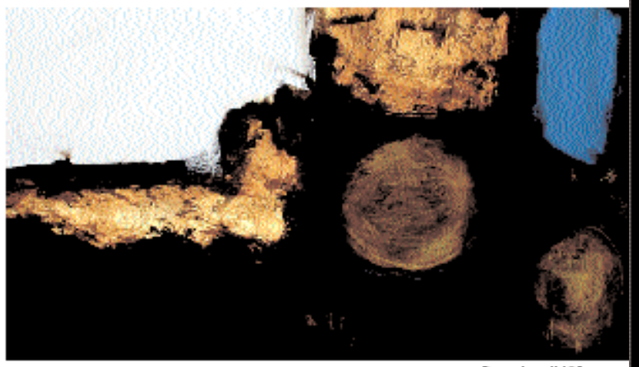
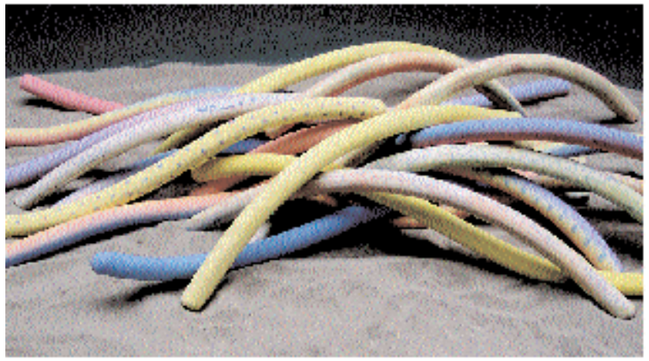
PITZER COLLEGE

2nd Annual Alumni Exhibition

Alexandra H. Nichols '91



Dana Lovell '01



Damian M. Ross '99

Hope White '01

This year s alumni show features the works of four Pitzer alumni: Alexandra H. Nichols 91, Dana Lovell 01, Damian M. Ross 99 and Hope White 01. The exhibition will run through Aug. 12.

COMING SOON TO PITZER S NICHOLS GALLERY: The Carl Hertel Exhibition, a selection of his paintings and lithographs, will run Aug. 23 Sept. 30, opening Saturday, Sept. 10, 6 8 p.m.

PITZER COLLEGE
A MEMBER OF THE CLAREMONT COLLEGES

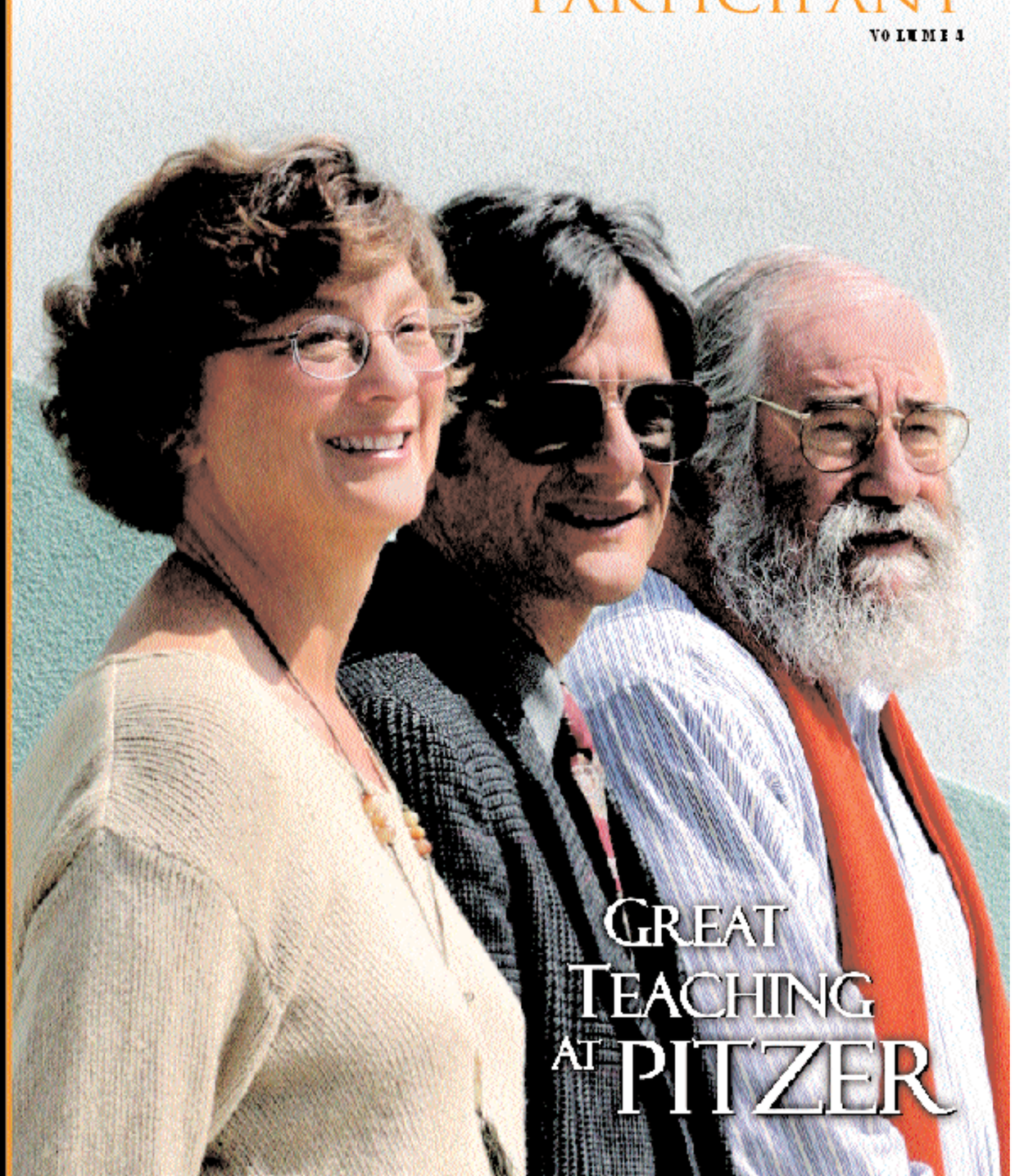
1050 NORTH MILLS AVENUE
CLAREMONT, CA 91711-6101

ADMISSION APPLICATIONS SOAR ▪ PITZER BREAKS NATIONAL FULBRIGHT RECORD ▪ COMMENCEMENT RECAP

PITZER COLLEGE PARTICIPANT

SPRING 2005 ▪ MAGAZINE FOR ALUMNI AND FRIENDS

VOLUME 4



GREAT TEACHING AT PITZER

PITZER COLLEGE
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A member of the Claremont Colleges, Pitzer College is a private liberal arts and sciences institution, committed to values of academic excellence, interdisciplinary perspective, intercultural understanding and social responsibility. *The Participant* 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*. The *Participant* is published online in PDF format at *www.pitzer.edu*.

FIRST THINGS FIRST

Gift Establishes the Firestone Center for Restoration Ecology

A moving ceremony was held March 19 at a stunningly beautiful ocean view site on Finca la Isla del Cielo, near the town of Dominical, Costa Rica, to dedicate international ecologist Diane Firestone s generous gift of her 145 acre farm to establish the Firestone Center for Restoration Ecology at Pitzer College. More than forty attendees, including Firestone s family and friends, neighbors, local conservationists and College representatives celebrated later at a fiesta with local cuisine and a marimba band on the neighboring ecological preserve, Hacienda Barú.

Firestone Center for Restoration Ecology at Pitzer College

The Hacienda s director, Jack Ewing, spoke eloquently about Firestone s decade long efforts to bring the farm, once an overused and depleted cattle ranch, to its current state of natural restoration. An ecological easement is being recorded to preserve the existing biodiversity of the property and limit noneducational development in the future. Firestone said she believes that under Pitzer College s stewardship the farm will have a wider educational impact on a broader audience, and through that process her vision for the farm will be realized. She intends to continue her involvement with the property and Pitzer College through participation in the Center s Board of Friends.

The new Firestone Center will be home to programs in Pitzer s science, language and international studies curricula, and provide new opportunities for faculty research and student engagement in an intercultural context. Given the property s location and offerings, the connections and resources within the surrounding communities, the interests of the College faculty, and Firestone s vision, the Center will feature local collaborative resource management, a focus on human and tropical ecology, the study of reforestation and sustainable agriculture/permaculture practices on the farm, and

Diane Firestone signs over her 145-acre Costa Rica farm to Pitzer College President Laura Skandera Trombley.

community based education including intensive language and culture studies.

Firestone has completed extensive research into innovative uses of bamboo for construction and other purposes. Consequently, the farm also includes a significant bamboo plantation that could produce an annual harvestable crop of timber bamboo between 7,000 and 10,000 poles per year. Pitzer will manage the bamboo plantation to preserve the health, beauty and financial investment that the plantation represents, including annual thinning and harvesting for construction on site or sale.

Firestone said, I am very pleased and proud to witness the farm enter this next phase of its evolution. As a steward of the land for the past twelve years, it has always been my vision to see a greater number of people benefit from the beauty of La Isla del Cielo and the teachings it has to offer. Pitzer College brings a wealth of experience and diversity of talents to the farm that, combined with their enthusiasm and dedication to excellence, will create fantastic new learning opportunities there. As I have come to know Pitzer over the past several months, I find them to be a group of open minded and visionary individuals with a concern for the community around them and for the environment.

Pitzer College Dean of Faculty Alan Jones said, The creation of the Firestone Center is the culmination of a dream that has been in development for many years at the College. That our faculty will have an opportunity to pursue their interests in restoration and human and tropical ecology in this remarkable place is an enormous step forward for the entire academic program.

PITZER COLLEGE
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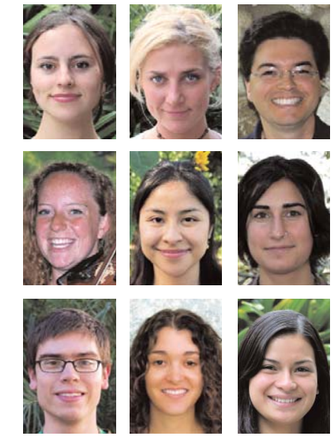
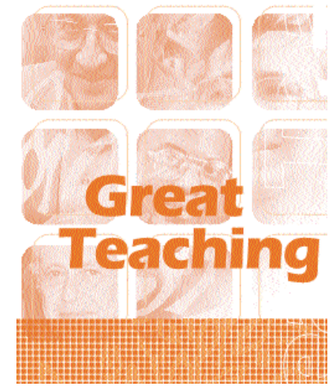


4 Fulbrights and a host of other major national awards



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COMMENCEMENT 2005

President's Charge

To the Graduating Class ■ May 15, 2005

It is my great pleasure and honor to issue my charge to the Class of 2005. Seniors, this is one aspect of our work together that is most special, and I have reflected on just how much is at stake in this stage of our dialogue.

The Pitzer culture is devoted to initiating a lifelong intellectual conversation, and together we have reached this critical moment in our relationship, your gradua tion. I am confident that you, the members of the Class of 2005 will heed my charge:

Engage actively all your lives in the political process which includes all discussions where matters affecting humanity are debated and decided;

Demonstrate in every social quarter the importance of a critical awareness, and the necessity of taking an active role;

Listen with compassion to the fears of those who disagree with you;

And fight with all your intelligence and dignity and youth for that in which you believe.

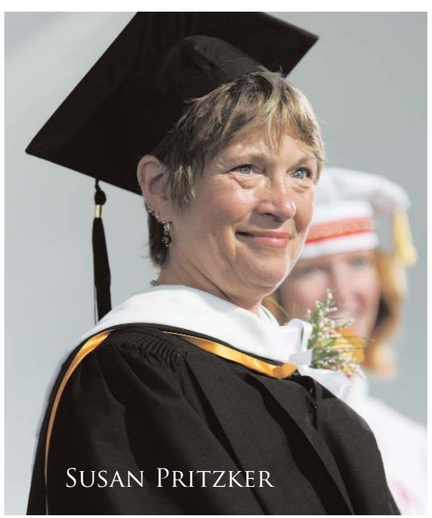
At this hour, this minute, this moment, your strengths and values, individually and as representatives of our common institutional culture, are more vital to liberty, freedom of speech, and social justice than ever before.

Together we, the members of the Pitzer community who will remain here, and you, the members of the Pitzer community who steadfastly carry our tradition and values into the wider world together we shoulder the responsi bility of giving life to our motto: *Provida futuri* Mindful of the future.

We are proud to have been part of your early career knowing how one life lived in the present has an extraordinary effect on the life we will all share in the future. I offer to you all my sincerest congratulations and we will miss you. Dear friends, I present to you the Class of 2005.

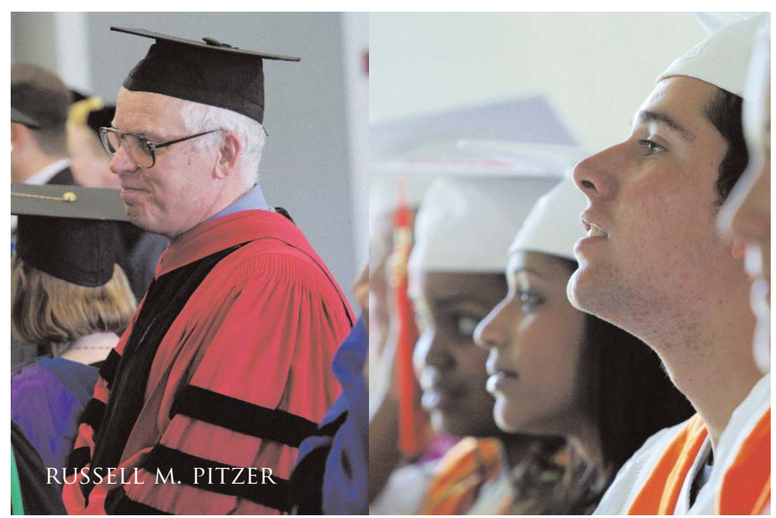
■ *President Laura Skandera Trombley*

PHOTOS BY PHIL CHANNING

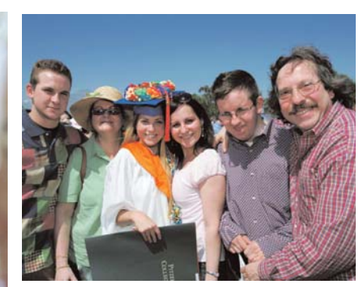


SUSAN PRITZKER

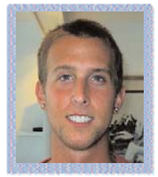
SARAH WEDDINGTON



RUSSELL M. PITZER



Ten Fulbrights Among Major National Awards


Shoni Blitstein '05

Nancy Castillo '05

Annalily Charles '05

Sebastian Dettman '05

Jennie Gubner '05

Oceana Lamberto-Egan '05

Lisa Okamoto '05

Leanne Stein '05

Susannah Welch '05

David Wells '79

Pitzer College has earned a record ten Fulbright Fellowships for the 2005 2006 academic year. Nine Pitzer College students and one alumnus have been awarded Fulbright grants to continue in their fields of study. One additional Pitzer student has been designated as an alternate. Pitzer College exceeded its 2003 national record of six Fulbright Fellows for schools of its size.

