969 after six years of teaching at California State University, Los Angeles. Before her return to the familiar landscape of Southern California where she grew up, she taught at Boston University and Spelman College in Atlanta.

Jackson earned her bachelors degree in English from the University of Redlands in 1952. She earned her masters at the University of Washington in 1953 and her Ph.D. from Columbia University in 1960.

"New York was a wonderful experience," she said. "It was a combination of travel and education. I enjoyed the opera, theater and museums. But the most fun was the theater. I saw Billie Holliday's last Carnegie Hall appearance before she died."

"But I also worked hard there. I had jobs every summer. During the revolutionary upheaval in Indonesia in 1956, I worked placing refugees with families here in the U.S. It opened my eyes. I had to discuss where to send these people based on considerations of

racism in particular parts of the country," she said.

Professor John Rodman brought Jackson to Pitzer.

"I had been a visiting lecturer at the School of Theology in Claremont and Rodman said he would open a class at Pitzer to handle more students. The seminary, which was sending religious leaders out to the inner cities, was particularly interested in black literature as a vehicle for teaching its graduates about black culture," she said.

"My first class at Pitzer was Introduction to African American Literature," Jackson said. "I taught on William Faulkner and Richard

"The Pitzer impulse is positive. The College wants to talk the talk and walk the walk. The culture at Pitzer is one that tries to elevate us to a higher level of humanity. Of all the Claremont schools, it is the best at training students to be better citizens."

*Emerita Professor of English
Agnes Jackson*

Wright. Dean Rodman was so excited because he wanted to advance Black Studies and show the relevance of black contributions to literature."

Jackson's arrival at Pitzer came at a time of change at the College.

"Pitzer had just gone coeducational. There were five male students and I taught two of them," she said. "The College handled the tran-

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PHOTO BY MARC CAMPOS

GLASS

Continued from page 9

Colleges. Some of the students at the College bought into the idea of the 60s, others didn't. But there was a general awareness of social issues. And when you went to Pitzer you had to at least confront them, whether you bought them or not."

"Just being alive in the 60s was a sociological field trip," Glass says. "It was an exercise by and large for the young that was both exhilarating and exhausting."

By the 1970s Pitzer was going through changes of its own. The first and most significant of those changes was the decision to start admitting men.

"That occasioned a discussion about the virtues and flaws of becoming a coed institution," Glass says. "We reasoned that we should go back to the people who wrote the charter and if their reasons for becoming a women's college were still defensible then maybe we shouldn't change. We couldn't find anyone who remembered. The most that we could come up with was several people who said, 'As I understand it...' which is a phrase that almost always precedes misinformation."

"Larger questions confronted us on the issue," he says. "Is it a better atmosphere? Is it easier to raise funds? It is not entirely certain from a woman's point-of-view that it was a good decision. Women lost something because of that."

Certain characteristics of the 70s and 80s also manifested themselves in some of the decision-making on campus, Glass says.

"In the early 70s the College decided to jettison lower division class requirements," he says. "It was done on the grounds that at any meeting to discuss them there was no agreement on what they should be. Essentially, the guidelines were to be a matter decided upon between students and advisers and what was mutually defensible or necessary for their education. Now, whether it was ducking the issue or reflective of the nihilism of the 70s depends on one's point-of-view."

"The College stayed on this path



Professor of Classics Steve Glass meets with Katina Vlastos '76 for student advising in 1975.



Professor Glass in the classroom

for about 18 years until the Western Association of Schools and Colleges accreditation board began making noises on how defensible it was to set up a curriculum without any notion of what students should learn," Glass says. "Pitzer then was forced to come up with objectives and a clear way to see how they are being met. It was the 1980s and bodies were beginning to look back at some of the excesses of the 70s. The real reflection of the first 25 years was, of course, this sea change. The College began with a stiff set of requirements and the dropping of those requirements in the 1970s was a really radical move."

Along the way there were other growing pains for the College. Most of those were financial con-

siderations.

"We have lived in genteel poverty since the very beginning," Glass says. "Yet, it is remarkable how much the College has accomplished with so little. The economy fell on hard times not long after the College was founded so we have been hit very hard. Despite that, Pitzer has always been seen as a place where all things are possible."

Professor Glass pauses amid his recollections. He reaches back to the first year of the College to paint a final picture of creation and heritage.

"It was a singular phenomenon. The students and the faculty became close, old friends as we all went through the same experience over the course of four years. I regard them as a kind of brave and joyful group of young women," Glass says.

"It takes a certain amount of chutzpah to throw your lot in with a new college. They were largely free-thinking kids with a certain independence of thought. And they became enormously self-sufficient people. It is a quaint conceit among colleges to assume that students' success is directly due to the college. But they made decisions of consequence and showed an overwhelming willingness to take chances."

— Jay Collier

JACKSON

Continued from page 10

sition sensitively and beautifully. It preserved a climate in which women felt empowered.”

She also entered just as the Claremont Colleges were forming a Black Student Center and battling over Black Studies.

“I had a Ph.D. from Columbia University in a time when some schools wouldn’t even let black students in,” Jackson said.

“Because of my credentials and because I had done the reading to catch up on African American literature, I was well-prepared to teach outside the context of black colleges. There were other brilliant people in those colleges who were able to get on board in Black Studies programs. A change in the American academy let many of these scholars out into the lime-light. The Black Studies movement made the American academy acknowledge hundreds of scholars who had been doing these studies for years.”

Jackson was asked to consult with Loyola, Cal State San Bernardino and other schools to form Black Studies programs.

“Students at the time wanted to have this material,” she said. “The American educational system had long cheated students by focusing only on white culture.”

“Growing up I saw a lot of racism in this country,” Jackson said. “But in my Black Studies classes I always said that ours was a community of learning based on discussion and face-to-face exchanges. The only way to come through the pain was for the students to make real connections. Pitzer accommodated that and has always been a very free place for teachers.”

“The Pitzer impulse is positive,” she said. “The College wants to talk the talk and walk the walk. The culture at Pitzer is one that tries to elevate us to a higher level of humanity. Of all the Claremont schools, it is the best at training students to be better citizens.”

The ups and downs of Black Studies at Pitzer mirror in many



Agnes Jackson, who retired as a professor of English at Pitzer in 1997, came to Pitzer in 1969 after teaching for six years at California State University, Los Angeles.

ways the changes in American society over the years.

“I experienced substantial swings in the number of students enrolled in my classes,” Jackson said. “For about 10 years after the founding of the Black Studies Center in 1969, there was great growth and enthusiasm in the classes. The desire for the program remained constant but the numbers dipped during periods of navel gazing in the 80s and 90s. There were times when we had to beat the bushes to drum up students.”

“Material greed and economic changes might have changed things,” she said. “The black students themselves, well, some of their parents might have wanted to protect them and didn’t teach them fully about life. Some came in thinking the problem of racism had been solved. Maybe they thought the battle was over and didn’t recognize the endemic and systemic racism in the U.S.”

Jackson said Pitzer has a piv-

otal role to play in the continuing dialogue between races and cultures. Investing in the College will reinforce that role.

“We need to attract a lot more money to give the scholarships that we need to give,” Jackson said. “Millions and millions more dollars. We must have people invested in the College that want to see us here for another 200 years.”

“President Laura Skandera Trombley is a fine woman who came here with a vision of making the College better,” she added. “I hope she will stay a long time to make her mark on Pitzer.”

“Most of all,” Jackson said, “We must focus on what we have not said about ourselves and get the message out to the rest of the world. Pitzer needs to be the home for the best minds and the best hearts. Here, students can experience their own sense of greatness.”

— Jay Collier

“When I come here on the weekend and my kids are all noisy at home and it’s so quiet here, I really appreciate this space.”

Barbara Jones, Organizational Studies and Psychology major

New Resource for New Resources

Sheli Holler’s first encounter with Pitzer College bore no resemblance to the standard on-campus day experience.

