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.
A moving ceremony was held on March 19 at a stunningly beautiful ocean view site on Finca la Isla del Cielo, near the town of Dominical, Costa Rica, to dedicate inter national 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 attenders, including Firestone s family and friends, neighbors, local con servationists and College representatives celebrated later at a fiesta with local cuisine and a marimba band on the neighboring ecological preserve, Hacienda Barí. The Hacienda s director, Jack Living, spoke eloquently about Firestone s decades 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 biological diversity of the property and limit noneducational use 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, as well as social sciences institution, committed to values of perspective, intercultural understanding and social responsibility. The participant welcomes com ments from its readers. Address letters to Participant Editor, Arroyo 105, Pitzer College, 1050 N. Mills Ave., Claremont, CA 91711-6101, or submit them via e-mail to partic ipant@pitzer.edu. The Participant is published online in PDF format at www.pitzer.edu/.
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 graduation. 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 responsibility 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
Ten Fulbrights Among Major National Awards

Pitzer College has earned a record 10 Fulbright Fellowships for 2005-2006, the most in the college’s history. Five Pitzer students were selected for Fulbright Fellowships for 2005-2006 by the U.S. Fulbright Committee. The majority of students were selected 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; Jennifer Guibier ’05 (Argentina), who also won a Watson Fellowship; Leanne Stein ’05 (South Korea); Shun Bizet 80 (South Africa); and Mauricio Pantoja ’08 (Panama) and a Ph.D. in political and policy analysis classes at the University of Michigan. Arin Arbin, a double major in political studies and history who plans on seeking employment in the public service.

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. 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 careers in influencing roles serving the public good. Rebecca is a double major in political studies and economics. She will participate in seven-week program of intensive economics and policy analysis at the University of Michigan. Arin Arbin, a double major in political studies and history who plans on seeking employment in the public service.

Internship in Ireland
Sarah Hend h ’06 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 to a student in Spanish, studied abroad in Granada, Spain. 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 pursing a master’s degree in public policy.

Two Kemper Scholars
Pitzer College freshmen Stephanie Martinez of Los Angeles and Mauricio Pantoja of Pomona have been selected by the James S. Kemper Foundation as Kemper Scholars. The Kemper Scholars Program, now in its 56th year, is one of the oldest programs of its kind. The Kemper Scholars Program 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 Sanderson Trombley said. Both Pitzer students are plan minoring in political science and psychology and political studies and economics.

U.N. Symposium
Blake Russell ’05 was selected as an intern at the Alliance Toward Harnessing Global Opportunities (ATHGO) International Symposium ’05 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. The symposium involved 400 students and entry level public servants from world universities and U.N. Permanent Missions. Blake participated in the Pitzer in Costa Rica Program.

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

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MITA BANERJEE, professor of environmental studies, was highlighted in the publication, The Academic 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, Spirituality, Worldview and Natural History, Sacred Space/Place, Australian Rock Art, Ethnography and Geophilia. On sahalthuah, 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 region at Hall of Fame for US Lacrosse. MELINDA HERROLD MENZIES, assistant professor of environmental studies, published Amur Oblas't, in The Russians for Fall: 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 Uzbekskii Zalomstvo and the regional Construction, Cosmodrome at Svolobys and Hydroelectric Power Stations. She presented Casback Nature Reserve and Infrastructure Development at a Reform Impacts of a Nature Reserve’s Infrastructure Project Apparently Outweigh Those of China’s Western Development Project, at the International Studies Association Annual Conference in March in Washington, D.C.

ROXAND 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 San Fe.

PETER NARDI, professor of sociolo, has been elected 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 Imaginative Seven Piece Papers from the Herbert Read Conference, Freedom Press, in 2003. Ward penned the review of Emma Goldman: An Excludingly Dangerous Woman, direct ed by Mal Buddick in American Historical Review 2004, pp. 1248 49. Ward also wrote the review of Citizens and Politicians: From Sand to Sunrise, in Perspectives on Politics, 2003, vol. 1, no. 2, pp. 198 199.

NIGEL BOYLE, professor of politi cal studies, was made a research associate at Trinity College Dublin. His book, FAS 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 Kearon, in the Irish Independent. Boyle also published, Neo Liberalism and Labour Market Policy in Britain and Ireland: Inflational Coalitions and Divergent Policy Trajectories in Neo Liberalism: Ideological Interests and Global Economy, (New York Routledge 2005). A. Denzu, T. Willett and R. Roy (eds) He presented, FAS and Active Labour Market Policy 1995 2004, to Professor John Boyle’s book, FAS and Active Labour Market Policy, was officially launched on March 14 at a gathering of Irish dignitaries.

Pitzer College: Professor of Psychology, Leah Light was elected president of Division 20 of the American Psychological Association for the 200 2004 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 directo r of the Claremont Research 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 her term on the American Psychological Association Publications and Communications Board on July 1.

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 in the functional and clinical realms 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 travel 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.

EMILY WILEY, assistant professor of biology, had an article published in the May issue of Ecológia, an international, Class I Histone Deactylase ThdPp Affects Nuclear Integrity in Tetrahymena Thermophila. Wiley spent her spring semester sabbatical downtown at University, New York City, in the lab of Dr. D. Alas. Allis.

PHIL ZUCKERMAN, associate pro fessor of sociology, will be on sabbatical for the year 2004 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 by the Iranian government.

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

Pitzer College Trustee Emeritus Kenneth S. Pitzer and his wife, Jean M. Pitzer, announced a gift of $3 million to Pitzer College in honor of two significant members of the Pitzer community: Kenneth S. Pitzer 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.