Fifteen Pitzer students were recommended for Fulbright Fellowships for 2005 2006 by the U.S. Fulbright Committee. The majority of students recommended at the national level participated in Pitzer College s External Studies program.

This year s Fulbright winners include Nancy Castillo 05 (Ecuador), who also won a Coro Fellowship; Jennie Gubner 05 (Argentina), who also won a Watson Fellowship; Leanne Stein 05 (South Korea); Shoni Blitstein 05 (South Korea); Annalily Charles 05 (first ever to Taiwan); Sebastian Dettman 05 (new Indonesia program); Lisa Okamoto 05 (Spain); Oceana Lamberto Egan 05 (Malaysia); Susannah Welch 05 (Andorra); David H. Wells 79 (alumnus Fulbright to Bangladesh, Nepal, Sri Lanka and India); and Genevieve Winter 05 (alternate for Sweden).

For more on Pitzer's numerous award-winning students, visit:
www.pitzer.edu

McNair Scholar

Juan Alvarez 06 has been awarded a scholarship by the McNair Scholars Program. Juan is a political science major whose long range plans include completion of a J.D. and a Ph.D. in American or comparative politics.

Juan Alvarez '06

The McNair Scholars Program was created in honor of Ronald E. McNair, an African American engineer, scientist and astronaut whose life tragically ended in 1986 while aboard NASA s Challenger space shuttle.

Public Policy Fellowship

Rebecca Takahashi 06 has been named a Public Policy and International Affairs Fellow. PPIA is a national program that prepares young adults for an advanced degree and ultimately for careers and influential roles serving the public good.

Rebecca Takahashi '06

Rebecca is a double major in political studies and history with an economics minor. She will participate in a seven week program of intensive economics and policy analysis classes at the University of Michigan, Ann Arbor.

Rebecca studied abroad in the Pitzer in Costa Rica Program.

Internship in Ireland

Sarah Hersh 05 has been awarded a summer internship to work at the Institute of European Affairs (IEA) in Dublin, Ireland, the only one given by the European Union Center of California. Sarah, a major in political studies and a minor in Spanish, studied abroad in Granada, Spain.

Sarah Hersh '05

The IEA s mission is to contribute to the study of Irish policy on European integration.

Following the internship, Sarah plans on seeking employment in the field of public policy analysis and pursuing a master s degree in public policy.

Two Kemper Scholars

Pitzer College freshmen Jackeline Martinez of Los Angeles and Mauricio Pantoja of Pomona have been selected by the James S. Kemper Foundation as Kemper Scholars. The Kemper Scholar Program, now in its 56th year, is one of the oldest programs of its kind. Colleges may participate only by invitation from the Foundation.

Jackeline Martinez '08

Mauricio Pantoja '08

Pitzer College is pleased to be among a select group of colleges to receive this special grant award, and we are particularly honored that two of our students were chosen to participate in Kemper s outstanding program this year, President Laura Skandera Trombley said.

Both Pitzer students are planning double majors: Jackeline in psychology and political studies and Mauricio in political studies and economics.

U.N. Symposium

Blake Russell 05 was selected as an intern at the Alliance Toward Harnessing Global Opportunities (ATHGO) International Spring 2005 Symposium. Blake, a double major in international and intercultural studies and foreign languages and cultures, said the conference allowed her to take a closer look to understand the mechanisms that make up the United Nations.

Blake Russell '05

The symposium involved 400 students and entry level public servants from world universities and U.N. Permanent Missions.

Blake participated in the Pitzer in Italy External Studies Program. She is fluent in several languages, including Italian and French.

IN THE NEWS

California Turns Toward Rehabilitating Juveniles
Christian Science Monitor
May 27, 2005

After decades of tough policies, America s most populous state is poised to reverse its direction in its approach to the incarceration of youth from punishment to rehabilitation.

California and other states face several hurdles in moving toward a more rehabilitative model. One is funding. California has been struggling to overcome one of its biggest deficits in history. Lawmakers are being pulled in several directions as they look to cut programs from education to welfare.

Others believe the punishment vs. rehabilitation debate ignores a larger struggle over social values. They say it leaves out discussion of reforming national attitudes about incarceration altogether and the uneven percentages of blacks, Hispanics and whites in prison. Until you have the larger discussion on jobs, civil rights, it s hollow to talk about rehabilitation, says Barry Sanders, a historian at Pitzer College in Claremont, Calif.

Ex Riordan Aide Is Transition Head
Los Angeles Times
May 24, 2005

Los Angeles Mayor elect Antonio Villaraigosa announced Monday (April 23) that the woman who ran former Mayor Richard Riordan s City Hall staff will head his transition staff.

The announcement came as Villaraigosa s landslide victory over Mayor James K. Hahn last week continued to attract nationwide attention.

Robin Kramer, 51, has a wealth of experience in Los Angeles city government and has also worked many years for private foundations.

Kramer, a Pitzer trustee, is a 1975 graduate of the College.

The Paradox of the Hedge
Los Angeles Times Magazine
May 22, 2005

The magazine article explored hedge lined lawns common around the Los Angeles area and the significance of those hedges.

Even without the broken glass and its exclusionary brutality, most enclosed front yards simply become dead space, the article explained. They go unused because they are realms of compression, not expansion; shadow, not light. Which are manifestations of the innermost qualities them selves, a subject that Pitzer College Professor Barry Sanders has been mulling over. Buried deep in the idea of hedges, he says, is a fear of phantoms. Spooky things happen there, Sanders says, nefarious stuff. Beginning in the late Middle Ages, all sorts of double dealings were done on these edges, and the men doing them were called hedgemen. This is where the seamy folks hung out.

The Man Date
The New York Times
April 10, 2005

The delicate posturing began with the phone call.

The proposal was that two buddies back in New York City for a holiday break in December meet to visit the Museum of Modern Art after its major renovation.

He explicitly said, I know this is kind of weird, but we should probably go, said Matthew Speiser, 25, recalling his conversation with John Putman, 28, a former classmate from Williams College.

The weirdness was apparent once they reached the museum, where they semi avoided each other as they made their way through the galleries and eschewed any public displays of connoisseurship.

While some men explicitly seek man dates, and others flatly reject them as pointless, most seem to view them as an unavoidable form of socializing in an age when friends can often catch up only by planning in advance. The ritual comes particularly into play for many men after college, as they adjust to a more structured, less spontaneous social life. You see kids in college talking to each other, bull sessions, said Peter Nardi, a sociology professor at Pitzer College in Claremont, Calif., who edited a book called Men s Friendships. But the opportunities to get close to another man, to share and talk about their feelings, are not available after a certain age.

For more Pitzer in the News items, visit the College News Center at www.pitzer.edu/news_center/index.asp

MITA BANERJEE, professor of psychology, presented, Teaching Feelings: The Connection Between Parents Emotion Beliefs and Parent Child Interactions at the Biennial Meeting of the Society for Research in Child Development in April in Atlanta.

PAUL FAULSTICH, professor of environmental studies, was highlighted in the publication, *The Fulbright Scholar Program*, for his research on Aboriginal art. He published the following entries in the *Encyclopedia of Religion and Nature*, (New York: Continuum International, 2005): Aboriginal Art, Nature, and Spirituality, Worldview and Natural History, Sacred Space/Place, Australian Rock Art, Ethnoecology and Geophilia. On sabbatical during spring semester, he developed three new courses and revised his others.

DAN GUTHRIE, professor of biology, was elected a Fellow in the American Association for the Advancement of Science and was elected to the regional Hall of Fame for U.S. Lacrosse.

MELINDA HERROLD MENZIES, assistant professor of environmental studies, published Amur Oblast, in *The Russian Far East: A Reference Guide for Conservation and Development*, with Josh Newell, ed. Within the chapter, she also authored highlighted pieces on Timber Trade with China, Timber Lease in Urkansky Zakaznik, Amur Bridge Construction, Cosmodrome at Svobodny and Hydroelectric Power Stations. She presented Caohai Nature Reserve and Infrastructure Development: Why the Impacts of a Nature Reserve s Infrastructure Projects Apparently Outweigh Those of China s Western Development Project, at the International Studies Association Annual Conference in March in Honolulu. In addition, she co organized and co facilitated the Participatory Biodiversity Conservation Workshop, funded by the Beahrs Environmental Leadership Program, held Jan. 14 in Guiyang, China.

NIGEL BOYLE, professor of political studies, was made a research associate at Trinity College Dublin. His book, *FÁS and Active Labour Market Policy 1985 2004*, (The Policy Institute, Trinity College Dublin), was published with the critical acclaim of Ireland s leading economic commentator, Brendan Keenan, in the *Irish Independent*.

Boyle also published Neo Liberalism and Labour Market Policy in Britain and Ireland: Ideational Coalitions and Divergent Policy Trajectories in *Neo Liberalism: Ideas, Interests and Global Economic Change* (New York Routledge 2005), A. Denzau, T. Willett and R. Roy (eds.) He presented FÁS and Active Labour Market Policy 1985 2004, to launch his book published by The Policy Institute on March 16, and presented The Irish Economic Miracle: A Crock of What? to the International Relations Colloquium on Feb. 8 at Pomona College.

Professor Nigel Boyle's book, *FAS and Active Labour Market Policy*, was officially launched in Ireland on March 14 at a gathering of Irish dignitaries.

BETH JENNINGS, assistant professor of sociology, presented the paper, The Politics of End of Life Decision Making: Computerized Decision Support Tools, Physicians Jurisdiction and Mortality, at a Sociology of Bioethics Conference (a mini conference within the Eastern Sociology Society s annual meeting) in March in Washington, D.C.

RONALD MACAULAY, professor emeritus of linguistics, is preparing a second edition of his book, *The Social Art: Language and Its Uses*.

LEE MUNROE, research professor of anthropology, presented a paper, Fathering and Fatherhood in Four Cultures, at the annual meeting of the Society for Cross Cultural Research in February in Santa Fe.

PETER NARDI, professor of sociology, has been elected president of the Pacific Sociological Association (PSA). The PSA is the nation s oldest regional sociology society and one of the two largest associations with more than 1,200 members. The president s primary responsibility is to organize the 2006 annual meeting in Los Angeles and to work with the executive director in other association matters. Nardi previously served for four years as the editor of the PSA s journal, *Sociological Perspectives*.

DAN SEGAL, Jean M. Pitzer Professor of Anthropology and History, co edited *Unwrapping the Sacred Bundle: Reflections on the Disciplining of Anthropology*, published by Duke University Press. Segal gave a talk, on invitation from the history department, in the spring at Rice University titled, From World History to Worlding History. He was re elected as the convener of the Section Assembly of the American Anthropological Association and member of the executive board in December.

SUSAN SEYMOUR, emeritus professor of anthropology, was awarded the Society for Psychological Anthropology s Stirling Prize for the best published work in psychological anthropology for 2003 04 at the society s biennial meeting held in San Diego. The award was presented for Seymour s paper, Multiple Caretaking of Infants and Young Children: An Area in Critical Need of a Feminist Psychological Anthropology, in *Ethos* Vol. 32, Issue 4, 2004.

Mita Banerjee

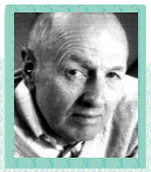
Paul Faulstich

Dan Guthrie

Melinda Herrold-Menzies

Beth Jennings

Ronald Macaulay



Lee Munroe

Peter Nardi

Dan Segal

Susan Seymour

Teresa Vazquez

Emily Wiley

Phil Zuckerman

Professor Served as American Psychological Association Division 20 President

Pitzer College Professor of Psychology Leah Light was elected president of Division 20 of the American Psychological Association for the 2004 2005 academic year. She previously served Division 20 as secretary, member at large, and chair of student awards.

Light has been with Pitzer since 1970. Her areas of expertise include human memory and cognition and memory and aging. Light and Professor of Psychology Deborah Burke of Pomona College have been co directors of the Claremont Project on Memory and Aging since its inception in 1981. Light s research is funded by the National Institute on Aging, one of the National Institutes of Health.

Light serves on the editorial boards of both *Psychology and Aging* and *Journal of Experimental Psychology: Learning, Memory, and Cognition*. She recently completed a six year term (1998 2003) as editor of *Psychology and Aging*, a journal of the American Psychological Association. She also serves on the National Research Council Committee on Assessing Behavioral and Social Science Research on Aging (Research Vitality). Light will begin a term on the American Psychological Association Publications and Communications Board on July 1.

Leah Light

The 1,400 members of Division 20 are involved in issues concerned with growth, development and decline across adulthood and old age. Their research focuses on cognitive processes, social and personality development, and clinical problems in later life. With a broad focus, the division includes clinicians and educators, as well as researchers, allowing for a healthy interchange of ideas and information about issues and problems in later life. Division members frequently testify before appropriate Congressional Committees and are actively involved in scientific, training, and professional issues within the American Psychological Association. The division was founded in 1945.

TERESA VAZQUEZ, visiting professor of Chicano studies and sociology, published the piece, A Tribute to Gill Chin Lim s Memory, in the *Journal of Planning Education and Research* 24:1, 2005. She organized the visit of the tour Femicide on the U.S. Mexico Border: Speaking Tour with a Mother of a Murdered Young Woman, in collaboration with the Claremont Colleges Intercollegiate Women s Studies Center and the Chicano/Latino Student Affairs Center, in March at Pitzer. She gave an invited talk, Challenging Expropriation and Privatization of Ejido Land: The Case of the Mexico City Airport, as part of the sixth annual Conference on Legal and Policy Issues in the Americas, University of Florida Conference Center, in May in Gainesville.