Holler was homeless when she came to campus as a teenager, carrying all of her possessions in a backpack. She has come a long way since then.

Now close to graduation with a degree in Organizational Studies, Holler credits the New Resources program at Pitzer with providing her a chance to pursue an education. The program is entering its 30th year at the College.

Pitzer established the New Resources program in 1974 to bring the small, liberal arts college experience to students of non-traditional college age. The program was founded with the conviction that a truly diverse campus is one eager to encounter the added dimension brought by students of a range of ages as well as backgrounds and interests.

On Nov. 18, 2003, the New Resources program dedicated a new space in Mead Hall for its students to “rest, refresh and rejuvenate.” Their new home away from home, which was provided by the College, boasts all the creature comforts for students who do not live on campus to study, relax, shower or generally collect themselves before or after a hard day of classes.

“When I come here on the weekend and my kids are all noisy at home and it’s so quiet here, I really appreciate this space,” said Barbara Jones, a senior with a double major in Organizational Studies and Psychology.

Holler was instrumental in arranging and decorat-



Pitzer President Laura Skandera Trombley takes part in the ribbon-cutting ceremony marking the opening of the New Resources Center in Mead Hall. Trombley is assisted by Rachael Holler, left, Graciela Vargas, center, and Sheli Holler.

ing the new space to give it the little touches of home. The Student Senate provided funds for some of the materials needed for the office. The Facilities Department helped get the office into shape. Donations from the Pitzer community provided furniture and other items.

“Not a day goes by that I am not grateful for coming to Pitzer,” Holler said. “This is my chance to actually move up. Here, I am afforded self-respect, and how can you put a price tag on that? This is my chance to get out of poverty,” she said.

“The New Resources program allows me to connect with other students who are in the same place in life that I am – I can talk to people worried about rent, children and other issues,” Holler said.

— Jay Collier

The Shape of Things to Come

Editor's Note: Participant interviewed five alumni to paint a picture of Pitzer College through its 40 years as part of the landscape of higher education. The articles that follow reflect some of the experiences and concerns of students during the four decades since Pitzer's founding in 1963.

The 1960s were a time of risks. African Americans were risking their lives for the right to eat at the same counters, drink from the same fountains and attend the same schools as whites. Anti-war protesters were risking their safety to challenge the war in Vietnam. Women endured ridicule and resistance as they fought for equal rights.

Russell K. Pitzer took his own risk: create an alternate liberal arts institution with a focus on social and behavioral sciences that would give equal voice to students, staff and faculty. Deborah Smith was among the first class of women to accept his challenge in 1964.

"How exciting to come into a college that was just getting started! We were going to have a hand in how the College was going to emerge," said Smith, a 1968 graduate. "There was a tremendous allure to being able to participate in deciding the shape of a Pitzer education."

Smith currently works as a professor with the John F. Kennedy Center for Research on Human Development at Vanderbilt University's Peabody College.

"We all came to Pitzer with the notion that we would work together with the Pitzer community of faculty, staff and students to create something," she said. "Town hall meetings, where the Pitzer blueprint of governance and what we were going to study was being developed, were well attended. And they got pretty noisy."



"Things at Pitzer had such an innovative air that some of us students thought maybe this was some grand social experiment in which we were all participating. There were jokes that our rooms were bugged and that faculty members were using us as test subjects. We used to ask each other if maybe the speakers in our rooms worked both ways," Smith said.

"The 60s were a time of social experimentation and Pitzer was a part of great social change in this country. Questioning the government was part of the social scene and that attitude permeated Pitzer," she said. "The seeds for what we see today were most likely planted before we got here. We used to wonder if the faculty was selected on purpose to extend the social issues of civil rights, women's rights and faculty rights that were hot on the table at that time."

The physical environment of the College also played a role in shaping the experiences of the first students at Pitzer.

"The campus was constantly changing," Smith said. "It was a fascinating phenomena to attend a school that was under construction. By the time we left, everything was complete. Physically and intellectually, everything was in place. All of us left with a very special feeling

about our place and our time. We were content that Pitzer was shaped and developed."

Smith argued there are many myths perpetuated regarding the creation of the College.

"This was not a place without rules," she said. "And we didn't come here expecting that there would be no rules. We came to Pitzer because we knew we would have a place in the community to shape those rules. John Atherton, the first president, had plenty of rules in place. We just broke them all."

Smith cited a November 1964, article in *Time* magazine as an indicator of the early birth pains of the College.

"Personal evaluations count heavily at California's intensely informal Pitzer," the article stated, "where the teachers lecture in shirtsleeves, bare-foot girls pad into class carrying Cokes, and the janitor speaks his mind at faculty-student meetings so tumultuously democratic, says President John W. Atherton, 'that the only way I can restrain myself from yelling is to walk out with great dignity.'" The article went on to describe the College and its goals: "The school is sure of its goal – the study of the behavioral and social sciences – but in its first hectic weeks it is engagingly unsure of how to get there. Pitzer's 156 students and 10 faculty members are alternately merry and moody as they strive to reduce chaos to confusion."

"The Board of Directors was incensed over the story," Smith said. "But it was part of the larger picture of the rebellious 60s."

"I have been part of Pitzer as a trustee for 20 years now," Smith said. "It still has incredible spunk and spirit. And it has more than a tad of rebellion. I still see a sense of challenging and questioning along with an innovative curriculum that has not stagnated since the 1960s. Pitzer holds a unique place in American higher education."

Pitzer: The Best of Both Worlds

Deborah Shelton graduated in 1978 with a degree in political science, but her memories of Pitzer and the years she spent here have a 1960s ring to them.

"People usually identify the 1960s as a decade of great social and political upheaval. I would argue that the 1970s saw equally dramatic changes in American society," said Shelton, who is now the medical and public health reporter for the *St. Louis Post-Dispatch*. "Some of the racial tensions of the times spilled onto campus and as an African American woman I couldn't help but be touched by what was going on."

Shelton came to Pitzer from a traditional girls boarding school in Lake Forest, Illinois. Her graduating class at Ferry Hall School had 28 students. A counselor at the school recommended the College based on the experiences of some of her students who had attended Pitzer.

"I attended the boarding school thanks to financial aid. I was the first African American student at my high school," Shelton said. "I made it through college with a combination of parent loans, personal loans, work-study and Pitzer's generosity. On top of that I was expected to work to supplement my scholarships, loans and work-study positions."

There were other similarities between the two schools.

"I knew the social sciences were strong at Pitzer. Also, it was a small college and I wanted to stay in a small school," Shelton said. "I did not want to get lost in college."

"I was thrilled the summer before I arrived when I got a phone call from an African American student, who would become my mentor, asking me if I wanted to spend my freshman year living on a black woman's corridor. It was the best of both worlds: having the opportunity to connect with other black women



in the dorm while also interacting with students of various backgrounds in classes and elsewhere."

When she arrived at Pitzer, Shelton said she found the College to be immersed in many of the same issues Americans were struggling with around the country.

"I was probably most affected by the Civil Rights struggles on campus. Generally the College was receptive of these issues, but I remember one instance in which students went in and took over the administrative offices in 1975. We definitely felt it was difficult for the administration at the time to understand black students' issues," she said. "The feeling among black students at the time was that there were far too few enrolled at the College. We wanted to see the numbers more representative of the larger community."

"Now that I'm older I realize we didn't know everything either. We didn't realize the logistics of increasing African American enrollment. The takeover, which lasted more than a day, was a very tense time. Ultimately, Professor Agnes Jackson acted as an intermediary to help defuse the situation," Shelton said.

"Along with the push to increase African American enrollment at the College, there was a simultaneous drive to strengthen the Black Studies

program," she said, "just as there were efforts in the larger world aimed at improving access to education and gaining recognition of the contributions of minorities to American society."

Shelton credits Pitzer with important contributions to her life. Currently she is one of five journalists selected as Kaiser Media Fellows by the Henry J. Kaiser Family Foundation. She is researching the drive to increase the number of live organ donors, with particular emphasis on the medical, ethical, social and economic implications of the solicitation and treatment of donors.