DANA WARD, professor of political studies, presented Herbert Read s Aesthetic Politics: Art and Anarchy, on invitation at The Herbert Read Conference, Tate Britain, June 2004. The paper will be included in *Imagination Seizes Power: Papers from the Herbert Read Conference, Freedom Press*, in 2005. Ward penned the review of *Emma Goldman: An Exceedingly Dangerous Woman*, directed by Mel Bucklin, in *American Historical Review*, October 2004, pp. 1248 49. Ward also wrote the review of *Citizens and Politics*, edited by J. Kuklinski, in *Perspectives on Politics*, 2003, vol. 1, no. 1, pp. 188 189.

Dana Ward, professor of political studies, in the Angkor Wat temple area in Cambodia

EMILY WILEY, assistant professor of biology, had an article published in the May issue of *Eukaryotic Cell* titled, Class I Histone Deacetylase Thd1p Affects Nuclear Integrity in Tetrahymena Thermophila. Wiley spent her spring semester sabbatical doing research at Rockefeller University, New York City, in the lab of Dr. C. David Allis.

PHIL ZUCKERMAN, associate professor of sociology, will be on sabbatical for the year 2005 2006; he will be working at the University of Aarhus in Denmark, gathering data for a new book on secularization in Scandinavia. His book, *Invitation to the Sociology of Religion*, has been translated into Farsi and was published in Iran in May.

$3-Million Gift Honors Kenneth S. and Jean M. Pitzer

Pitzer College Trustee Emeritus Peter Gold and his wife, Gloria, committed their generous $3 million gift to Pitzer College in honor of two significant members of the Pitzer community: Kenneth S. and Jean M. Pitzer. The naming gift is for the third residence hall in the first phase of Pitzer College s Residential Life project and will be known as the Kenneth S. and Jean M. Pitzer Hall.

Kenneth and Jean Pitzer continued in the philanthropic tradition of Pitzer College founder Russell K. Pitzer. They provided support for the Flora Sanborn Pitzer Professorship, the Jean M. Pitzer Archaeology Laboratory and the Jean M. and Kenneth S. Pitzer Annual Scholarship. Following their death, a generous bequest endowed the Kenneth S. Pitzer Professorship and the Jean M. Pitzer Professorship. Recently, the Pitzer Family Foundation endowed the Annual Scholarship that Kenneth and Jean began funding in the early days of the College.

Kenneth S. Pitzer, the eldest son of Russell K. Pitzer, served the College as a member of the Board of Trustees, joining the Board in 1966, just three years after the founding of the College. Pitzer remained an active trustee until 1983 and a life trustee until his death in 1997. His distinguished lifetime achievement through science, education, administration, public service and philanthropy makes him truly deserving of this honor. His illustrious career included presidency of Stanford University and Rice University and Dean of the College of Chemistry at the University of California, Berkeley.

A member of the National Academy of Sciences, Kenneth S. Pitzer was recognized with many prestigious awards, including the National Medal of Science, the Priestley Medal of the American Chemical Society, the Gold Medal of the American Institute of Chemists, and the Robert A. Welch Award.

We want the students who live in the residence halls that bear the Pitzer name to get to know the inspirational example of a life well lived and of the multigenerational support of an extraordinary family, President Laura Skandera Trombley said. We are pleased to have this opportunity to acknowledge what they have accomplished for the College.

This will be the first building at the College to bear the Pitzer name. The Pitzer family provided funding for the Pitzer Auditorium at the Pomona Valley Hospital Medical Center, Pitzer Hall at Claremont McKenna College and the Pitzer Lodge at Pilgrim Place in Claremont.

Admission Numbers Hit Historic Highs

The Pitzer Office of Admission joins the chorus of good news at the College. Pitzer received 3,252 applications, the largest number in College history. The admit rate dropped to the lowest ever at thirty nine percent. Pitzer did not have to go to the wait list due to 262 students committing. Forty seven Latinos accepted offers of admission, another record for the College. Students of color make up thirty four percent of those accepting our offer of admission.

Admission officers visited 471 high schools across the country this year. In addition to the tremendous amount of outreach to find those students best suited for Pitzer s unique education, the College also hosted thirty nine students at our Diversity Open House program, the largest number of students of color to ever attend the event. Pitzer expanded its On Campus Days to two in the fall and two in the spring (admitted students only) due to the increase of students and their parents wanting to attend these events. Pitzer s high profile, excellent reputation, and commitment to diversity continue to pay dividends with each new admitted class.

jumpstart
SPARK A LIFE

Jumpstart Claremont held its annual Jumpstart for a Day Literacy Fair on April 29 at Pitzer. Children and their families attended from Danbury State Preschool, San Antonio Preschool, Vista Preschool, and Easter Seals Child Development Center. We had approximately 62 children, 32 family members, and many teachers and volunteers. Also present were familiar Claremont community faces that participate in our weekly Family Literacy Nights at the Claremont Public Library.

PHOTOS BY JAY COLLIER

Pitzer College Selected by The Princeton Review as a 'College with a Conscience'

Pitzer College is one of the nation s best schools fostering social responsibility and public service, according to The Princeton Review and Campus Compact. Pitzer College is one of eighty one institutions in thirty three states that The Princeton Review commends and features in its forthcoming book, *Colleges with a Conscience: 81 Great Schools with Outstanding Community Involvement* (Random House / Princeton Review Books.)

A college with a conscience, says Robert Franek, Princeton Review vice president of admission services, has both an administration committed to social responsibility and a student body actively engaged in serving society. Education at these schools isn t only about private gain, it s about the public good.

The Princeton Review partnered with Campus Compact, a national organization committed to the civic purposes of higher education, to develop and select schools for *Colleges with a Conscience*. The book s editors also invited dozens of organizations with expertise in campus community service and student engagement to nominate colleges for inclusion. Criteria included: the college s admissions practices and scholarships rewarding community service; support for service learning programs, student activism and student voice in school governance; and level of social engagement of its student body.

The Princeton Review and Campus Compact winnowed a list of 100 schools from a pool of more than 900 colleges. From this short list, the editors collected extensive data about schools service programs and policies, surveying their students and faculty/staff. The eighty one schools chosen for *Colleges with a Conscience* represent a diverse range of institutions by geographic region, campus size, setting (urban/rural) and type (public/private).

> **A college with a conscience, has both an administration committed to social responsibility and a student body actively engaged in serving society.**
>
> *Robert Franek*
> *Princeton Review V.P. Admission Services*

Each two page profile provides detailed information about civic engagement and service learning programs on campus, in the classroom and in the community, as well as advice for applicants. The book also includes a section on researching colleges with service learning programs and gaining financial support for service. Profiles of 15 students share perceptions and feedback about their civic engagement activities, advice and experience.

The Princeton Review (*www.princetonreview.com*) is known for its classroom and online test prep courses, books and other education services. Headquartered in New York City with offices across the U.S. and abroad, it is not affiliated with Princeton University or ETS. Campus Compact (*www.compact.org*) is a national coalition of more than 950 college and university presidents committed to supporting the public purposes of higher education.

Summer Session

Summer Session at Pitzer is again conducting full credit courses for students of the Claremont Colleges and other four year colleges and universities. This year, nineteen courses are offered by Pitzer faculty across a wide variety of disciplines during the six week term. In its second year, Summer Session is becoming an increasingly popular option for students and serves more than ninety six students this summer, a fifty percent increase over last summer. To learn more, please visit *www.pitzer.edu/summer* or contact Rob Fossum in the Office of Special Programs at (909) 621 3896 or *Rob_Fossum@pitzer.edu*.

NAMASTE!

Teaching Excellence in External Studies Around the World

In learning Nepali either in Kathmandu or Darjeeling, Pitzer students typically move from novice to advanced on the American Council of Teachers of Foreign Languages (ACTFL) Oral Proficiency scale in just four months. With 180 hours of instruction and by living with host families, students become fluent enough to conduct community based research projects in Nepali in the last month of the program.

Carol Brandt

Similar feats of language learning take place in our programs around the world. What informs this success? Learning language that is immediately relevant to life in the communities in which the students find themselves. Our language faculty abroad understand the inextricable link between language and culture and the importance of students using every bit of language they learn each day to enter more and more of that culture.

Eighty percent of Pitzer students study a language while on external study (more than half study a non Western language). Seventy two percent participate in a homestay. Nearly seventy percent conduct an independent study project while abroad using their new language and cultural navigation skills. The majority of Pitzer s record holding Fulbright award winners participated in programs featuring the Pitzer model of intensive language, homestay, independent study and cultural immersion.

Pitzer s international students do similarly impressive work in mastering American English. Tomoko Hayashi (PACE 95) graduated from the Fletcher School at Tufts for international relations and now works for the United Nations. Bridge and Pitzer graduate Ann Lee Hong (00) just graduated from Tulane Law School. In the coming year, fifteen students from Waseda University will do a study abroad year at Pitzer College through which they have the choice of joining Pitzer students on one of our external study programs in yet another country during their second semester. Tri cultural studies!

Summer 2005 will showcase more innovation in teaching and learning abroad through Summer International Undergraduate Research Projects for eight students. Under the direction of Professors Scot Gould, Ethel Jorge, Melinda Herrold Menzies and Donald McFarlane, projects include physics in Turkey, biological baseline studies and community asset mapping at the Firestone Center for Restoration Ecology in Costa Rica and economic reform in rural areas affecting agriculture and conservation in China and the Russian Far East. Professors Linus Yamane and Nigel Boyle will lead an additional twelve Pitzer and CMC students on a summer study trip to Japan on Asian political economy. They will join President Laura Skandera Trombley at an event at Waseda University to celebrate the new Pitzer Waseda partnership.

There is more curricular innovation to come. Beginning Fall 2005, neuroscience students in Claremont will have the chance to study the intersections of neuroscience and traditional Chinese medicine in the Pitzer in China program. In Fall 2006, Pitzer in Botswana students can focus their studies on AIDS/HIV and Vulnerable Children.

In Nepal, at the end of a good story telling session in the village, a member of the audience will say *Bhannelaai phulko maalla. Sunnelaai sunko maala.* A flower garland for the speaker. A golden garland for the listener. Kudos and garlands to Pitzer s outstanding educators in language and culture around the world!

Carol Brandt, Vice President for International Programs

PITZER EXCHANGES WITH PAYAP UNIVERSITY

Payap University Professor John Butt, Payap Vice President Martha Butt, Pitzer President Laura Skandera Trombley, and Payap President Boonthong and his wife Duangduen met in April to promote exchanges between Pitzer and Payap in Thailand.

FACULTY WORKSHOP WITH WASEDA UNIVERSITY

Waseda professors Niimi, Pokarier, Hamakawa and Nussbaum met with President Laura Skandera Trombley and Carol Brandt, vice president for international programs, for a faculty development workshop at Pitzer in March.

PHOTO BY CATHERINE OKEREKE '00

Education's intangibles matter most to alumni

Dear Friends,

At our recent alumni reunion weekend, I had many conversations with Pitzer alumni about their happy and rewarding experiences at the College. I would like to reflect about what I have heard from the classes of 70, 75, 80 et al. that pertains to our special *Participant* issue highlighting teaching.

Increasingly institutions of higher education feel external pressures to account for the viability and value of what we do through various accrediting agencies and through state and federal legislatures. We are also, appropriately, vitally interested internally in attaining an improved sense of our ability to positively influence the intellectual development of all our students. This spring a standing campus committee made up of faculty, staff, and students interested in increasing/ improving the learning environment for the campus community recommended to College Council that a campus teaching and learning center be established. I look forward to the fall as discussion and planning for the center will begin in earnest.

President Laura Skandera Trombley

At our reunion, we held two memorial services for greatly beloved, long retired faculty members who passed away this year, Carl Hertel and Lucian Marquis. Former students came, many from great distances, and tried to articulate why these individuals were still so important to them after so many years. What I heard is that these faculty possessed an ability to make you feel you belonged on our campus and convinced you of your promise. Alumni talked about how these faculty members had revealed to them an exciting, often difficult and frustrating, world of thought. Their understanding of the world and their existence changed as a result of their learning experience in conjunction with our faculty. One alumnus said he hadn t fully realized or appreciated his college education until decades after he graduated. These comments speak to a measurement that, I think, is difficult to create, although I dare say most of us involved in education both as students and as teachers have had experiences of this kind. Perhaps this is where assessment becomes most difficult. Quantity we can measure, yet thought and its expansion is far more difficult to try to capture. The intangibles of the education experiences mattered the most to the alumni I heard.

In this issue we pay homage to three very special faculty members. Professors Jill Benton, Barry Sanders and Rudi Volti have retired after more than 90 combined years of teaching. Joining them in this edition of *The Participant* are several other familiar faces, all representing just a small portion of the great teaching that makes Pitzer College a leader among private liberal arts colleges.

Improving and developing their craft

Great teaching requires an enormous amount of ongoing work and prepa ration both inside and outside of the classroom. In my own experience, the energy derived from actively participating in the development of a dynamic field like neuro science fuels classroom discussion and engages students as agents in the ongoing process of discovery.

At Pitzer, the additional opportunities to participate in interdisciplinary scholarship and teaching and to meet colleagues halfway in the development of new courses, have been extraordinarily important in my own intellectual development. The process has provided context and richness to my appre ciation of my own discipline and has greatly informed discussions in the classroom. In addition, this ongoing spirit of interdiscipli nary educational entrepreneurship has led directly to the development of community based pedagogies for which Pitzer is now recognized as a national leader. In engaging in this process, I am con stantly reminded of Albert Einstein s admonition to read lightly in your own discipline but deeply in the disciplines that surround it.

Alan Jones
Dean of Faculty

A second aspect of great teaching is to pay attention to your students, to the questions that they pose and to the looks on their faces. A great teacher learns to read the students in a classroom. It becomes apparent when it s appropriate to push forward with a line of discussion and when it s necessary to back up and reconfig ure. No two classes are the same.

Finally, great teachers recognize that edu cation does not begin and end at the class room door. Some of the most meaningful moments I ve had as an educator have been in conversations on river trips or hikes or sometimes when a student just shows up at my office door. Contrary to the currently fashionable ideological line that faculty members in the Academy are overpaid and under worked, great teachers, such as those employed at Pitzer, devote their lives to the profession and to their students, and they are constantly at work improving and devel oping their craft.

Perspectives on Teaching Excellence

Great Teaching Changes Lives at Pitzer College

Great teaching. What is it? Can it be learned or is it born only from natural talent? Is great teaching timeless or does it change with subse quent generations? Pause for a moment, as I have done so often while writing this article, and reflect on your favorite, best (may not have been your favorite) and most influential teacher. It is often thought that great teaching is bet ter determined years hence.

The Pitzer graduating Class of 2005 selected Professor of English and the History of Ideas Barry Sanders as their student marshal, an honor bestowed upon a facul ty member who has significantly enhanced the overall educational environment at Pitzer College. Professor Sanders started teach ing full time in 1963 and, aside from his first day, he says teach ing has been an utter delight dur ing those forty years. He says, Students have changed dramati cally and in a wholesale way; and, at the same time, they have remained absolutely the same. They respond and I assume, I hope, they always will to the person in front of the room who treats them with genuine respect and rewards them with close attention. I learned this obvious truth beginning my second day in the classroom. I have had it brought home to me, in the most poignant ways, these past few years teaching in the probation camps.

Regarding his first day of teaching? Well, he declares he was just too nervous to really enjoy the show.

Professor of Mathematics Judy Grabiner, recipient of the presti gious Deborah and Franklin Tepper Haimo Award for Distinguished College or University Teaching, (Mathematical Association of America, 2003) is inspired by four principles. 1) Start where the stu dents are. Work with the students you actually have, not some ide alized learner or younger version of yourself. 2) People have differ ent ways of learning. In mathe matics, that suggests teaching with visual explanations as well as algebraic and numerical ones, and making links with different cultures and history as well as with science and economics. 3) Questions are signs of engage ment with the material; respect and encourage them. 4) Dissent and debate are essential to learn ing and also to the advancement of knowledge. Work to preserve academic freedom for both teach ers and students.

Professor of Classics Steve Glass takes a measured approach. Given time, I could certainly write an entirely diffident essay on this most difficult craft teaching which I don t fully understand and which I perform successfully only occasionally, but I am absolutely stumped as to how to reduce the topic you suggest to three to five sentences, he says. That will have to be left to colleagues more secure in their convictions and the distillation thereof than I.

Professor of English/PACE Lissa Petersen notes increased learning opportunities available since her Pitzer tenure began in 1977 when she joined others in creating Pitzer s PACE program to provide English language education for international students. She states, Our mission was exciting: to build a program from scratch that would help fulfill the College s commitment to intercultural understanding. This commitment reflects a key element of great teach ing: the ability of the teacher to be the learner to see the world through the eyes of others and to grow by learn ing from their perspectives. Today, Pitzer offers all of us so many more opportunities than it did in the 1970s to listen to truly and respectfully lis ten to the voices of others, and of each other.

Sociology Professor Peter Nardi says he believes that faculty and stu dents have become increasingly col laborative in their discovery of knowl edge, away from the older method of one way lectures and passive note takers as a result of the arrival of the information highway and high tech nology age. Communicating an enthusiasm for a subject coupled with a willingness to learn about new knowledge in a subject has been and continues to be central to excellence in teaching. This hasn t changed over the years. What is different is a genera tion of young people exposed to the multi tasking capabilities of comput ers, the randomness of iPods, the cul tural language of movies and TV. These media create a need to become even more innovative and interactive in the way we design our classes.

Professor of English and World Literature Ntongela Masilela says teachers must give students the tools for critical thinking. An excellent teacher seeks to impart to her or his students a critical imagination, he says. A critical imagination will hopefully enable students to interro gate things, events or situations rationally and historically in the process of formulating their own eval uations and judgments. The ability to make judgments on the basis of knowledge, rather than through opin ion, will enhance the capacity of stu dents not only to make informed deci sions but also will enable them to become good citizens.

> **Teaching on the college level is learning. That s what is exciting about it it is not only conveying knowledge; it is adding to it.**
>
> *Al Wachtel*
> *Professor of English*

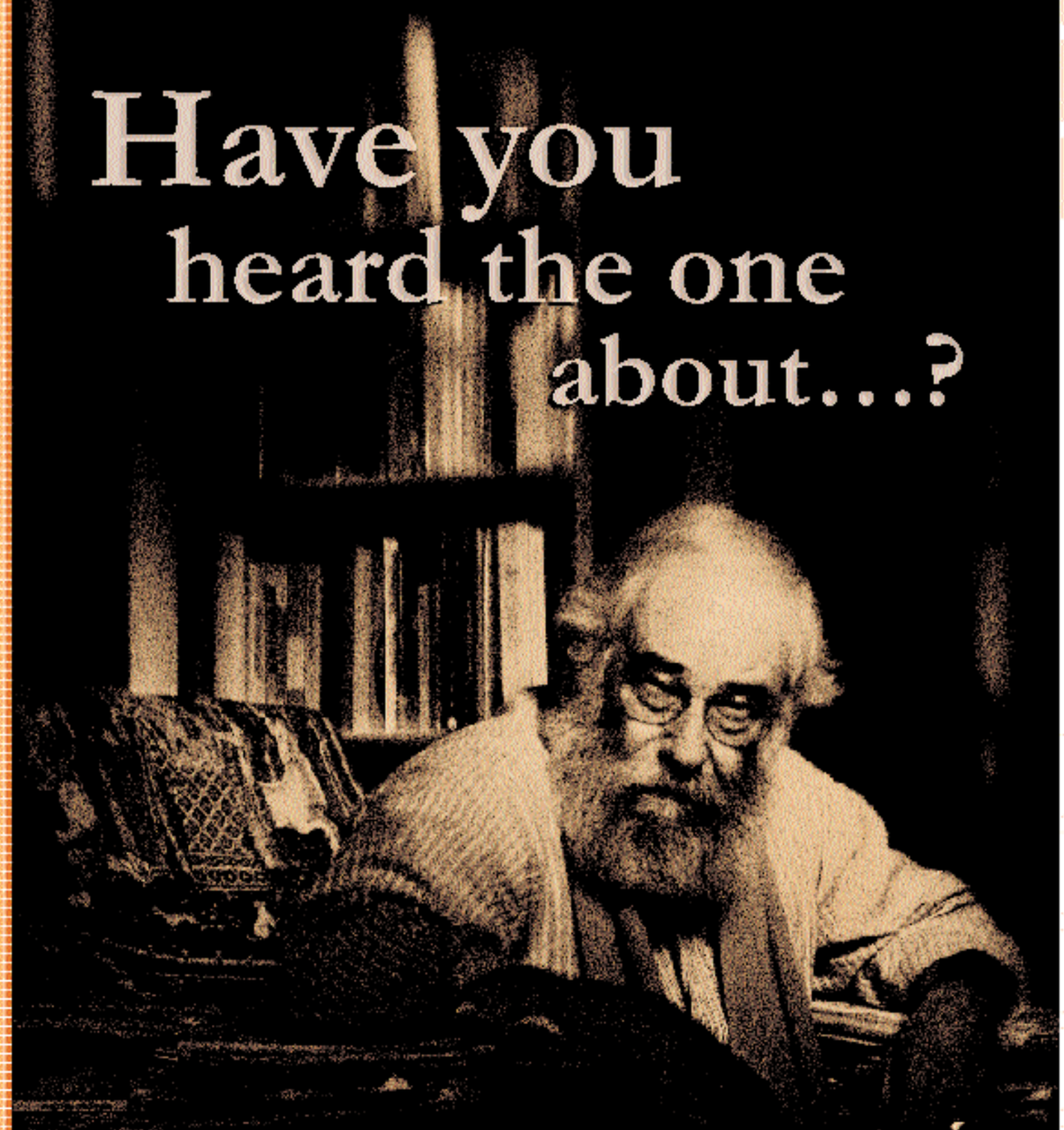
Professor of English Al Wachtel draws on classic characters to illus trate his response. Teaching on the college level is learning. That s what is exciting about it it is not only con veying knowledge; it is adding to it. Changes in the ethnic makeup of col lege classes are irrelevant to teaching in that realm. We are engaged in expanding the known. The inequities of treatment and opportunity that women and minorities have experi enced and are still experiencing are in fact very well known now. I spoke about and worked to amend those inequities when almost all of the faces in front of me were Caucasian. Othello, the preeminent military strategist in Shakespeare s play devot ed to him, could nevertheless be referred to as a black ram, a Barbary horse. Shylock, abused, misused and even spat upon by the Merchant of Venice, could nevertheless be viewed as wrong by his contemporaries. Shakespeare exposes such horrific inequities, but his audiences for hun dreds of years were so inured to injus tices against the other that literally they could not read his words correct ly. They took the vile words on the lips of Shakespeare s characters as the author s opinions. Those inequities are amended now. The question is what s next?

Extraordinary teachers such as the ones we have heard from (or included herein) are more important than they realize, and we owe them our grati tude. Great teachers make great col leges.

Susan Andrews

For Alumni perspectives on Great Teaching see page 24

Have you heard the one about...?



Professor Barry Sanders cracks wise on teaching

Talking to Barry Sanders in an empty classroom does him a great injustice.

Performers should never play empty halls. But there he sits, holding court while gesturing and casting sideways glances to where the students should be, playing to an audience of one.

Professor Sanders began teaching English and the history of ideas at Pitzer in 1972. His career, he says, was guided by words of advice from Pitzer Professor Lucian Marquis father. We still use the line in our house, Sanders says.

No matter what happens to you, ask the question: Who knows what it s good for? These questions from you, Jay, they don t mean anything unless you and I make some kind of connection. It s always about the surprise the other can bring you. It s about friendship and the exchange of ideas.

Connections form the core of Sanders legacy as he retires. Like the standup comic, the actor or any other performer, the teacher must bridge the distance between stage and audience. Care and be cared about or be irrelevant.

You have to love young people to be a great teacher, he says. I think this country, maybe the entire world, is really frightened of young people. I ve always found them really exciting. This is one of the few professions in the world that you get no training for. There is no class on teaching. And you know when you meet people whether they re good teachers. You don t have to see them in the classroom. They have to really care about those people sitting there. They have to absolutely respect them. And they have to pay attention to them and take them seriously. I really learned this teaching up in the prisons. Everybody, rich and poor, majority and minority, incarcerated and on the outside, they want to be respected, they want to be taken seriously and they want to be loved.

With more than forty years of teaching under his belt, most of them at Pitzer, Sanders says the last day was the best.

I know it s going to sound weird, but I did like them all. It s the thing I love to do because I am a ham, he says. But the best day was graduation. I felt very close to this last graduation class. It was a pretty neat day because I could advise students not to get a job because I never have felt that I ve had a job. In fact, at the beginning of my career I made a vow and I told my wife that if I ever said I was going off to work I would absolutely and utterly quit teaching that semester. I never said it. I retired for other reasons, wanting to do other things. It s never been a job to me. The last day of speaking to the class had a certain interesting context. Very much like them, I was being graduated. On Monday I would not be employed. For the last couple of weeks people have been asking me the same question they have been asking these young people: What are you going to do now?

> **You have to love young people to be a great teacher... I think this country, maybe the entire world, is really frightened of young people.**
>
> *Barry Sanders*
> *Professor of English and the History of Ideas*

Sanders will be doing plenty. His plans include leisurely coffees, writing and a Fulbright Senior Scholar grant for research in Greece.

SANDERS, page 24

PHOTO BY MAX GERBER '96

MAX GERBER '96

PHOTO BY MAX GERBER '96

'Constantly Fascinated'

Barry Sanders knows everything you ever wanted to know. Maybe not literally, but it sure seems that way. Barry always had a way of making it seem like the things I wished were important in life might actually be important. He taught by the example he set constantly fascinated, sure that there was something to be discovered (or at least made fun of) in every situation. Every good teacher knows this: Enthusiasm in education is infectious. I was interested in what was going on in the world because he was interested in what was going on in the world.

Over the course of my time at Pitzer, I had more to do with Barry outside of class than in it. He was my freshman adviser and later, when my major took me out of his department, was still around to offer guidance on a variety of topics, not usually academic in nature. He encouraged me early on to take pictures and was one of my best models. He said, They gave you a camera and you just went crazy, huh? He s nothing if not eloquent, and I recall that as being one of the first times I really thought this picture thing might work.

Ever the Luddite, Barry was still enthralled with the cultural ramifications of technology. He only used an old typewriter instead of a computer, but loved the idea that the FBI could track Ted Kaczynski from space as he walked from one end of his hideaway hut to the other. He gave equal weight to a critique of Lazlo s less than epic poem about a cheeseburger as he did to a discussion on Chaucer (though with more snickering). Nothing in a Barry Sanders class was allowed to remain mundane. Even the most ordinary things in life were somehow worthy of discussion, somehow had a kernel of fascination to them. Barry knows where almost every word comes from, and when he uses the words they sound like they really mean something for a change.

And now, years after I ve forgotten almost everything I learned in school, the things that stick with me are the lessons I think Barry was really getting at: Life is to be laughed at, wondered about, and occasionally poked with a stick from a distance.

High-octane teaching

PHOTO BY JAY COLLIER

Professor Rudi Volti explains the nuts and bolts of his approach to the classroom

Rudi Volti was holding a carburetor in his hands when I showed up to take his picture for *The Participant*. Definitely not the kind of thing you would expect a professor of sociology to have in his office, unless you know Volti.

When you strip away the veneer of professor, inside Volti you find a mechanic, someone who loves to keep motors running and loves the challenge of understanding what makes things tick, someone who enjoys fine tuning an engine so it runs at peak performance, someone with an admittedly working man mentality about his job. No small wonder, then, he s a great teacher.

I ve had a blue collar approach to my career at Pitzer, he says. You get here in the morning and you stay here all day. And you get the work done in between. You never get all of it done, but at least you chip away at it.