"I am looking at Good Samaritan donors — people who are volunteering to give their organs to complete strangers," Shelton said. "I am paying special attention to who these people are, how they are screened and how they are treated after the procedure. What I am finding is that many of them are treated very badly."

"I received a great education at Pitzer and was put in a good position to compete for the jobs I have worked at in my life," Shelton said. "At Pitzer I learned to ask the right questions, which opened me up to career opportunities. I was able to experience different fields of study and choose what I wanted to do with my life. I had choices my parents did not have. They had to work to survive."

"I continue to have a real positive feeling about my experiences at Pitzer, from the smaller setting to the feeling that teachers cared about what we did and who we were," she said. "In some ways I have tried to replicate that in my professional environments."

"Pitzer wasn't perfect," Shelton said. "But neither was America. Pitzer's community was open enough, however, to allow me to have a voice, to find myself and find a place for myself in the larger world."

Integration of a Different Sort

Shahan Soghikian graduated as the country was going through a major transition. President Jimmy Carter was in the last months of his term of office. Ronald Reagan was looming on the horizon. Disco was in its death throes. And the summer of love was more and more of a distant memory.

"The tension was exactly what you would expect during such a transition," Soghikian said. "People were coming out of the period of Bob Dylan and The Nitty Gritty Dirt Band and all of a sudden you hear the sound of the rock group Boston blasting out of every dorm room. It was a good time."

"My first semester was a disaster," the 1980 graduate said. "I came in with a lackadaisical attitude, which was not a good mix with my premed course of studies. Only the combination of my force of will and the tenacity of a few teachers helped pull me through."

Soghikian did not take the conventional path to Pitzer.

"I had a close family friend who was a student at Claremont McKenna College, but it was too late to apply there," he said. "But I could get in at Pitzer because of a later deadline. It didn't make that much difference to me at the time so I went with Pitzer."

Pitzer quickly grew on Soghikian.

"I loved the environment of the Colleges. From my perspective, the size was manageable, I made great friends and I had two or three professors who were truly outstanding," he said.

The College's involvement in progressive social trends held certain attractions for Soghikian as



well.

"The open exchange at Pitzer was certainly part of the fabric of that time. And for me, coming from the Bay Area, it didn't seem different to me at all. The College provided interesting contrasts among the students," he said.

"There were certain subsets of folks who didn't espouse the politics of the time and there were some culture clashes, though none violent or mean-spirited. It was a really different academic environment. I can imagine that others, particularly Midwestern types, might have been quite amazed at what was happening on the campus. But it was enlightening for those who could take it with a grain of salt and absorb another cultural element."

Today, Soghikian works for J.P. Morgan Partners managing private equity investments. That is quite a leap for a graduate with a biology degree who aspired to have a career in medicine.

"After failing to get into medical school on the first try I decided to work in a laboratory environment for a while," he said. "I worked at

Kaiser Hospital in Oakland in a research clinic setting for two and a half years before finally deciding I didn't want to spend my life in a hospital. I spent the next six months trying to figure out what to do."

Soghikian's curiosity led him to business. He started out doing cold calls for Merrill Lynch after a friend recommended the company.

"It was a fabulous introduction to market capitalism. I wasn't exactly enamored of the job, though I learned a lot during those two years. That was when I decided to go to business school. I started at UCLA in 1985 studying finance. In the course of my first year I was exposed to investment banking and landed a job in investment banking mergers and acquisitions at Bankers Trust. I stayed with that job a year after graduation from business school until I left with my boss to go to work for Prudential Base securities."

"By 1989 I had gravitated to private investing," Soghikian said. "I joined what was then called Chemical Venture Partners. The firm went through several mergers to become J.P. Morgan Partners, which is where I am today."

"The network and friendships that I formed early on at Pitzer and carried all that way affected my social and academic life in an integrated way," Soghikian said. "It carried me and carried others."

"There is an enormous and continuing need for smaller, focused colleges like Pitzer that can give the experience I had, which was transforming. The College presents a combination of demanding academic rigor, unique programs and high-touch instruction."

From Poverty to Political Power

Fabian Núñez, the newly minted Speaker of the California State Assembly, knows the importance of an education. During his journey as one of 12 children from an immigrant family in San Diego to his post in Sacramento, he made an important stop at Pitzer College to graduate in 1997 with degrees in political science and education. Núñez looks back on the decision to transfer to Pitzer as pivotal to his success.

"I was already a working professional when I came to Pitzer," Núñez said. "I had taken time away from college at UC San Diego to work for the One Stop Immigration and Educational Center in Los Angeles and was preparing to run the political department of the Los Angeles County Federation of Labor. I walked into a classroom at Pitzer where students were debating the importance of the Civil Rights movement and was impressed with the intelligence of their discussion. Some of the debates were more intelligent than what I saw in Sacramento. The students had a real sense of consciousness about the world in which they lived."

Núñez enrolled at Pitzer in 1995, opting to transfer to Pitzer rather than UCLA because of the relevance of the College's courses to his social justice background and aspirations.

"Actually, my research into colleges led me to select Pitzer. It turned out to be a perfect fit because of the professors at Pitzer. Not only do they have the theoretical knowledge to



pass along to their students, but they have an understanding of the real practical applications of that knowledge for the world," Núñez said.

"The students and the classroom discussions were inspiring," he said. "Here were all of these people from different backgrounds, age groups and socioeconomic status discussing the issues of the day with so much passion."

Núñez's passion in politics carries over in his differences with Governor Arnold Schwarzenegger on the impact of state budget cuts on higher education.

"Overall, I have a good relationship with the governor and think he's someone I can work with for the state," Núñez stated. "I don't necessarily agree with his budget proposal, because he needs to make sure that the cuts he has proposed will be distributed throughout the state and not just impact the disadvantaged. One of the things we will have to do is continue to work together. Negotiation is much

more valuable than confrontation," he said.

"We clearly differ with the governor on higher education. Fees were increased more than 40% at public universities last year and that is quite a shock for the middle class. We cannot close the doors of opportunity for students in this state. Education is an investment. We cannot just be fiscally responsible, we must also be socially responsible," Núñez stated.

Social responsibility was at the heart of Núñez's experience at Pitzer.

"It is incredibly rewarding to know I have the confidence and trust of my colleagues in Sacramento," Núñez said of his recent election as Speaker. "It is very humbling to have the ability to do something like that. For students at Pitzer, it says that regardless of your background and struggles, you must always aim high. You have to expect more of yourself and work hard to achieve your goals. I am honored to be part of the Pitzer family."

"Pitzer is a college that unlike many others is active in its community," he argued. "And that's not just in terms of students being active. The College has a genuine connection to the community. More and more students are going to private colleges. Pitzer is one of the best in the country and is a jewel atop Claremont and Southern California. The fact that it reaches out to people of color and the underprivileged is a sign of how we all need to move forward. The future of Pitzer is the future for California."

A Holistic Take on Education

Veronique Questel loves music. And she wanted to work for a law firm. So, when she graduated in 2000, she took a job with a firm specializing in the music industry. What she thought was the perfect marriage turned into a discordant relationship when she learned that the firm primarily was interested in money and power.

So Questel walked away. That was about two and a half years ago and she has not looked back.

Since the "breakup," Questel has found a new love in her work in the Juvenile Rights division of the Legal Aid Society in New York City. Far from the entertainment industry, Questel spends her days in the service of children and victims of domestic violence.

"I work with the best people," she said. "They are extremely intelligent, wonderful, supportive beings. They are really unsung heroes."

Questel decided on Pitzer early in her senior year at her high school in New York City.

"I was drawn to the focus on social and behavioral sciences at Pitzer. Also, I needed to get out of New York and Southern California is the antithesis of New York City," she said.

During her work on a combined major in psychology and gender studies, Questel also studied sexuality, identity and gender at the School of



International Training in Amsterdam through Pitzer's External Studies program.