He s been following this regimen for 36 years, having begun his career teaching sociology at Pitzer in 1969. It s been a good relationship for both, he notes. The College has always afforded a tremendous amount of flexibility in terms of what you want to teach and how you go about teaching it, he says. It s been very supportive of interdisciplinary courses, for example, Cars and Culture, which I have co taught with Harvey Botwin. John Rodman and I used to teach a course called Energy and Civilization. Alan Greenberger and I taught a course on Revolution and Social Change in Modern East Asia. Bob Sharer and I, way back when, taught a course on peasant society. Jim Lehman and I have taught a course on a fairly regular basis on Economic Development and Social Change in China and Japan.

Now, let s get back to the carburetor. Volti explains that the carburetor works on the Bernoulli Principle, which states that as the velocity of a gas increases, its pressure drops. In a carburetor, gasoline moves from the float chamber into the air stream (through a narrow tube that leads from the body of the liquid to the constriction), where the drop in pressure causes the gasoline to vaporize so it can be ignited by a spark plug in the engine s combustion chamber. Lots of people have been around cars and carburetors their entire lives and never knew there was a scientific name for how one works. Car people generally just know when they work, and, during maddening moments, when they don t.

> **The College has always afforded a tremendous amount of flexibility in terms of what you want to teach and how you go about teaching it.**
>
> *Rudi Volti*
> *Professor of Sociology*

The carburetor automatically regulates the amount of air and fuel delivered to the intake manifold in accordance with the engine s requirements, Volti says. The functioning of the carburetor may seem like minutia, but it gives us some insights into some key issues of science, technology and society.

This is an Amal Monobloc, he says of the carburetor in the picture. It was used extensively on a variety of British motorcycles in the late 1950s and early 1960s. It s stone age simple; I could

VOLTI, page 26

CURT WILSON '97

'Always the Student'

I was a New Resource student at Pitzer, returning to school after a fifteen year break from formal academics. In my time away, I owned and operated several recording studios in Los Angeles and North Hollywood.

I was pretty fascinated by the speed and depth with which technology could change an industry, a culture and even a continent, while trying to keep up with the shift to digital audio tape and compact discs as the new music medium of choice.

This is when I met Professor Rudi Volti. I enrolled in his Technology and People course, which was listed as a sociology class and fit into my Organizational Studies requirements.

Volti proved to be a tireless educator who could take an event like the improvement in the water wheel and spin a tale that would have you envision a time where waterways and access to non man/animal power separated nations and their ability to advance and embrace modern times with the most current technologies and materials available. New technology would bring strength and opportunity where fortunes could be made, and science and research played a major part in determining the course of mankind.

The invention of the internal combustion engine, the differences in European and American train systems, and other developments defined a culture and set a course that was the basis and the very definition of how people worked and lived their lives.

Volti is one of those rare individuals that can inspire and exude an enthusiasm and a thirst for knowledge that is contagious.

Volti would bring the big picture into your own back yard and explain how everyday items that you own and operate are descendants from a simple idea, or a dream to improve on something that continues to ripple through time.

There were times that I would need to bring my 5 year old son to class with me, and Volti would always make him feel welcome with plenty of paper and drawing utensils. Often,

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Intimations of truth

Professor Jill Benton says teaching and learning require a connection to the center of the self

PHOTO BY JAY COLLIER

There s a rhythm to Jill Benton. Her hands move constantly, marking the time of her ideas like a metronome. She isn t just talking. She s weaving ideas into a pattern similar to the batik hanging on the wall behind her. An illustration here, an example there, all threaded together like a delicate tapestry.

Through it all run her hands, like the shuttle through a loom, pulling all the threads together. They work like the conductor s baton, a rhythmic punctuation to her insights.

Her insights have been honed over the course of her career teaching 19th and 20th century American and English literature at Pitzer, which began in 1984 and ended this year. Looking back, she sees a time marked by sharing her love of reading and literature with students equally in love with words. When asked if she would have done anything besides teach, she balks at the question.

That is not a question I have ever asked myself, Benton says. I know what I miss doing and now I will do it to my heart s content. I love working in archives. I like the smell of old paper. I like the relics of pen and ink used by another human being. I even thrill to the discovery of long braids of hair that somebody saved from a beloved.

Benton s love of archives and history drives her writing. I write literary biographies. I published one early on at Pitzer [*Naomi Mitchison: A Century of Experiment in Life and Letters*] and I m writing another now [*Naomi Royde Smith (1875 1964), British Editor and Author: A Literary Biography*]. The run up of summer usually gets me to the point where I m beginning to write, then it s time to teach again, she explains.

When I start to teach, nothing else happens for me but teaching. There s a lot of preparation required for these long 19th century novels, and in order to run the kind of discussion that I do, well, my reads have to be very fresh. I have said to myself over time, So you re going to teach this again, Jill. Why don t you make an index. So I make an index of images and themes and whatnot. But when I come back to it two years later it no longer fits what we want to do with this novel. I am up early in the morning, late at night, weekends, it makes no difference. It s just a constant state of activity.

The constant activity of teaching, though sometimes routine, rewards teachers at unexpected moments.

Yesterday I was teaching a poem I have taught many times before using an exercise I have used for years, Benton says. It was William Wordsworth s *Ode: Intimations of Immortality from Recollections of Early Childhood*. I usually lose faith in the exercise I have established and by the time I m midway into the poem I m rushing because I can see students eyes are beginning to glaze over and they ve got what it was I was asking them to do that is to identify the infusion of emotion into the tone and then to be able to describe how that infusion was achieved by the kind of poetic effects that he controlled.

This time I was more pigheaded because I m retiring, she continues. This is the last time I m going to teach the poem, right, and so we reached the point where I normally would begin to rush it along or sort of truncate it. But I pushed on ahead and a young man, Daniel Chinburg 08, explained something about a central stanza of the poem. He did it in such an articulate way that it completely made sense to me and I, perhaps for the first time, understood how the poem earns its climactic change of tone. And that would not have happened if Daniel had not been there and if I had not set up the exercise and if I were not yearning for some closure on this poem. It was just wonderful. Just wonderful.

> **The key to good teaching is being true to oneself whatever the self might be. ... Direct connections can only be made from the center.**
>
> *Jill Benton*
> *Professor of English*

Benton s classroom experience that day sums up her beliefs about teaching and learning.

The key to good teaching is being true to oneself whatever the self might be, she says. There s no technique. Some people are articulate and are wonderful lecturers. Others run blurred discussions. It doesn t make any difference as long as you are really living inside. Direct connections can only be made from the center.

The same holds true for learning, she says. But there s more. You have to want to learn and not because your parents want you to. Nor because you think you should. You have to have a real curiosity. Desire, isn t that what it s all about? I try to create an environment where students forget that they re in a classroom, where they start living whatever they are and are not

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MICHELLE DOWD '90

'A Vital Resource'

I met Jill Benton my freshman year at Pitzer. She was my English professor, then my academic adviser, and she has remained my mentor and my friend for the past eighteen years.

When I came to Pitzer, I was estranged from my family and I just wanted to be able to get a job and support myself after college. I thought becoming a lawyer sounded like a noble, yet lucrative profession, and my initial decision to concentrate in English was intended as pre law. But after taking four courses from Jill (and observing that female lawyers were compelled to wear pantyhose, while English professors were not), I decided that literary inquiry was a joy on its own terms, and I have made sharing literature my life s work.

I owe much of this to Jill, who was more than just a classroom teacher. When I lost a semester of coursework credit my junior year by unexpectedly returning early from a study abroad program in London, I was desperate to squeeze in four extra courses during the next year to keep my financial aid and to graduate on time. I co enrolled at Cal Poly Pomona and Pasadena City College and then turned to Jill for help. She proposed a course of independent study where I read extensively on my own and met with her for feedback. I visited her home in San Diego once a week that summer, where we drank coffee and discussed Beowulf, Chaucer and Sir Gawain, trying out Old English dialects on her husband, Al.

After Pitzer, I moved to the University of Colorado, Boulder, and our discussions moved on to the likes of Foucault and Derrida. I would come to California for brief visits, and Jill would again meet me for coffee or long walks on the beach, and we would discuss academic politics and how to juggle personal and professional identities. When I moved back to California and went through multiple pregnancies and adjunct teaching positions, Jill let my babies crawl around her yard as we shared more coffee and more stories. She has always been there as a sounding board, and her balance of love for her profession and her family has been a constant inspiration to me.

I am grateful to Jill for extending herself beyond the classroom and becoming a vital resource in my professional and personal life. As I counsel students who come to my office with the same sort of desperation I unloaded on Jill, I hope to offer support and guidance with a measure of the style and grace with which she gifted it to me.

Michelle Dowd graduated from Pitzer College in 1990. She has four children ages 7 to 13 and is currently a tenured professor of English at Chaffey College.

Now, for Something Completely Different

What is it like teaching philosophy at Pitzer? Well, it s better than a stick in the eye, that s for sure. No, wait. That s not a very smart way to start an essay for a publication designed to give its readers all sorts of warm, fuzzy feelings about our institution of higher learning. Let s try that one again: As I write these words, I m sitting in the Outdoor Classroom beside the Grove House on a glorious May afternoon taking a short break from grading final exams for Philosophy 30: Introduction to Knowledge, Mind and Existence.

> **So, what s the difference, then? There are many things, but let me indicate just one: the atmosphere of academic freedom that reigns here.**

When I compare teaching here to previous college teaching gigs at such places as UC San Diego (my graduate alma mater), Washington University in St. Louis and the University of Northern Iowa, I can say I m glad the Fates decreed that I end up here. The difference is not that teaching here is less work indeed, I m pretty certain that I put in more hours per class here than anywhere else I ve worked.

So, what s the difference, then? There are many things, but let me indicate just one: the atmosphere of academic freedom that reigns here. I sometimes tell the following joke, which has the added bonus of not being so far from the truth. In Philosophy 55: Aesthetics & Philosophy of Art, I make use of the beautiful, yet disturbing, photography of the late Robert Mapplethorpe, whose subject matter occasionally veers toward depictions of homosexual activity and erotic situations of the sort that earned him the ire of Senator Jesse Helms and others back in the 1980s. Such work allows the class to explore issues related to the artistic nature of photography, as well as those concerning the unclear border between art and pornography.

PHOTO BY JAY COLLIER

Brian Keeley

Associate Professor of Philosophy

It s challenging stuff. Mapplethorpe is exactly the sort of material one probably wouldn t want to teach without the protection of tenure. If it annoyed Jesse Helms, it might also annoy one s local state senator or members of one s Board of Trustees. The joke I tell is that I knew I wanted to teach at Pitzer when it dawned on me that, if anything, I wouldn t get tenure here unless I taught Mapplethorpe.

Pitzer leaves me free to explore and teach what interests me and I am blessed with students who enjoy taking the journey with me. Now, if you will excuse me, I ll get back to those essays on the metaphysical problem of free will.

Pitzer's 'Fountain of Youth'

Mita Banerjee

Professor of Psychology

I remember that conversation with a student during my first year at Pitzer. She was struggling in a class and came to see me. Near the end of our meeting, she said, I m not really that concerned about the grade. I don t care about the grade. I just really want to learn the material. I think I nearly fell out of my chair.

Having just come from a research university where students would engage in a two hour, mind numbing debate over whether they deserved a B plus or A minus, I could not believe my luck in finding a place to teach where students were driven by a thirst for knowledge and understanding. Pitzer is still that place; I feel ever fortunate to be able to teach here, and it is teaching that continues to be the most joyous part of my job.

I ponder sometimes what it is that makes teaching at Pitzer so enjoyable. In large part, it is our students.

PHOTO BY JAY COLLIER

They re open, curious and off beat and have some of the liveliest minds I ve encountered. They seem to be looking for a way to deepen their understanding of themselves and of the world they live in. It may sound trite to outsiders, but I know my colleagues understand when I say that our students are unusual in their fervent desire to create change in the world, to take the skills and understandings they develop here today and to put them to work in shaping the world of tomorrow.

It is in those moments in the classroom when your students chime in and offer a framing of an issue in a way you had never conceived, when you finally are able to engage that student who had seemed disinterested previously, and when as a whole classroom you journey to fit the pieces of the puzzle together and you succeed that you realize you are part of a sacred enterprise.

> **I ponder sometimes what it is that makes teaching at Pitzer so enjoyable. In large part, it is our students.**

Whether or not Pitzer was originally formulated as an experimental college, and I ve heard some controversy among my senior colleagues about this, it s clear that our faculty have set the tone for innovation, experimentation and the view that one must never stop seeking the next adventure of the mind around the corner. I think about Lucian Marquis energy for developing (after he d officially retired, I might add) The Pebble and the Ripples, a holistic approach to learning for seniors seeking a more coherent experience. John Rodman s seamless move from Hegelian philosopher to environmental studies professor extraordinaire is one more example. Ann Stromberg and Rick Tsujimoto led the way in courses that connect students with community internships,

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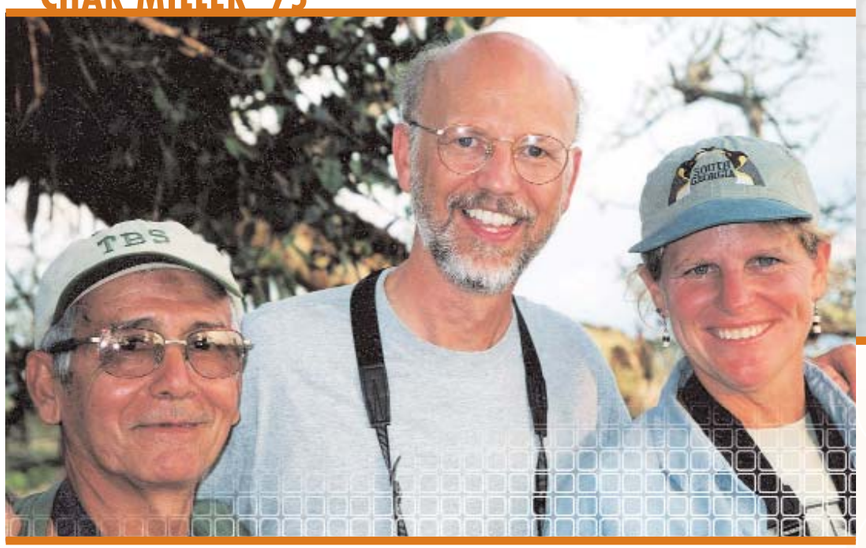
A Very Long Engagement

CHAR MILLER '75



Char Miller (center) is flanked by Mayer Rodriquez, an Ecuadorian naturalist, and Carol Walton of Rainforest Workshop. The trio is standing on a 120-foot canopy tower at the Tiputini Biodiversity Station in eastern Ecuador in August 2002.