"The Amsterdam program originally was formed for the gay, lesbian, bisexual and transgender community, but was later made more accommodating for those who had not come out yet," Questel said. "Actually, the assumption was that if you were there, you were gay. As a result we were totally immersed in the queer community in Amsterdam. Everyone was queer! I actually had to come out as being straight! It was a complete role reversal and taught me so much about identity and gender."

"I really appreciated the holistic view of education at Pitzer," she said. "It's more than a classroom. The College really looks at how subjects relate to the grand scheme of things."

Questel cited the Pitzer in

Ontario program as an example of such an education.

"The Ontario program is brilliant," she said. "That's what education should be about."

Questel's work with the Legal Aid Society involves advocacy for children involved in delinquency, abuse and neglect cases. She also was active in the Safe Families Project in the Bronx office of the Legal Aid Society. Her duties there included conducting research on service providers for victims of domestic violence and administrative functions. The project's impetus was a class-action lawsuit that targeted the practice of prosecuting the victims of domestic violence for neglect for keeping children in situations where they witnessed abuse.

"That practice was counterintuitive to what we are working for," she said "Our main goal was to ensure children stayed with family members who were not perpetrating abuse. It made no sense to remove children from the custody of a non-abusive parent."

Questel looks back on her days at Pitzer as the foundation for her drive to continue to work with children.

"Pitzer shaped my future by combining global and practical elements and shaping them into a unique perspective. It's not just an education from books, but from real-life issues."

For Questel, Pitzer College was pitch perfect.

HISTORY

and the making of a

MISSION



1963
President John F. Kennedy assassinated



1969
American astronauts walk on moon



1965-75
Vietnam War

1977
Nationwide gasoline shortage cripples U.S. economy



1963
The Rev. Martin Luther King gives "I Have a Dream" speech



1965-75
Vietnam War protesters



1960

1970

1980



1963
Pitzer College founded by Russell K. Pitzer



Pitzer College's first president John W. Atherton **1964-1970**



1970
Brant Clock Tower, a gift to Pitzer College from Jane Mann Brant Ward



Robert H. Atwell served as president **1970-1978**



1977
The Grove House was built in Claremont in 1902 and was moved to Pitzer 75 years later



1963
A car drives on Mills Avenue, the future site of Pitzer College



1964
An early construction site that will become the walkway between the Mounds and Sanborn Hall

Pitzer's birth in 1963 came amid promises of freedom and progress that far exceeded earthly bounds. The space program gripped the popular imagination as people came to accept the notion that humans would someday walk on the moon. Closer to home, The Rev. Martin Luther King gathered an enormous crowd on the steps of the Lincoln Memorial to share a dream that would change the world.

President John F. Kennedy had earlier in the year proposed a joint mission with the Soviet Union to land a man on the moon. Betty Friedan published *The Feminine Mystique*, a groundbreaking work destined to reshape the world in its own way. William Faulkner won the Pulitzer Prize for *The Reivers*. And doctors celebrated the first implant of an artificial heart in a human being.

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1979
Americans taken hostage at U.S. Embassy in Tehran, Iran



1989
Fall of Berlin Wall



2001
World Trade Center and Pentagon attacked by terrorists



2004
Twin rovers search for traces of water on Mars

1986
Space Shuttle Challenger explodes after liftoff



1989
Faceoff at Tiananmen Square



2003
California makes history with recall vote

1990

2000



Frank L. Ellsworth served as president **1979-1991**



The Edythe and Eli Broad Center is built



Marilyn C. Massey served as president **1992-2002**



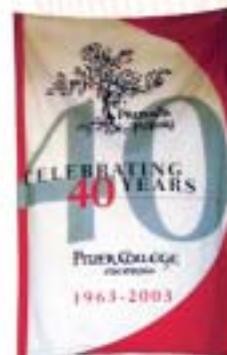
Laura Skandera Trombly begins her term as president **2002**



1983
Staff members celebrate Pitzer's 20-year anniversary



1992
Pitzer, Scripps and Claremont McKenna colleges build the Keck Joint Science Center



2003
Pitzer celebrates 40 years

HISTORY

Continued from page 21



Sadly, tragedy also took its turn on the stage. JFK was assassinated as he waved to onlookers assembled to catch a glimpse of the popular leader of Camelot. Fifteen thousand U.S. military advisers were embroiled in events in South Vietnam. And the world lost literary luminaries Robert Frost and Aldous Huxley.

During the cultural storms of the 60s and 70s, Pitzer forged an identity based on providing students with an in-depth knowledge of specific academic disciplines linked with intercultural understanding and social responsibility. In fact and indeed, Pitzer used the challenges of those turbulent eras to define and shape itself in ways that continue to pay dividends to the students, faculty and staff who make the College unique among the Claremont Colleges and then some.

But what is it that has made Pitzer great through the last 40 years? Diversity, a mission to reinvent the meaning of a liberal arts education, an External Studies program integral to the success of students at home and abroad, interdisciplinary education, a flexible curriculum, social activism and a small community with personal attention have played equal parts in the formation of a College that fervently believes in social responsibility.

On Jan. 24, 2003, the Pitzer College Board of Trustees defined social responsibility: "Awareness, knowledge, and behavior based upon a commitment to the values of equity, access and justice; a dedication to civic involvement and environmental sustainability; and a respect for diversity, pluralism, and freedom of expression."

Though the definition came 40 years after its founding, the College's growth charts a course that shows a dedication to those principles since its inception. From the streets of Ontario, Calif., where students serve important roles in projects that seek to understand social and urban issues, to programs in Nepal, Botswana, Turkey, Costa Rica and Ecuador, among other places, Pitzer students absorb the world to become more effective agents of change.

The stories and images of Pitzer's past resonate clearly today. From the unique vision of a school that spread the seeds of change from its humble beginnings amid citrus orchards to the continued affirmation and refinement of its purpose, Pitzer forged minds that reflect its early concern with the ethical implications and social consequences of knowledge.

Mission accomplished.

— Jay Collier

From a vacant lot to a construction site and beyond, Pitzer rose from scrub brush and piles of debris to become an integral part of the Claremont Colleges.

A Return to Writers' Bloc

Gregory Orfalea returned to his first love when he took over as director of Pitzer College's Writing Center. His passion for writing has not faded in the years between his first teaching job in 1974 and his long career with the U.S. government.

"I taught for seven years out of grad school and had a long sidetrack there," Orfalea said of his recent job with the U.S. Department of Health and Human Services. "I had three small children and needed to support them. Government work provided more stability and income."

Orfalea taught at Santa Barbara City College in 1974 after graduating from the MFA program at University of Alaska, later at George Washington University and a gifted children's program at Stanford.

"At Santa Barbara City College, I taught classes full of Vietnam War veterans. It was great because I enjoy teaching people who have been out in the world and bring their experiences to the classroom," he said.

Orfalea said he knew the jump from his position with Health and Human Services to return to teaching would not be an easy one.

"About five years ago I started making a concerted effort to get back into teaching. Government work can be sterile and impersonal, even though the issues we deal with are important," he said.

"I have worked on such issues as affordable housing, small business and substance abuse. But Washington often deals with things on a macrocosmic level. I began to yearn for more personal relationships with the people I affect in my work. Teaching



Writing Center Director Gregory Orfalea and wife, Eileen

deals with the microcosm where the true life is. Creative writers don't write about affordable housing; they write about the poor person in the crumbling apartment."

In addition to the usual role of helping students at the Writing Center, Orfalea plans to conduct annual writers' festivals at Pitzer.

"I want to bring in about half a dozen of the top writers in America focusing on a single topic for three or four days. The writers could share their works and works-in-progress. It could be anything: the environment, hunger, male-female relationships or health. There will be student workshops. It's a cross between a writers' conference and a think tank," he said.

The first festival will examine, "The World After 9/11," he said.

"We will invite poets, dramatists, essayists and novelists to Pitzer to look at what the attacks mean and how they have changed our country and indeed the world," he said.

Orfalea brings a considerable amount of experience to his new job at Pitzer. Along with writing and editing many publications in his government work, he has written several books.

"I was a late bloomer. I didn't publish my first book until I was 38," he said. One of Orfalea's first books was

Before the Flames: A Quest for the History of Arab Americans (University of Texas Press).

"*Before the Flames* combines history and my personal search for understanding of what identity means in culture. I have revised and updated it for a new edition in 2004, with a new title, *The Arab Americans*," he said. "The book's topic originally grabbed me by the back of the neck. I suppose the drive came from the fact that my family is descended from the first documented Arab family to immigrate to the United States in 1878. A son of that early family, the Arbeelys, is said to be buried in Glendora. I hope to find the grave."

"I never thought I would be a historian. I was a literature major at Gerogetown and earned my MFA at the University of Alaska. But I minored in history for my bachelors and my masters," he said.

Orfalea's most recent book, *Messengers of the Lost Battalion: The Heroic 551st and the Turning of the Tide at the Battle of the Bulge*, published in 1997, chronicles his father's World War II experiences and his own search for his father.

"I will be teaching this sort of writing in the spring at Pitzer," he said. "It is important because it is very easy in our upbringing in America to lose a sense of history and connectedness to the past, whether the past of our immediate or our national family. Because America is still in the making, these histories, close and far, are inextricably bound."

Orfalea, his wife, Eileen, and his sons, Matthew, 18, Andrew, 17, and Luke, 14, are no strangers to California. Orfalea was born and raised in Los Angeles and the family has summered in California every year. They are all fascinated by Dad's new position.

"Both of my sons are interested in going to college in California. In fact, Andy has applied to Claremont McKenna College and Matt to Pitzer. We have two relatives who graduated from CMC who really excelled in their fields of study," Orfalea said.

"I look forward to years of good intellectual exchange at Pitzer," he said. "The smell of those pepper trees and sycamores doesn't hurt!"

— Jay Collier

Well-aligned Mission and Vision

Susan Pritzker currently serves as Chair of the Pitzer College Board of Trustees. The Pitzer community appreciates her dedicated service to the College and her skillful leadership in bridging one administration to another. Pritzker is in her fifth term as a member of the Board and her service as Chair will end in June 2005. The *Participant* asked Pritzker to reflect on her role with the Board.

Question: What are the primary responsibilities of a college's board chair?

Answer: The primary responsibilities of the board chair include fostering good working relationships among board members, between board members and other constituencies and within the Pitzer community. The board assists and supports the president while also facilitating the evaluation of the president. Representing Pitzer College in the wider world and assisting with fundraising are also responsibilities of the board.

Q: How have your leadership and participation on other boards assisted you in this role?

I have served on many boards and chaired several, but none have been as demanding nor as rewarding as chairing the Pitzer board. I do think previous experience chairing other boards has been helpful. Many governance issues are similar from one organization to the next.

Q: What type of qualities does it take to be an effective board member?

As a board member, it is necessary to know when to listen and when to act. The ability to appreciate different points-of-view also enables an individual to be an effective board member.

Q: What is the role of the board?

The board hires and evaluates the president, is responsible for fiduciary oversight, assists with fundraising,



SUSAN PRITZKER

represents and promotes the College in the wider world.

Q: What role do individual board members play?

The primary roles of individual board members are to attend board meetings, serve on at least one standing committee and assist with fundraising.

Q: What achievement would you still like to see accomplished prior to the completion of your term?

I look forward to the successful completion of the current campaign and a good head start raising the money we need to start building the new dorms.

Q: What is the best aspect of being the board's chair?

I have had the opportunity to meet and work with some truly remarkable and special people and have learned so very much from this experience.

Q: What do you see as the major challenges and threats facing Pitzer in the next few years?

I suppose the biggest challenge for a small liberal arts school like Pitzer will always be that of finding and securing the resources to continue to create an

environment that will attract great faculty and great students. In addition, Pitzer would benefit from a broader recognition than it currently experiences.

Q: Where do you see Pitzer in 20 to 30 years from now?

I think we have every reason to believe that Pitzer will be going strong, better than ever, 30 years from now. Our mission and vision are well-aligned with what we see happening in higher education and in the world around us. I have confidence that we will continue to experience significant success.

Q: What are the major challenges that your successor will face?

Challenges always exist. Everything can be going along smoothly and suddenly some crisis or issue or unexpected problem will pop up (student demonstrations, hunger strikes, staff issues, fires, rolling blackouts, to name a few). I believe the big challenge, as I have mentioned a few times already, is fundraising.

Q: What advice would you offer your successor?

Always keep an open mind and always try to base your decisions on the guiding principle of what is in the best interest of the College.

Q: How would you describe Pitzer to someone who has never heard of the College?

Pitzer is a truly special, and unique, progressive liberal arts school with a wonderful faculty and great students.

Q: What have been some of your favorite Pitzer memories?

I love handing out the diplomas at graduation...that is my absolute favorite part of my job. It was especially gratifying to hand my son his diploma.

Laura's inauguration ceremony was very special while meeting Steve Martin and Ben Affleck at Pitzer film premieres was memorable as well.

Recently Elected Board of Trustee Members



**Jill
Baskin**

OCCUPATION: Former advertising executive with Leo Burnett agency in Chicago; member of

Pitzer College Integrated Marketing Team

COLLEGE, YEAR OF GRADUATION,

MAJOR: Pitzer College, 1977, philosophy

WHAT ROLE DO YOU ENVISION PLAYING IN THE FUTURE OF PITZER COLLEGE?

"I hope to benefit the college by lending my professional skills in consumer insight and trend identification, brand building and marketing communications to help Pitzer stay healthy, vibrant and growing well into the future. At the same time I plan to draw on my own Pitzer experience to help the College stay true to its heritage."



**Ella
Pennington**

OCCUPATION AND EMPLOYER: Vice President of Operations and Administration for

Crystal Stairs, Inc., which is a large private, nonprofit child development corporation

COLLEGE, YEAR OF GRADUATION,

MAJOR: Pitzer College, 1982, organizational studies and psychology

WHAT ROLE DO YOU ENVISION PLAYING IN THE FUTURE OF PITZER COLLEGE?

"As president of the college's alumni association, I will work to actively engage alumni in sharing the strategic vision for Pitzer and in its implementation. It is my mission to cultivate a strong sense of unity and appreciation for the unique experiences that alumni share, founded in the Pitzer legacy of intellectual inquiry and social justice."



**Charles R.
Diaz**

OCCUPATION AND EMPLOYER: Attorney/partner with Murtaugh, Miller, Meyer & Nelson.

Diaz focuses on insurance coverage and litigation, including bad faith, environmental coverage, first party property and builder's risk coverage.

COLLEGE, YEAR OF GRADUATION,

MAJOR: Pitzer College, 1975, psychology and economics/business

WHAT ROLE DO YOU ENVISION PLAYING IN THE FUTURE OF PITZER COLLEGE?

"I was so impressed with the energy, commitment and creativity in my meetings with President Trombley, faculty and students. It brought back the reasons I went to the College and how much Pitzer contributed to me. I would like to share that experience with other alumni by serving as a link to have alumni interact with the College and continue to help the school grow, whether through advisory capacities, student-alumni relations or financial projects."



**Bridget
Baker**

OCCUPATION AND EMPLOYER: Senior Vice President of Cable Distribution, NBC Cable

COLLEGE, YEAR OF GRADUATION,

MAJOR: Pitzer College, 1982, political studies

WHAT ROLE DO YOU ENVISION PLAYING IN THE FUTURE OF PITZER COLLEGE?

"Being an alumna who ended up in the business world, I hope to contribute my private sector experience to the not-for-profit world of higher education."