The question came from the back of the room: Why does Japan have such an inferiority complex about China? Allen Greenberger did not hesitate. Sliding off his table top perch, he pivoted toward the blackboard, scooped up a piece of chalk, and with a swift downward slash drew an abstract curving Chinese coastline that filled three quarters of the available space. Pausing to let the dust settle, he then quickly sketched a tiny, squiggly island. Point made.

Teaching, I realized at that moment, is an art form: How you communicate what you know is every bit as impor tant as what you know; lis tening is as crucial as speak ing. That may be hard on academics, for we are paid to talk, but if we don t attend to our students musings we ll miss those opportunities however spontaneous or dis cursive to tweak their imagination and expand our own.

My epiphany was then not so fully formed. But Pitzer faculty had a knack for making ideas come alive and for drawing me into a series of dynamic dialogues about the production of knowledge (and its consequences). Although they may regret it now, they helped me imagine that I might join in on the fun.

That was true even for classes I loved but did not really get, such as economics with Harvey Botwin; he wore elastic bands on his wrists and periodically snapped them as if to underline his arguments (or wake us up). Sociology was more comprehensi ble, if only because of Rudi Volti s endearing claim about his beloved dis cipline it was the tedious elabora tion of the obvious. No tedium was possible in Peter Clausen s political studies courses; his wicked sense of humor unmasked Cold War ideo logues and ideologies.

> **Pitzer faculty had a knack for making ideas come alive and for drawing me into a series of dynamic dialogues about the production of knowledge.**

Then there was Lucian Marquis: For him, a packed syllabus was a means to an end, a lifelong conversa tion about people, place and politics. In class debates over the import of Zamyatin s *We*, Silone s *Bread and Wine*, or Malraux s *Man s Fate* were reprised on lengthy bike rides through the Pomona Valley s once lush orange groves; learning in 1981 that I was moving to San Antonio, he urged me to read Billy Brammer s *The Gay Place*, a compelling novel of Austin politics, and subscribe to the *Texas Observer*, the state s progressive conscience. Years later, while driving for some dim sum in West Covina, we dissected Mike Davis *City of Quartz*, a text we hap pened to be teaching. He was a model mentor.

There were others. Robert Dawidoff at Claremont Graduate School and Dan and Helen Horowitz, then of Scripps, pushed me to read with care and nuance, to articulate my thoughts more clearly, to write with greater nar rative force. Their influence surfaces every time I demand the same of my students.

One consequence of these enduring relationships, Allen Greenberger slyly pointed out when we recently met for breakfast in his hometown of Chicago, is that we have grown old together. Bundled up against the frigid February morning, with eyes unaccus tomed to our aging features, we did not immediately recognize one anoth er. Our momentary confusion was understandable, he laughed as we embraced on the sidewalk: I turned white, and you went gray.

Char Miller '75 is a professor of history and director of urban studies at Trinity University in San Antonio, Texas. In 2002 he was named a Piper Professor, a state-wide award for excellence in teaching and service to higher education. He is the author, most recently, of *Gifford Pinchot and the Making of Modern Environmentalism* and *Deep in the Heart of San Antonio*, and is editor of *Fifty Years of the Texas Observer*.

LINDA DEBAUN '68

Pitzer Throughout My Life

My experience at Pitzer College has changed my life. In the ensuing years since 1968, I have enjoyed a fulfilling career as a high school theatre and English teacher. My Pitzer experience has paid many dividends over the years in my journey to continue to grow as a teacher, as well as my journeys to explore other areas of communication and public service.

I think one of the most significant qualities I absorbed at Pitzer involved the way Pitzer professors connected with students. Every student was treated in a very individualized way and valued for their uniqueness. When you talked with professors about your interests, work and ques tions about assignments, you unfail ingly received the impression that the conversation was strictly for you, that the words, gestures, attitude and phrases were evolving around the environment of your words, style and communication needs. In other words, you were not a number, responded to in a hurried, off handed way. I try to use that style with my own students, to make the effort to listen to them, read between the lines to figure out what s really going on with them. Pitzer still lives in that spirit of good teaching.

Another quality particularly Pitzerian is the expectation that stu dents would make their own deci sions. One way to accomplish this was the opportunity for students to craft their own majors and courses of study. What a cool concept! And while that same freedom is, to a degree in our very homogenized public school sys tem, somewhat curtailed, I still try to encourage students to add everything they can as extra curricular projects so that they avail themselves of unique opportunities to advance their learn ing, even outside of the box. Pitzer was always outside the box, and I try to express that spirit, albeit within minimal public school rules/parame ters in this test happy epoch.

> **I think one of the most significant qualities I absorbed at Pitzer involved the way Pitzer professors connected with students.**

I also believe the Pitzer experience encouraged all of the students to develop a strong social conscience, to always be vigilant against the encroachments on personal liberty and freedom of choice. Get involved with your world seemed to be an unspoken but gentle mantra at Pitzer. Of course, the age in which I attended Pitzer made the need to develop a public conscience an absolute necessity. Civil rights infractions, the widely regarded illegitimate war in Vietnam, the unwillingness of many in the older generation to pay any attention to anything young people had to say required that students observe their world and do something to help keep alive the spirit of concern for humani ty. Pitzer discussions, courses and off campus opportunities nurtured that spirit. Narrow mindedness is the last thing anyone would associate with Pitzer College. My commitment to enhancing the freedom and choices for students certainly derived power from my years at Pitzer.

As the years go by, I have become more involved with a few other dreams, such as the desire to publish poetry for students, myself and to become published in other magazines, etc. The experiences Pitzer gave me as an individual who can attain the stars has never left me. I try to apply that philosophy to all aspects of my life. Also, as an alumna, I have continued to stay involved with Pitzer. Over the years, I have been blessed enough to be able to give charitably to Pitzer. I hope to continue and increase such gifts, so that Pitzer can remain, in per petuity, the gorgeously free spirited and yet richly focused world where uniqueness, freedom of choice and the desire to serve humanity is avail able to all who commit to this gifted experience.

Alumni Reflect on Great Teaching at Pitzer

Jacob Adams 78, research associate professor at the University of Washington, recalls the biggest influence in his life, the late Lucian Marquis, who sadly passed away this year. According to Adams, To this day, 30 years after I stepped onto the Pitzer campus, Lucian remains the most important influence in my intellectual life, hence my career. He introduced me and all his charges to the power and joy of ideas. He taught us how the discipline of good writing promotes clear thinking. He showed us that knowledge of the human condition is fundamental to understanding the poli tics that shape our lives, and he led us toward enduring political lessons by immersing us in great literature. ... By convening our freshman seminar in his home, he shepherded us gently into college life. ... He railed at us for what we didn t know; he praised us for what we discovered.

Adams said that he earned his les sons under Marquis, which made them all the more enduring. He was a teacher who invited students to be col leagues. Truly, Marquis was wonderful ly unique. Above all, Adams says he believes that more generally Marquis embodied the values and spirit that make Pitzer College a special place, a place that his son enjoys today. He con cludes, Who will be his Lucian, I won der?

Hector Martinez 88, director of col lege guidance at The Webb Schools in Claremont, resolved to dedicate his life to academia during his Pitzer years.

Martinez s adviser, Ruth Munroe, invited him to work as a teaching assis tant for her Introduction to Psychology course during his senior year. It was such an honor to be asked by someone who I respected so much, but then to fall in love with the classroom was an added bonus. I also worked closely in the Admission Office as a student helper for Paul Ranslow, who was at the time dean of admissions and later interim president of Pitzer College. He got me totally hooked on the profession of college admissions. Ruth and Paul are both heroes in my life and I am grateful that they sparked my passion for learning and teaching. I am now in my 18th year working in schools as teacher, counselor, and administrator and I owe it all to my experience at Pitzer College! Martinez says.

Keith Crockett 97, an art teacher for the Pomona Unified School District, was an art and environmental studies major while at Pitzer. Crockett points to two examples of great teaching during his time at Pitzer.

Classes were handled with a unique focus based on the material, as in art, or the content of the subject, as in math. Art classes taught the student how to work with materials and were memorable for me, Crockett states. I had the good fortune to participate with Carl Hertel and experience his magical style of teaching and the process of being an artist. He would listen to you. ... Carl would participate with you in defining strategies to prob lem solve so you felt it was a joint activity and you moved through the process with gained wisdom to apply to challenges in the future. Carl was right brained, intuitive.

Math with Judy Grabiner was more analytical, historical, cultural, and about problem solving, as well. Her magic was explaining the topic and opening the world of mathematics so one could experience its value and apply the math skills in a variety of sit uations, Crockett says.

Deb Deutsch Smith 68, director of The IRIS Center for Faculty Enhancement for Peabody College at Vanderbilt University, has always been in school as either a student or univer sity professor.

I direct a national center that develops and produces instructional modules (chunks of information small er than textbook chapters) that other faculty members integrate into their courses, Smith says. The Internet is our delivery system and our students are worldwide. What I experienced at Pitzer, I have come to understand well across my years in academe.

> **I am now in my 18th year working in schools as teacher, counselor, and administrator and I owe it all to my experience at Pitzer College**
>
> *Hector Martinez 88*

First, the content must be engaging and captivating, or at least made so. Although if you compare the Pitzer catalog from my days there with the one of today those old course titles might look mundane. At that time they were innovative and even considered by some outrageous. Pitzer courses certainly weren t boring.

Secondly, students become active learners when instruction is interac tive, when they are engaged in the learning experience, Smith muses. Certainly, Pitzer has never been known for boring lecture courses or quiet Town Meetings!

Thirdly, at least for me, the neces sary component of the teaching and learning process is the personal con nection among faculty and students. Besides the innovation, that personal element, that spirit of community, is the magic of Pitzer. That is what is usually missing from even the best technology driven or distance delivery instruction. What did I take from Pitzer into my teaching? It was and is the importance of enthusiasm, passion and a real connection between teacher and students, Smith concludes.

Daniel Pittaway 01, ESL instructor with the North County Community College District in Fullerton, states, You know you ve experienced great teaching when you become inspired to create beauty in the world. Great teaching reveals truths about humanity and brings us closer together.

Susan Andrews

SANDERS

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Greece in the spring is about the history of the commons, he explains. Not the parliamentary commons but the idea of the commons. This has been something that has interested me for a long time, the idea that came out of the Middle Ages when there was a common plot of land that belonged to nobody. It belonged to everybody in the safest place possible and that s the lockbox of the imagination. You could lay there in the shade, bring your ani mals to graze, raise some crops there and share them with your people. It s a key idea in the Middle Ages and the Renaissance. I m interested in the com mons and the sorts of ideas we all have in common, as in this country when we think about democracy and free speech and we have great fights over these things. I will be in Greece with about five or six people from other countries talking about what we have in common and the cultural appearance of the commons in other countries.

Sanders other project, a book titled *Wanted Dead or Alive: Human Essence*, will explore the 19th century fascina tion with the thin line between the living and the dead, he says.

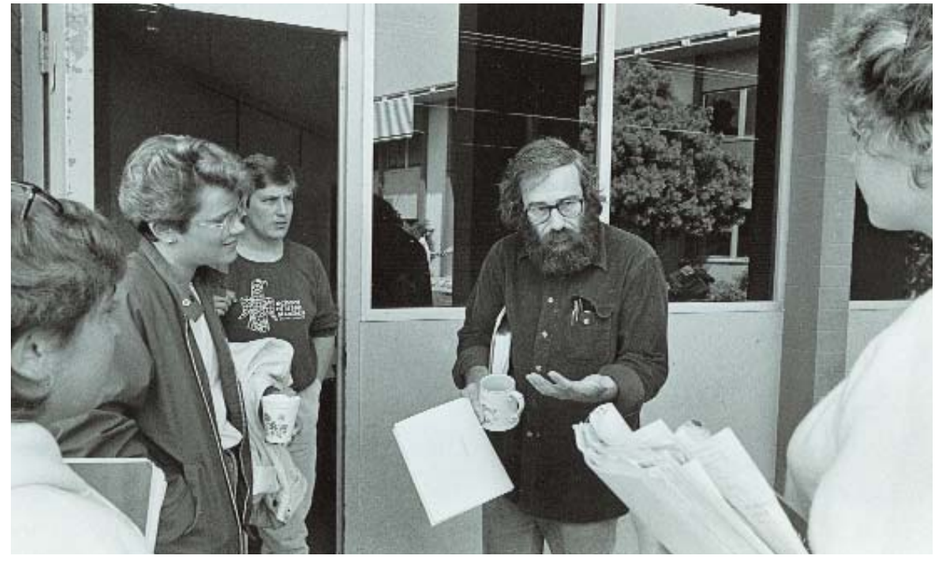
The book raises the question: What kind of weird century was it that the scientific academy could open the 1800s by offering a prize of 50 guineas for anybody who could distill 30 pounds of opium from an acre of pop pies? What kind of century was it that introduced and produced heroin, mor phine, and the beginnings of cocaine? The century introduced the word anesthetic, the idea of chloroform, of ether, the idea of suspended anima tion, and somnambulism (sleep walk ing). I think these are the kind of phi losophy stones that people were look ing for in the 19th century, like Edgar Allen Poe, the Invisible Man, Dracula, Frankenstein and all of the ghost sto ries of the time. This is what I have been teaching in the history of ideas and what I want to put on paper and have published.

If he had not been a professor, tracking down ideas and drawing con nections between them to provide insights into laughter, Hitchcock and literature, then he would have been a standup comedian, Sanders says.

I was for a time, he explains. That s what I wanted to do as a little kid. It s what I always wanted to do in my life. I had a team with another guy and we played weddings, bar mitzvahs, divorces, and my father would take me to see various comics in the Catskills when I was younger. People knew that I wanted to be a comic. I would practice imitations in front of the mirror and do various voices. I would do my Jimmy Stewart for my Hitchcock class.