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SUSAN G. DOLGEN, Access & Answers

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University, Peabody College

Pitzer's New Face: NEW LIVING SPACES

From the outset, the Master Planning Process that was undertaken early in 2000 had one clear goal: the redesign of our physical spaces to reinvigorate the intellectual and social community. With this in mind, an *ad hoc* campus facilities committee—consisting of faculty, students, administrators, alumni and trustees—worked for almost three years with the architectural firm, Sasaki Associates, to devise the Master Plan for Pitzer College, a 20-year plan that will accommodate the College's current and projected needs, both curricular and non-curricular. That accomplished, they concentrated on the development of a Master Housing Plan, because early in the planning process it had become clear that revitalizing residential life should be the foremost priority in breathing new intellectual and social life into the campus.

SHIFTING THE CENTER OF CAMPUS

The realization that cost considerations favored replacement rather than renovation of our residence halls opened the door to many exciting possibilities for the revitalization of residential life. Foremost, the Master Plan calls for an ingenious shift of the campus's physical center to the northeast. By constructing three new residence hall complexes around the Gold Student Center, residential and recreational facilities will be adjacent to and integrated with one another. New construction also provides the opportunity of incorporating new materials and techniques—the chance to “think green” and “build green” and employ concepts that speak to the College's commitment to social and environmental responsibility. Another great advantage of new

construction is the opportunity to expand the indoor-outdoor use of buildings and adjacent open spaces—an obvious, but often disregarded solution for the Southern California lifestyle. In doing so, we will increase the visibility and accessibility of all our gardens and integrate our sixteen signature Arboretum gardens within a larger Arboretum-like landscape for the campus at large.

The most significant aspect of building anew is the opportunity it provides to profoundly reenvision residential life. As we engage in the design and construction of these new living spaces, we are presented with countless opportunities to rethink the best ways to create an environment outside the classroom

“This is not about replacing dorms. This is about re-envisioning residential life. We are creating a living and learning environment that will transform the college experience for our students. The new design



will foster greater student interaction and growth... whether it's through a theme hall or a room dedicated for music or art, or just a place where students can gather to talk informally.”

Jim Marchant, Dean of Students

where students continue to learn and experience personal, social and intellectual growth. Shifting the center of campus is so much more than simply a reconfiguration of our physical spaces. It is a way for Pitzer College to reassert its core values and give heightened meaning to the designation “a liberal arts, residential college.”

A LIVING ENVIRONMENT TO NURTURE SOCIAL AND INTELLECTUAL LIFE

Pitzer College now has the unique opportunity to redefine what it means to be a residential college. Living and learning will be interwoven in the new residence halls through the incorporation of spaces for music, art, technology and socialization. Within the halls, we are planning dedicated areas for study, library collections, social gathering and student affairs activities. Expect themed common areas such as a Science Corridor, an International Corridor or an Environmental Responsibility Alcove. We plan to develop programming around many of these themes. Outside, there will be “quiet gardens” perhaps with such names as the Scholar's Garden, the Zen Garden or the Sculpture Garden.

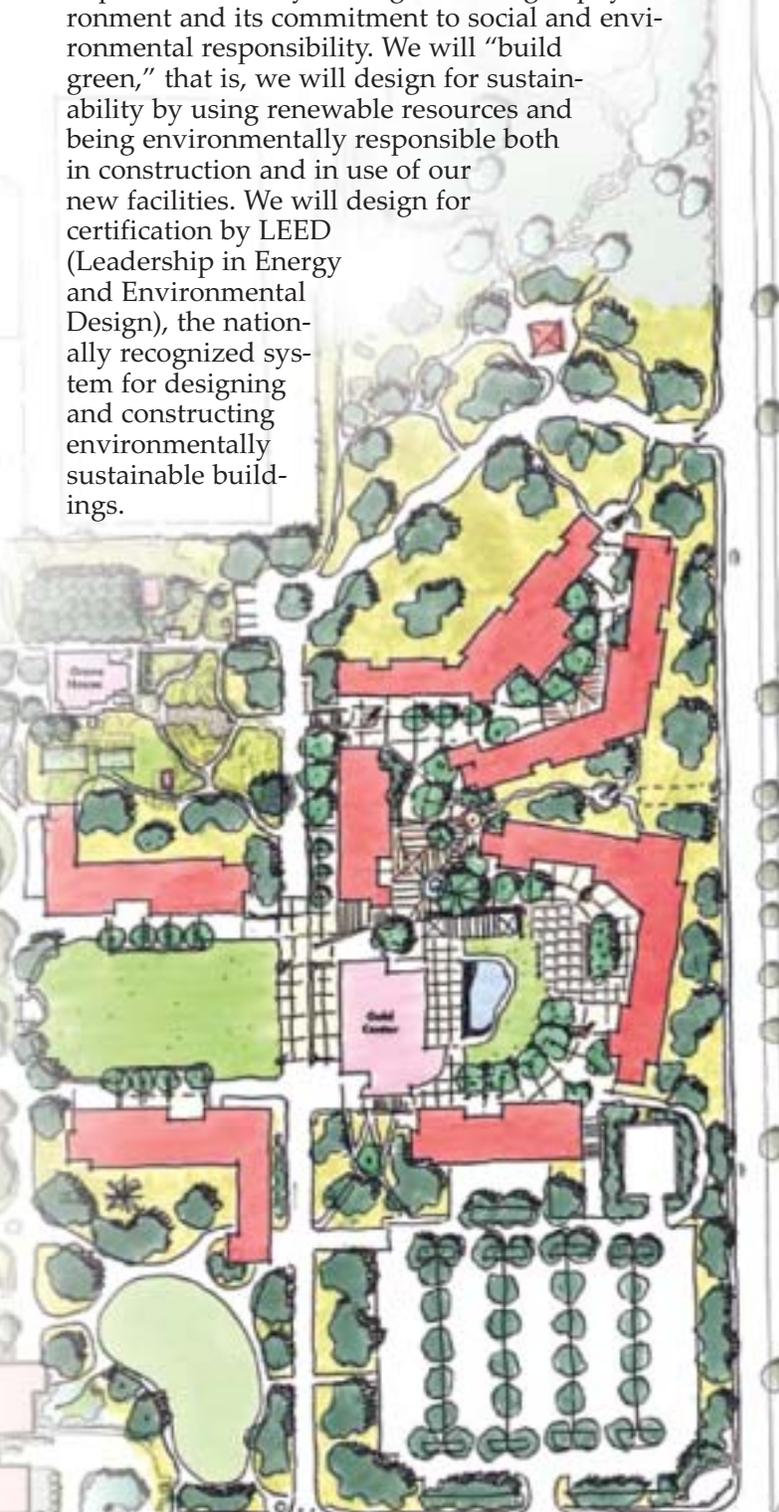
OUR PLAN OF ACTION

We will build in stages. In three phases spanning a 10- to 15-year period, we will increase the number of beds from 615 to 752, thereby achieving a 93% on-campus residency rate (comparable to our peer colleges in Claremont and elsewhere). In Phase I, we will construct three new residence halls with 312 beds. By shifting the center of campus to the northeast, the Master Plan will

create a true campus "center" unifying academic and residential areas. Significantly, the Plan serves to lend greater definition to the special character of the Pitzer campus among the Claremont campuses.

A NOTE ON GREEN BUILDING

As we develop the Request for Proposal to design the Phase I residence hall complex, we will incorporate the expectation that environmentally responsible construction techniques and materials will be employed wherever possible, thereby uniting the College's physical environment and its commitment to social and environmental responsibility. We will "build green," that is, we will design for sustainability by using renewable resources and being environmentally responsible both in construction and in use of our new facilities. We will design for certification by LEED (Leadership in Energy and Environmental Design), the nationally recognized system for designing and constructing environmentally sustainable buildings.