Sanders breaks into the story of how when he was in college his girlfriend wanted to go to Scandia, an upscale restaurant, on New Year s Eve. She made the request on Thanksgiving, but reservations for the New Year s celebration gen erally need to be made in April. Not wanting to dis appoint the young lady and her family, Sanders calls the restaurant forearmed with the knowledge that Jimmy Stewart is a regular.

So I called the maitre d and gave him my best Jimmy Stewart, he says. Sanders slips into character and it s quite easy to see how the con went down. I, I, I have some friends in town here, the Sanders, and I wonder if you might get them a table you see, get them a table, Sanders recalls. So we went there, had a great table and a great meal, and then in the middle of it the maitre d comes up to us and says any friend of Mr. Stewart s is a friend of ours and he gave us a bottle of Dom Perignon champagne. All I could think was, Oh no, please don t let him be in the building.



During Sanders freshman year at UCLA a friend told him about an amazing comic he had seen at a bur lesque house in Hollywood.

I went and it was Lenny Bruce and I thought the guy was fantastic, Sanders says. So I slept in the day time and at night I would get up and go to this club. And finally after the fourth, fifth, sixth, seventh day, he came up to me and said, Hey man what are you doing, you know? I just said, I want to be a standup comic, man, and you *are it*. He asked me to come out for drinks with him to talk about my act. So that s what I did. I did my gig for forty straight nights. I wrote about him. He was my fresh man education. I maintain we would not have had the antiwar movement as fast or as powerful without Lenny Bruce.

He taught people to look at the other side of things, Sanders contin ues. Not to accept as truth what peo ple are uttering, but to question everything and to see there s another side. He really sang in that Homeric way what it was we were trying to accomplish. He wanted to change the world. That s one of the things that I experienced in the 1960s. Whether it s true or not, I don t know, but I experi enced it and I ve carried that spirit through. I have wanted to inform my teaching with that spirit and I wanted to inform those kids that graduated Sunday with exactly that, you know, with exactly that.

Many years have passed since Sanders met Bruce in that Hollywood strip club. Not much has changed in the professor.

Jay Collier

VOLTI

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rebuild one blindfolded. More to the point, I use it to illustrate several important issues pertinent to my class on technology and society systems and nested subsystems, feedback processes, energy use, the causes of air pollution, and scientific concepts (in this case the Bernoulli Principle) and their technological applications.

What seems like just a carburetor has been transformed into an entry point into technology and, by extension, the people who use it and create it. Volti has made a name for himself in the academic world by doing just that: explaining the interface between people and technology.

Technology and People has been my favorite course to teach, he says. And it becomes more important as each new edition of my book, *Society and Technological Change*, comes out because it provides a captive audience for the book, he continues, laughing.

Tracing the connections between technology and society is one activity which has provided me with some degree of repute in the scholarly world, both in this country and abroad. I've written six books and dozens of articles and book reviews, and *Society and Technological Change*, is probably the biggest seller in this field. It has gone through numerous editions, and I expect it will continue to do so, given the rapidity with which its subject matter changes.

However, best sellers do not make great teachers.

Good teaching is the product of respect, Volti says. You must have respect for your subject matter. You realize, of course, that for the students it is not the most important thing in their lives. It may not even be the most important class they take that semester, but I think you should always convey the sense that this is really important stuff. It means a great deal to me, and I'm going to try to have you folks understand why it should be important to you. That also means respecting the students.

Now, that doesn't mean that you have to somehow be on their level and you have to know the music they're listening to or dress like they do or anything of that sort, but you should respect that most of them are here at Pitzer with the intention of getting an education and developing as men and women. There is a Pygmalion effect. People behave as you treat them.

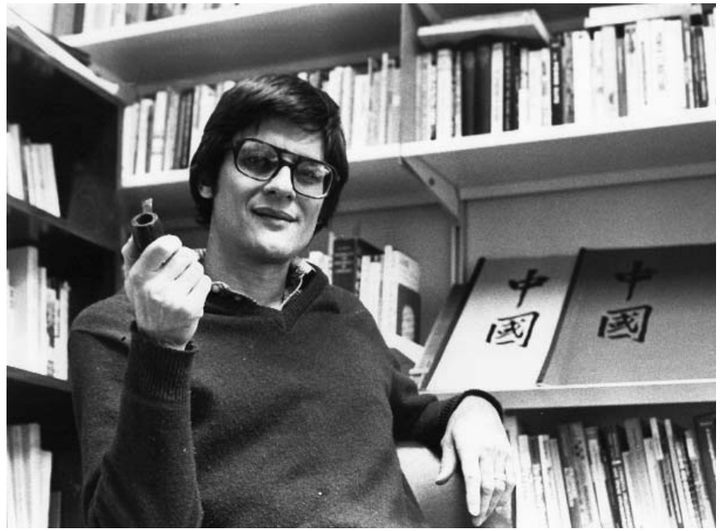
The learning process depends greatly upon student initiative, Volti says.

The key to learning is motivation. As a teacher you can contribute to the learning process through your enthusiasm for your little corner of knowledge and through your ability to connect it to everyday life. Again, it's about treating students seriously. You expect something out of them. I'd like to think that students want to do a good job out of respect for me in addition to serving their own interests.

So, he's a master mechanic, tuning young minds to run at top speed. He understands the nuts and bolts of his profession and what it takes to keep the institution firing on all cylinders. But if he could win one award for all of his accomplishments, what would it be?

Father of the year, Volti says, beaming. I'm very proud of my daughter, Kate Volti, Pitzer Class of 2000. And I can say from the other side of the fence that she received an excellent education at Pitzer. It served her well going on to grad school and I think she's reinforced her sense of social responsibility in her present career, which is working as a legislative analyst for a Texas senator. The books are nice, the respect of colleagues and students is nice, the articles are nice, but being a parent is in a class by itself.

Jay Collier



"This is an Amal Monobloc. It was used extensively on a variety of British motorcycles in the late 1950s and early 1960s. It's stone age simple; I could rebuild one blindfolded. More to the point, I use it to illustrate several important issues pertinent to my class on technology and society systems and nested subsystems, feedback processes, energy use, the causes of air pollution, and scientific concepts (in this case the Bernoulli Principle) and their technological applications."

Rudi Volti
Professor of Sociology

BENTON

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afraid to think and express themselves.

The talk turns to William Faulkner and the pace he set in his books: that slow march toward an inevitability, drawn out until the reader is gasping not only for air from a passage so lengthy it fills whole pages, but from the very real sense of humidity, heat and humanity revealed in his works. Faulkner's rhythms are necessary for themes and ideas that are so hard to touch, yet so easily recognizable, she says.

Rhythm has something to do with going to a space inside me that's true, Benton offers. I try to achieve that rhythm when writing as well.

Pitzer's rhythm relies on a kind of casual freedom, Benton says. Students feel inclined and entitled to speak back. There is a lack of power and hierarchy that can be achieved in the classroom despite the fact that there is a hierarchy. Pitzer creates confident students. My thought is that the more students know that they're working hard, the more likely they are to be proud of what they achieve and the more likely they are to respect their education and take responsibility for shaping their world. This is what I hope happens in my classroom.

Jay Collier

WILSON

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Volti would inquire as to what my son was building with Legos, or drawing. This would lead to a discussion pertinent to our studies and again underlying how everyday machines and technologies continue to shape our everyday lives and fortunes. Volti was always warm and patient with students of all ages. He never came off as one to just lecture; Volti was a student himself always interested in learning more about the people and the world around him. His youthfulness and desire to master new tasks kept him current with any group of any age.

My son is now 13 and continues to build with Legos and anything else he can get his hands on. He is brilliant with computers and computer animation. I have immersed myself in video and DVD production, winning several awards and coveted independent projects showcasing various businesses and philanthropic organizations throughout the country. I now have more music equipment on my laptop computer than I could fit into my former recording studios. I am the head diving coach for the University of California, Irvine, the president of the Professional Diving Coaches Association for United States Diving and I am the owner and chief coordinator of the Crown Valley Divers, a diving club in Laguna Niguel, with an eighteen year history of developing high school and national champions.

I think of my time at Pitzer with warm regards. The opportunities to work with and meet people like Professor Volti were some of the most rewarding and enriching experiences of my life.

BANERJEE

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and others of us have simply followed their lead. Agnes Jackson's clear voice, charging us to attend to race and ethnicity and discrimination in the world using whatever lens we employ to study it, rings on in our ethnic studies departments today. For me, this rich and unique history at Pitzer is very much a living entity, and it continues to inspire and influence my teaching.

Pragmatic support for teaching is essential in being able to grow as a teacher. A Mellon grant allowed me to participate in a faculty reading group, travel to Nepal and develop a course on children and families in that region. I'd certainly had some Asian Studies courses in the past, and had grown up immersed in the cultures and philosophies of South Asian diasporas, but the experience of being able to merge my academic/teaching interests and parts of my personal history felt transformative indeed. Whereas graduate school, necessarily, teaches specificity and disciplinary precision, the beauty of Pitzer is that it allows faculty to broaden and expand their interests.

The college supports me in building on interests such as examining the nature of risk and resilience in childhood, as well as in learning more about the dire consequences of the AIDS pandemic on a whole generation of African children. I got to work my way through Derrida, Foucault and Friere in a faculty reading group, and to think about how this scholarship connects to teaching. Our freedom and flexibility as faculty to study what we want and to move in new directions in our teaching, and the enthusiasm with which our students and colleagues follow us on this journey, is not the norm in the world of academe. For me, interdisciplinarity is not just a checklist on my students major forms. I know hallway conversations, outside speakers and academic presentations by my colleagues, in fields far distant from psychology, have affected and shaped what and how I teach.

Perhaps it is because I am a developmentalist by training, but I find great meaning in being able to chart the journey of many of my students to see how they grow in confidence, understanding and commitment in their time at Pitzer, and to follow up with them post Pitzer to see how their learning has led to unique and exciting trajectories in their lives. This time of year, especially, I get a bit sentimental about the students whom we are sending out into the world. I hope that they have the requisite knowledge, skills, compassion and perseverance to turn their Pitzer experience into a life well lived. And that seasonal sense of loss is tempered by the fact that the world sends us a whole, new, vibrant crop again each autumn. Thank goodness for that, for therein lies the fountain of youth.

PITZER FAMILY CONNECTION

The Pitzer Family Connection would like to extend a warm welcome to the students, parents and family members of the Class of 2009. Congratulations to your sons and daughters who are part of the most selective class of Pitzer students in the college s history. For approxi mately 220 available spots for entering first years there were 3,252 applications, driving the acceptance rate down to thirty nine percent, the lowest in the College s history.

As parents and family members of a Pitzer student, you are now the newest members of the Pitzer Family Connection (PFC). You will be invited to events throughout the year, receive monthly electronic newsletters and be kept abreast of happenings at Pitzer College. In the coming weeks, you will be sent a welcome packet including infor mation about the PFC, Welcome Receptions held across the country (in the weeks prior to Welcome Week) and the Family Day schedule with travel logistics.

For more information on the PFC, go to *www.pitzer.edu* and click on Parents and Friends. You can also e mail or call Tanya Eveleth, coordinator of Parent and Family Relations, with any questions or concerns at *tanya_eveleth@pitzer.edu* or (909) 621 8130.

DEANS CLEANING

This spring, parents and students enjoyed the services they purchased during the 2005 Family Weekend Silent Auction. Among the many items offered at the auction were room cleanings by the Deans of Student Affairs...

ICE CREAM SOCIAL

ice cream socials with President Trombley...

PRESIDENT'S POOL PARTY

and a BBQ and pool party at the Harvard House. We look forward to another Silent Auction during Family Weekend 2006. If you are interested in help-ing with the next auction, please contact Tanya Eveleth.

MARK YOUR CALENDARS

Aug. 25
Family Day for new parents and family members (First day of Welcome Week for new students)

Aug. 28
Residence halls open for returning students at 10 a.m.

Aug. 29
Registration for first-year students

Aug. 30
Fall semester classes begin

Oct. 17-18
Fall Break

Nov. 24-25
Thanksgiving Break

Dec. 9
Final day of classes for fall semester

Dec. 12-16
Final Exams

Jan. 15
Residence Halls open at 10 a.m.

Jan. 17
Spring semester classes begin

Feb. 18-20
Family Weekend

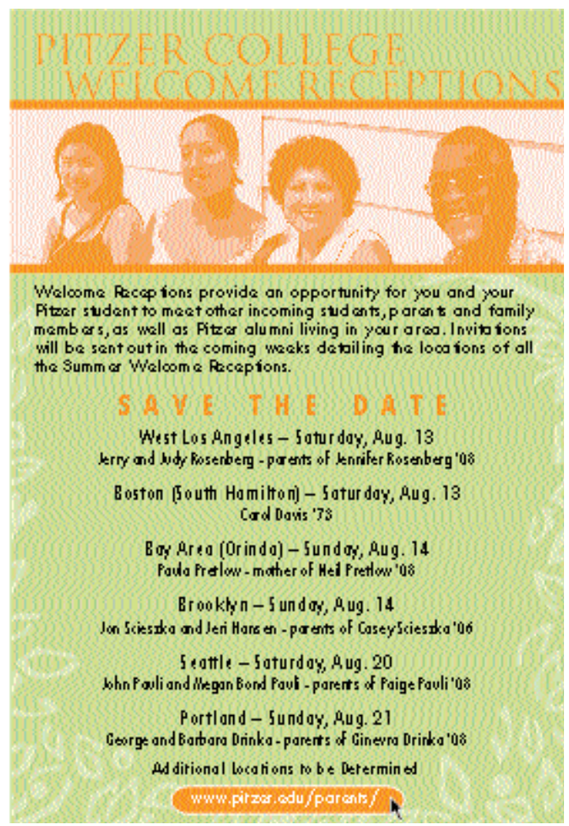
March 13-17
Spring Break

May 5
Final day of classes for spring semester

May 8-12
Final Exams (non-seniors)

May 14
Commencement

May 22
Summer classes begin



RESIDENTIAL LIFE PROJECT UPDATE

Pitzer's 'Buildings that Teach'

The spring has been busy as Pitzer College continues to make progress with the planning and fund raising for the Residential Life Project. The City of Claremont has for mally approved our Housing Master Plan. The design build team of Carrier Johnson Architect and Bayley Construction has completed the schematic design and is working on final designs for the residence halls. And the Ralph M. Parsons Foundation has provided a prestigious grant of $250,000 to support the new Science Learning Community. In this issue of *The Participant*, we explore how build ings themselves play an essential role in the teaching process.