CAMPAIGN UPDATE

The Campaign for Pitzer College

As the New Year arrived, the Campaign for Pitzer College pushed over the \$31-million mark. Among the gifts that brought us to this level were a \$300,000 grant from the Mellon Foundation to develop exchange programs with colleges and universities around the globe, a bequest from the wife of a former trustee, Juanita Shell, and commitments from several alumni to build the endowment. In addition, the total was enhanced by a strong performance from the Annual Fund in the first six months, currently running 20% ahead of last year's fund. All of this bodes well for the successful completion in the next 18 months of the College's first comprehensive campaign, the \$40-million Campaign for Pitzer College.

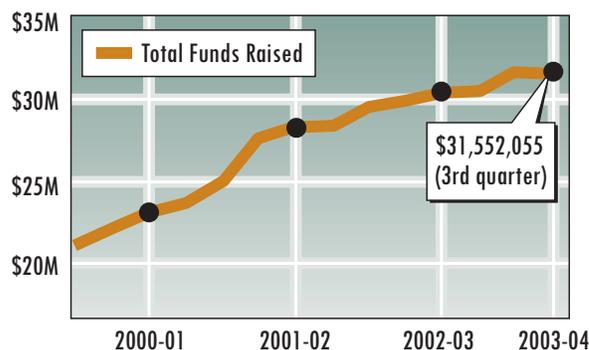


ANNE MORAN

In reviewing progress to date and new challenges and opportunities facing the College, the Board of Trustees authorized the College to begin the solicitation of support for Phase I of the Residence Life Project as a part of the completion of the current campaign. The building project is designed to transform residence life and learning at Pitzer and is a key priority of the College today. The Pitzer community agrees that it is critical that we begin attracting resources to the project as soon as possible.

During the spring, senior administrators and the advancement staff will be visiting with Pitzer friends and family around the country to introduce them to the exciting residence life project. The list of cities and hosts is still being determined, but if you want to make sure you are included, just send us an email at advancement@pitzer.edu and ask to be included in the residence life presentations.

The \$40-Million Campaign for Pitzer College



‘DIVERSITY Dialogue Must Continue’

By GIL GONZALES '03,
IRVINE DIVERSITY URBAN FELLOW

In January 2001, Pitzer College received an \$850,000 3 ½-year grant from The James Irvine Foundation to support a Campus Diversity Initiative (CDI) that seeks to expand concepts of diversity and better prepare students to participate in a changing and diverse global society. *Participant* provides regular updates to the campus community about the significant strides made toward accomplishing the objectives set forth in the proposal.

This issue reviews the activities related to one of the major goals of the CDI—to intensify students’ educational experience of diversity by, among other things, creating a student diversity leadership team to assist in the development and implementation of seminars and other aspects of the initiative.

In Spring 2002, Jaime Ramirez '02, was hired to be the first Irvine Diversity Fellow at the Center for California Cultural and Social Issues (CCCSI). During the summer she worked with five continuing Pitzer students (Constance Perez, Son Ngo, Stephanie Lozano, Alan Siu and Justin Song), the Irvine Diversity Interns, to create a program that included various perspectives on major diversity issues on- and off-campus. This



Fabian Sandoval '05, an Irvine Diversity Program facilitator, and Sky Shanks '07, a program mentor, take part in a scavenger hunt in Chinatown in Los Angeles this past summer. The hunt involved bargaining with merchants to acquire items on special lists. The activity served to highlight cultural barriers to communication.

first team, utilizing its inventory of diversity assets and resources within the Claremont Colleges, the surrounding communities and Los Angeles, created the Student Empowerment Program (StEP), a diversity curriculum to be used in future years. This curriculum is designed to be flexible and to grow with each passing year, eventually becoming a full-fledged orientation program for the entire freshman class.

The creators of StEP also developed a network and foun-

dition for Students for Diversity Awareness (SDA), an organization whose mission is to educate the Pitzer community about underrepresented cultures through a year-long program allowing students to learn more about themselves as well as others.

In Summer 2003, I became the new Diversity Urban Fellow. Continuing Facilitators Constance Perez and Fabian Sandoval and I coordinated the successful five-week implemen-

By the conclusion of the program, the interns had created an in-depth “action plan” to achieve a new diversity at Pitzer, a diversity of ideas and political ideologies. Part of this action plan includes several activities this semester aimed at furthering cultural tolerance on campus and promoting a dialogue among those with opposing world views.

tation of StEP for a very diverse group of incoming interns (Robby Curry, Anita Desikan, Sam Gelinas, Leana Mayzlina, Lucy Pacheco, Diego Padilla). The facilitators led class discussions, organized debates, assigned readings and generally challenged the interns to explore issues related to such broad topics as the “History of Racism,” “Modern Day Civil Rights” and “Immigrant Assimilation into American Society.” Weekly field trips to culturally diverse neighborhoods in Los Angeles and films on the politics of discrimination and racism added to the rich curriculum.

The program’s main focus was to promote a healthy dialogue among the interns. Accordingly, what ensued this past summer was truly remarkable as nine very different people came together and deepened their understanding about diversity on college campuses and within the community at large. Topics such as interracial dating, women’s rights, same-sex marriages, affirmative action and racial profiling sparked heated debate. Emotions ran high as the interns often disagreed with each other; yet disagreement turned

into dialogue and eventually the interns were able to understand one another and respect each other’s differing opinions. Thus, the program’s aim was achieved.

One intern commented, “I’m glad I decided to participate in this program. It’s given me the chance to engage in dialogue with other people who may or may not agree with what I have to say ... I have been forced to challenge and examine my own thoughts and beliefs about certain topics.”

By the conclusion of the program, the interns had created an in-depth “action plan” to achieve a new diversity at Pitzer, a diversity of ideas and political ideologies. Part of this action plan includes several activities this semester aimed at furthering cultural tolerance on campus and promoting a dialogue among those with opposing world views. Additionally, the interns, concerned about racial tension in the city of Claremont and recent controversy about racial profiling by the Claremont Police Department, wanted to dispel the stereotypes many residents in Claremont have about people

of color. Consequently, next semester they plan to establish a “Let’s Talk Table” where passers-by in the Village can stop and chat.

Although there was obvious progress made during the program, much work remains to be done. Dialogue about diversity issues must continue as it is a constant struggle for tolerance to overcome closed-mindedness. I say this because I, too, learned many valuable lessons during this past summer. As a recent graduate of Pitzer, I felt my experience here equipped me with the tools to achieve tolerance. As I listened to the different opinions expressed by the interns and facilitators this summer, I learned that I had a long way to go toward open-mindedness. I felt ignorant all that I needed to learn in order to approach these serious issues. Only when I finally sat and listened carefully to the new perspectives of our Irvine Diversity Interns did I realize that there is no education that can fully prepare one for dealing with a problem that changes from day to day.



Sam Gelinas '07, David Saetang '07, and Leanna Mayzlina '07, all interns in the Irvine Diversity program, play a game designed to explore racial stereotypes during summer workshops held on the Pitzer campus.



philanthropy

“Philanthropy” comes from the Greek word *philanthropos*
 (“lover of mankind”).

According to the American Heritage Dictionary,

it means “the effort or inclination
to increase the well-being of mankind,
as by charitable aid or donations.”



We can help you make your gift last more than a lifetime.

Visit our new web resource for Gift Planning at <http://pitzer.edu/giftplanning>
or contact Greg Saks directly at greg_saks@pitzer.edu or (909) 621-8130.

Pitzer 1964:

Once in a Lifetime

I always enjoy finding my Pitzer boxes in bouts of house cleaning or most recently, moving. Old papers, course journals, pictures and newspaper articles bring back the smiles and memories of those very first years. Here were the invitations to the inauguration celebrating the presidency of John W. Atherton; the convocation for the dedication of Scott and Sanborn Halls; and the first graduation (and many that followed). Here were the course journals I kept for Professors Esther Wagner, Werner Warmbrunn, Steve Glass, Ruth Monroe, to name but a few and a multitude of term papers – all defining a college education. Here was my copy of *Roberts' Rules of Order* – a must for the Parliamentarian of the boisterous Town Meetings. Here was the famous *Culver-Dutton Sound Off!* in which an alternative to Community Government was outlined. And here, too, was the binder I kept during the creation of the Alumni Association and during my term as its first President.