LIVE LEARN LEAD

Pitzer College Residential Life Project

ARCHITECTURE AND TEACHING

When you build a thing you cannot merely build that thing in isolation, but must also repair the world around it, and within it, so that the larger world at that one place becomes more coherent, more whole. Christopher Alexander

For many, the most important features of a building are its square footage, room configurations, comforts and amenities. Little thought may be given to its local context or how its own design communicates ideas and community values. Making learning rele vant to daily life, how ever, is a Pitzer axiom. And at a residential lib eral arts college such as Pitzer, even our build ings have the capacity to challenge, inspire and teach us about ourselves and the world around us.

Many buildings built for efficiency and simplici ty tell no real story about their social, cultural or ecological con text; or perhaps they reveal a story of discontinuity between the building, its inhabitants, and the world around it. Pitzer College, however, is committed to going beyond the basics to create build ings that teach. The College is designing dynamic and inspirational architecture that connects students to each other and to the arid climate of Southern California. Buildings developed using principles of ecological design naturally take on a distinctive identity that com municates a vital sense of place and that fosters strong community. Pitzer will create buildings that teach by emphasiz ing local, renewable or recycled materi als; limiting negative impacts on the environment; involving students in con servation activities such as recycling and riding bicycles; and exposing these sustainable features to residents so they understand how the building interacts with its environment.

Pitzer College will also create land scapes for learning establishing gardens that use local and climate adapted plants, natural materials, and water permeable surfaces that contribute to ecological sus tainability while providing places for stu dents to gather and learn. The College will expand the Rodman Arboretum to encompass the new residence halls, and in so doing create an outdoor living classroom to demonstrate sustainable landscaping practices.

In taking this approach, we are not only teaching our students to think about social responsibility, we are teaching the wider community about Pitzer s core val ues. Our new architecture promises to offer an elegant expression of our beliefs while inspiring future generations of stu dents to reach for yet higher ideals.

Richard Chute 84,
director of capital projects

Integrating living and learning: artist's conception of the northeast corner of the future Sanborn Hall highlighting the International Learning Community and surrounding landscaping. First floor: apartment for visiting international scholars; second floor: study rooms, office and deck for the Dashew International Center; third floor: student rooms and deck.

PHOTOS BY CATHERINE OKEREKE '00

Pomona-Pitzer goalie Carolyn Kiefer '08 blocks a shot by Cal State East Bay on May 8 en route to the national championship.

Another National Championship in the Pool

With thirty seconds to go in the title game of the Water Polo National Championships on May 8, the Sagehens were tied 5 5 with Cal State East Bay in Pomona s Haldeman pool. Coming through for the Sagehens, Pitzer s Lara Kruska 06 drew an ejection and gained a 6 on 5 person advantage. Pomona s Lauren Moore 05 seized the opportunity and scored the final goal to win the team s fourth Division III title in the past 12 years.

They really have come together as a team, Head Coach Scott Smith said. They weren t as strong at the start of the season, but they have really worked hard to get where they are. The teams that are here for the tournament are playing a different Pomona Pitzer than they played at the start of the season. I am very proud of how the team has played.

Pitzer students Carolyn Kiefer 08, Lara Kruska 06, Sarah Sinclair 07, Noelle Heise 07 and Emma Duarte 08 played for the winning Pomona Pitzer squad.

Way to go Sagehens!

SAGEHEN SPORTS ROUNDUP

BASEBALL

In his final game as a Sagehen, Felipe Aguilar homered and drove in three runs as Pomona Pitzer defeated Occidental College 17 7 at Occidental on May 1. The Sagehens took all three games this season against rival Claremont Mudd Scripps, preserving Aguilar s four year winning streak against the team. The Sagehens finished the Southern California Intercollegiate Athletic Conference (SCIAC) 11 13.

Other SCIAC results: softball 1 15; men s tennis 5 5; women s tennis 4 6; women s track and field 5 2; men s track and field 6 1; golf 2 4.

Raudric Curtis '05: A Winning Attitude

I ve been playing football since I was 7, Raudric Curtis 05 explained. Winning s not real ly the important thing about football for me. It s always the goal, but it s the experience that makes it going to prac tice every day. Each game is fun and that is what I stay focused on.

This philosophy is the backbone for his success. Curtis was a two time First Team All Southern California Intercollegiate Athletic Conference (SCIAC) defensive back and 2004 cap tain of the football team. He was the 2004 recipient of the Michael Aytch 84 Award, given annually by fellow Sagehens to the Pomona Pitzer student athlete who displays the dedication, loyalty, and pursuit of excellence char acterized by Pitzer s Aytch. Curtis also received the John Zinda Award this year, given annually to the SCIAC football student athlete who displays sportsman ship, leadership and athletic superiority characterized by Zinda.

Raudric Curtis

Raised in Bellflower, Calif., Curtis was familiar with Pitzer College, but it was a phone call from football head coach Roger Caron that piqued his interest in the school and its athletic program.

While it was football that first got his attention, the College itself has fulfilled his expectations.

I feel as if I ve been able to develop so much here as a person, Curtis said. I ve grown into the person I wanted to be.

Curtis is a remarkable young man who played the game with passion and resolve, Sagehens Coach Caron said. He maintains a true sense of balance in his life. Curtis is a quiet and humble man whose inner desire for excellence burns with great intensity. Pitzer should be proud of his accomplish ments.

We certainly are.

Award Dinner Celebrates Student-Athletes

Pitzer student ath letes gathered April 20 to cele brate the year s accom plishments with the annual sports dinner and awards ceremony. Raudric Curtis 05 (football) received the Judi and Frank Fenton Athletic Leadership award; Katherine Hopkins 05 (volley ball) received the Daley Award for Athletic Achievement; Jennifer Marble 05 (swimming) won the Most Outstanding Female Student Athlete of the Year award for the second year in a row; and Felipe Aguilar 05 (baseball) won the Most Outstanding Male Student Athlete of the Year award.

FROM LEFT, Katherine Hopkins '05 (volleyball) received the Daley Award for Athletic Achievement; Jennifer Marble '05 (swimming) won the Most Outstanding Female Student Athlete of the Year award; Raudric Curtis '05 (football) received the Judi and Frank Fenton Athletic Leadership award; and Felipe Aguilar '05 (baseball) won the Most Outstanding Male Student Athlete of the Year award.

Featured speaker Gregg White 85 shared memories of his four years playing for the Pomona Pitzer football team. He stressed the value of friendships he formed and the education he received from Pitzer.

The College extends a special thanks to Trustee Arnold Palmer, Steve Fenton 92, and Dan Daley 89 for their support of this important event.

Catherine Okereke '00, sports editor for *The Participant*, would love to hear from you regarding sports news. Contact her at (909) 621-8219 or *catherine_okereke@pitzer.edu*

TISA READ '94 HALL OF FAME

Tisa Read '94 will be inducted into the Pomona-Pitzer Hall of Fame on Oct. 29. Read was a great all-around athlete, lettering in four sports: basketball, volleyball, soccer and track and field. Read's achievements include:

Basketball '91-'92
First Team All Conference honors

Basketball '93-'94
SCIAC Baldwin Award for sportsmanship; SCIAC player of the year

Track & Field '91-'92
High Jump 2nd place, No. 7 all-time Pomona-Pitzer mark

Track & Field '94
High Jump 1st place, Team SCIAC Champions

Volleyball '91-'93
Multiple spots on all-time Pomona-Pitzer list for blocking

IN MY OWN WORDS

The Orange

Doesn't Fall Far From the Tree

LYNNE MILLER '85

I swore I would never become a teacher. I grew up watching my mother work 16 hour days as she created courses, prepped lectures, developed exams and graded papers. My mother is a teacher. In fact, she s a college professor. In fact, she s a Pitzer professor. I grew up at Pitzer College, the daughter of the unparalleled Sheryl Miller, professor of anthropology. I grew up knowing the incredible dedica tion that teaching demands and I never imagined throwing myself into any pur suit with that sort of passion. Until I discovered it for myself.

I swore I would never go to a small college. I thought that a large university would provide a more competitive envi ronment, one that would challenge me to think and learn. However, as high school graduation approached, I thought better of that decision. I realized that the world of ScanTron exams was unlikely to produce the kind of classroom I was looking for, a classroom that allowed students to explore ideas and express their opinions. I got accepted to Pomona but turned them down in favor of Pitzer, because Pitzer was the right place for me. After all, it was like home.

As I entered Pitzer, I swore I would never major in anthropology. Thanks to my mother, an African archaeologist, I had grown up spending summers exca vating in Kenya, digging through the layers of prehistory, finding chipped stone tools made by ancient hands. It all sounds very romantic but at the time I hated it. It was hot and dirty and bor ing. But then, when I got to Pitzer, I took a class in anthro and I was hooked. Anthro struck chords that ran deep inside me. However, my hook took me in a different direction from my moth er s. While her forte is reconstructing the lifeways of past cultures, mine is reconstructing the lifeways of monkeys. I was always fascinated by primates, and a Pitzer double major in anthropol ogy and human biology prepared me well for graduate school. Lee and Ruth Munroe had fostered my nascent love of research and soon my dissertation took me to Venezuela where I have spent many years studying the behavioral ecology of capuchin monkeys. Since then, I have worked with primates in Costa Rica, Borneo, Uganda, and Madagascar, and the coming summer will take me to Nicaragua. I love being out in the forest, surrounded by wildlife, with macaws flying overhead and monkeys foraging calmly in the trees nearby. But I always come home to the classroom, because teaching is as much a part of me as is my life in the field.

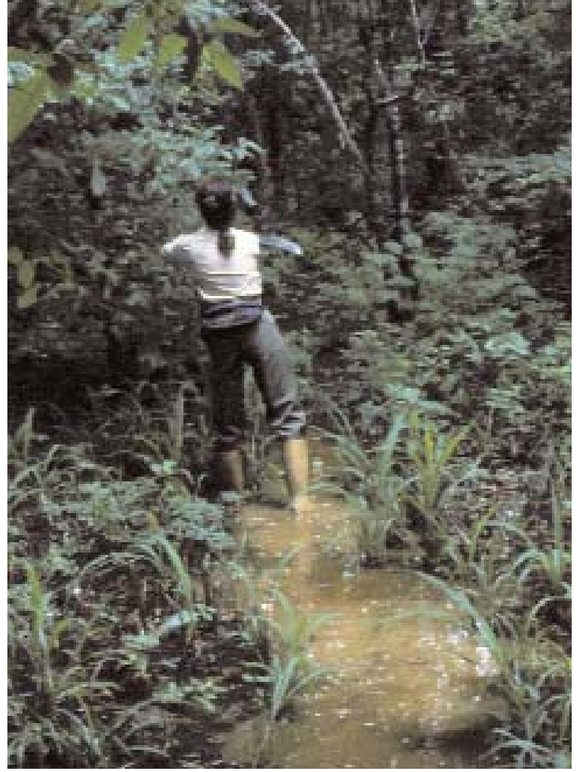
Tropical forests in Venezuela are full of wondrous sights. Here, Miller takes a rest on the spreading roots of an enormous tree while waiting for the monkeys to awaken from their midday nap.

Yes, despite all of my protestations, I am a teacher. It sneaked up and caught me by surprise. When I got to grad school, I was offered a job as a teaching assistant, and snapped it up as one of the best ways to earn a living while struggling through the program. I entered the classroom on my first day shaking with nerves and fighting the impulse to run. But within minutes, well, I was hooked. Teaching creates magic. It was exciting to work closely with students, pointing out the impor tant characteristics of an ancient skull or stone tool. It was a fun challenge to develop lectures that would help stu dents to discover critical principles and how they should be applied. It was joy ful to show pictures of my monkeys and share my love of primatology. And then there were the special moments that brought it all into sharp focus. I remember staying late one evening with a student who was struggling to under stand the big picture. We went over the material one way and then another. And then suddenly, he got it. His eyes lit up and a smile spread across his face. He got it! There was magic in that classroom. Moments like that make teaching truly worthwhile. They are moments that all teach ers know and never forget.

Evidently I was born to be a teacher. I m following my moth er, and her father before her (Art Flum, professor of mathematics at Chaffey College). I am now the head of the program in anthropology at MiraCosta College in Oceanside, Calif. In my five years in this job, the pro gram has tripled in size and we show no signs of stopping. Teaching has come to me through family tradition and examples of excellence, and Pitzer College has played a large role in that. Pitzer taught me what good teaching looks like, something that students at larger universities often fail to experi ence. Pitzer introduced me to professors who do more than just show up to lecture, profes sors who demonstrate the impor tance of independent thought. Pitzer nurtured me academically and personally, encouraging me to grow and challenging me to excel. I grew up at Pitzer: faculty brat, little office helper, student, tour guide, yearbook editor, committee member, graduate. And yes, even teacher. One glori ous semester, I got to teach with my mother at Pitzer. I got to come home to Bernard Hall and help to create a little magic. Whether it s nature or nurture, I will always be a teacher.

I guess the orange doesn t fall far from the tree.

Lynne E. Miller earned her B.A. at Pitzer in 1985 and her Ph.D. from UC Davis in 1992. Since then, she has taught at UCLA and UCSD, and is the head of the program in anthropology at MiraCosta College in Oceanside, Calif. Teaching and research are the two sides of her career, but her most impor-tant job in life is being mother to her 5-year-old son, Pete, who shares his mother's love of wildlife and teaches his preschool friends all about monkeys. The family tradition continues.



In the field, trail maintenance is a constant chore. Here, Miller slogs through standing water swinging a machete at the steadily encroaching Venezuelan forest, an image that captures the attention of her students today.

Training the next generation: Miller helps her son Pete to spot some monkeys in the distant trees in Venezuela.

empower

A gift through your will or trust can provide the resources to empower the next generation of students to transform their communities and the world.

Provida
Futuri
Society

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For more information on ways to provide for Pitzer College in your estate plan or to let us know you already have, visit http://www.pitzer.gift-planning.org or contact Greg Saks at greg_saks@pitzer.edu or (909) 621-8130.