Pitzer 1964 – We knew this was a once in a lifetime happening. I doubt I will ever forget the excitement, the passion and the sense of purpose. It was infectious. We were young, fearless, idealistic and naïve to be sure! But these very ingredients gave us the courage to venture beyond our experience and discover, to our joy, that we would survive. In so doing, we made friendships and memories that would last our lifetimes. It was everything a college education is supposed to be, plus.

Looking back, there are three qualities that I associate most with Pitzer: commitment, teamwork and communication. We didn't view it necessarily in these terms, but from the students to the trustees, we



LOUISE THORNTON, CLASS OF 1968

embraced the idea of creating a college community. By the very nature of community, we learned to work together toward the achievement of our goal. And we learned to communicate.

Boy, did we communicate! This was seen most obviously in our very vocal weekly Town Meetings, but also in our “usually more than

daily” *Sound Off!* This was a mimeographed communiqué from anyone in the community with something on their mind. Without a doubt we always knew what “the other guy” was thinking.

From the vantage point of an alumna, I still see these qualities in Pitzer. Fortunately, I have regular opportunities to return to campus. Most recently, I have been privileged to participate in the Pitzer Student Housing Master Plan Committee and am glad to see the community process is still at work. To be sure, I have heard cries of apathy and lack of involvement. But these were common laments even during my years and I think are the inevitable outcome of growth and a goal that was structurally completed.

Communication to such a large group is difficult, but it remains vitally important even in this world of over-communication. Fortunately, I have seen and heard of many types of communiqués and gatherings around campus so the attempt is being made and the information is out there for those who seek it.

It is also true that the years have changed the perspective from inward to outward and the definition of community has expanded to global. The commitment is no longer just to a small college community, but a better human community. The faculty continues to stretch the boundaries of knowledge, empowering our students/alumni to test their convictions in all they do. Pitzer has matured and become an institution of imagination and social purpose. And from their accomplishments, it is clear that Pitzer students and graduates have not lost that independence of spirit and individual passion that made it all so exciting 40 years ago.

“The commitment is no longer just to a small college community, but a better human community. The faculty continues to stretch the boundaries of knowledge, empowering our students/alumni to test their convictions in all they do. Pitzer has matured and become an institution of imagination and social purpose.”



2004 SAGEHENS SPORTS

Baseball

Date	Opponent	Place	Time	Date	Opponent	Place	Time
1/31	Masters	Away	11 a.m./2 p.m.	3/14	Kean (NJ)	Home	2:30 p.m.
2/06	Chapman	Home	2:30 p.m.	3/19	Menlo	Home	8:30 a.m.
2/07	Point Loma Nazarene	Away	1 p.m.	3/19	Menlo	Home	11:30 a.m.
2/10	Chapman	Away	2:30 p.m.	3/20	Eastern Connecticut	Home	8:30 a.m.
2/13	Azusa Pacific	Home	2:30 p.m.	3/20	Rutgers-Newark	Home	11:30 a.m.
2/14	Cal Baptist	Home	noon	3/27	Rutgers-Newark	Away	11 a.m./2 p.m.
2/20	La Verne	Away	2:30 p.m.	3/28	Cal State Hayward	Away	11 a.m.
2/21	La Verne	Home	11 a.m./2 p.m.	4/02	Cal State Hayward	Home	2:30 p.m.
2/27	Cal Lutheran	Home	2:20 p.m.	4/07	Cal Tech	Away	2:30 p.m.
2/28	Cal Lutheran	Away	11 a.m./2 p.m.	4/16	Whittier	Away	3 p.m.
3/05	CMS	Home	2:30 p.m.	4/17	Redlands	Home	11 a.m./2 p.m.
3/06	CMS	Away	11 a.m.	4/23	Redlands	Home	3 p.m.
3/09	Wesleyan University	Home	2:20 p.m.	4/24	Occidental	Away	11 a.m./2 p.m.
3/13	(CT)	Home	8:30 a.m.	4/30	Occidental	Away	3 p.m.
3/13	UW-Lacrosse	Home	11:30 a.m.	5/01	Whittier	Home	11 a.m./2 p.m.
3/14	Umass - Dartmouth	Home	8:30 a.m.				



Softball

Date	Opponent	Place	Time
1/30	Patten University (2)	Home	1 p.m.
2/06	Baptist University (2)	Away	1:30 p.m.
2/13	Hope International (2)	Away	4 p.m.
2/14	USC Club (Scrimmage)	Home	noon
2/20	Occidental	Away	3 p.m.
2/21	Occidental (2)	Home	noon
2/27	Redlands	Home	3 p.m.
2/28	Redlands (2)	Away	noon
3/05	Whittier	Home	3 p.m.
3/06	Whittier (2)	Away	noon
3/19	Linfield College	Whittier	TBA
3/20	Lewis & Clark (2)	Home	TBA
3/21	Pacific University (2)	Home	noon
3/26	La Verne	Home	3 p.m.
3/27	La Verne (2)	Away	noon
4/02	CMS	Away	3 p.m.
4/03	CMS (2)	Home	noon
4/16	Cal Lutheran	Away	4 p.m.
4/17	Cal Lutheran	Home	noon
4/18	Colorado College	CLU	TBA



Men's Track and Field

Date	Opponent	Place	Time
2/21	Pomona-Pitzer All-Comers	Home	10 a.m.
2/28	Whittier All-Comers	Whittier	10 a.m.
3/06	SCIAC Multi-Duals	Whittier	10 a.m.
3/13	CS Fullerton Invite	Fullerton	10 a.m.
3/19	Occidental Distance Carnival	Eagle Rock	6 p.m.
3/20-21	Northridge Dec/Heptathlon	Northridge	All Day
3/27	UCSD Multi-Team Meet	La Jolla	11 a.m.
4/03-04	CA/NV Champs	SLO	2 p.m.
4/10	Azusa Pacific Invite	Azusa	10 a.m.
4/16	Pomona Pitzer Invitational	Home	8:30 a.m.
4/17	SCIAC Prelims @ Oxy	Eagle Rock	1 p.m.
4/19	SCIAC Finals @ Oxy	Eagle Rock	1 p.m.
4/24	UC San Diego Invite	La Jolla	10 a.m.
5/01	UC Irvine Invite	Irvine	10 a.m.
5/08	Occidental Invitational	Eagle Rock	4 p.m.
5/15	CMS-Claremont Classic	Claremont	4 p.m.
5/27-29	NCAA III Nats	Decatur, IL	All Day

Women's Track and Field

Date	Opponent	Place	Time
2/21	Pomona-Pitzer All-Comers	Home	10 a.m.
2/28	Whittier All-Comers	Whittier	10 a.m.
3/06	SCIAC Multi-Duals	Whittier	10 a.m.
3/13	CS Fullerton	Fullerton	10 a.m.
3/19	Occidental Distance Carnival	Eagle Rock	6 p.m.
3/20-21	Northridge Decath./Heptathlon	Northridge	All Day
3/27	UCSD Multi-Team Meet	La Jolla	11 a.m.
4/03-04	CA/NV Champs	SLO	2 p.m.
4/10	Azusa Pacific Invite	Azusa	10 a.m.
4/16	Pomona-Pitzer Invitational	Home	8:30 a.m.
4/17	SCIAC Prelims @ Oxy	Eagle Rock	1 p.m.
4/19	SCIAC Finals @ Oxy	Eagle Rock	1 p.m.
4/24	UC San Diego Invite	La Jolla	10 a.m.
5/01	UC Irvine - Steve Scott Invite	Irvine	10 a.m.
5/08	Occidental Invitational	Eagle Rock	4 p.m.
5/15	CMS - Claremont Classic	Claremont	4 p.m.
5/27-29	NCAA III Nats	Decatur, IL	All Day

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