Pitzer Hall will be dedicated to the memory of Kenneth S. Pitzer, an influential alumnus and a generous benefactor of Pitzer College, and his wife, Jean M. Pitzer, a devoted supporter of the College. This gift will allow the College to continue to provide a safe and welcoming living and learning environment for Pitzer students.

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 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 admission.

A college with a conscience, says Robert Franek, Princeton Review vice president of admission services, has an administration committed to social responsibility and a student body actively engaged in serving society. 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).

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.

A college with a conscience, says Robert Franek, Princeton Review vice president of admission services (Admission Services). Each two page profile provides detailed information about the college, engagement and service learning programs and financial support for service. Profiles of 15 students share their experiences and feedback about their civic engagement activities, advice and experience.

The Princeton Review (www.princetonreview.com) is known for its class and room 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.campuscompact.org) is a national coalition of more than 900 college and university presidents committed to the public purposes of higher education.

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 nominated and features in its forthcoming book, Colleges with a Conscience: 81 Great Schools with Outstanding Community Engagement (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.
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 Language’s 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 Nepal in the last month of the program.

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 under the direction of Carol Brandt, vice president for International Programs, participate 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. 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: trip to Japan.

Summer 2005 will showcase more innovation in teaching and learning through Summer International Undergraduate Research Projects for eight students. Under the direction of Professors Scot Gould, Ethel Jorge, Chris Marquis, 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 CMWC 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, neuro science 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: Bhumida phelu maalai. Sundari saiko maalai. 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 Brook, Vice President for International Programs

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 on 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 funding 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 was formed to develop a new vision for the College. I look forward to the fall as discussion and planning for the center will begin in earnest.

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 alums 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 30 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.

Education’s intangibles matter most to alumni
Great teaching requires an enormous amount of ongoing work and preparation both inside and outside of the classroom. In my own experiences, the energy required to develop and engage 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, has been extraordinarily important in my own intellectual development. I have provided context and richness to my appraisals of my own discipline and have greatly informed discussions in the classroom. In addition, this ongoing spirit of interdisciplinary 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 constantly reminded of Albert Einstein’s admonition to read lightly in your own disciplines and strongly in the disciplines that surround them.

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

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 subequent generations? Pace for a moment, as I have done so often while writing this article, and reflect on your favorite, best (or maybe not have been your favorite) and most influential teacher. It is often thought that great teaching is better 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 faculty member who has significantly enhanced the overall educational environment at Pitzer College. Professor Sanders started teaching full time in 1963 and while from his first day, he says teaching has been an utter delight during those forty years. He says, students have changed dramatically and in a wholesome 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 to me in light and formal language and in the most poignant ways, these past few years teaching in the probation camps.

Regarding his first day of teaching, he declares he was just too nervous to really enjoy the show. Professor of Mathematics Judy Grabiner, recipient of the prestigious 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 students are. Work with the students that you actually have, not some idealized or younger version of yourself. 2) People have different ways of learning. In mathematics, that suggests teaching with visual examples 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 engagement with the material, respect and encourage them. 4) Dissent and debate are essential to learning and also to the advancement of knowledge. Work to preserve academic freedom for both teachers and students.

Professor of Classics Steve Gluck uses an organic and deconstructivist approach. Given time, I could certainly write an entirely different 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 how to reduce the organic and deconstructivist frame 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 Lisa Petersen notes increased learning opportunities available since her 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 multicultural understanding. This commitment reflects a key element of great teaching: the ability of the teacher to be the learner to see the world through the eyes of others and to grow by learning from their perspectives. Today, Pitzer offers all of us so many more learning opportunities than it did in the 1970s to students to truly be open and receptive to the voices of others, and of each other.

Sociology Professor Peter Nardi says he believes that faculty and students are now much more open and collaborative in their discovery of knowledge, 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 technology 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 new reality means that the times have changed. What is different is a generation of young people exposed to the multi tasking capabilities of compact discs, the randomness of iPods, the cultural and technological boom and the 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 Nilgün Masulaya 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 interpret gate ways, events or situations, the bases of their origins and the bases of their origin and the bases of their interpretations. The ability to make judgments on the basis of knowledge, rather than through opinion, will enhance the capacity of students not only to make informed decisions but also will enable them to become good citizens.

Professor of English Al Wachtel draws on classic characters to illustrate his response. Teaching on the college level is learning. That is what is exciting about it. It is not only conveying knowledge; it is adding to it. Changes in the ethnic makeup of college 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 expert upon and are still experiencing are in fact very well known now. I speak about and worked to amend those inequities when almost all of the faces in front of me were Caucasian. Off, the prevalent military strategy in Shakespeare’s plays devoted to him, could nevertheless be referred to as a black ram, a barberry horse. Stylistic, 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 injustices, those that they could not read his words correctly. They took the vile words on the lips of Shakespeare’s characters as the author’s opinions. Those inequities conducted now. The question is what is 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 gratitude. Great teachers make great colleagues.
Have you heard the one about...

Professor Barry Sanders cracks wise on teaching

Talking to Barry Sanders in an empty classroom makes him a great teacher. He sits, holding court while gesturing and casting sideways glances to where the students should be, playing to an audience of one. But there he sits, holding court while gesturing to Barry Sanders in an empty class room does him a great injustice. It s never been a job to me. In fact, at the beginning of my career I was very close to retiring. 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; be irrevocable.

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 been asking these young people: What are you going to do now?... I think Barry was really getting at: Life is to be laughed at, 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, You give me a camera and you just want 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 to the other. He gave equal weight to a critical take of Lada 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 some how worthy of discussion, somehow had a kernel of fascination to them. Barry knows where almost everything comes from, and when he says 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 Barry was really getting at. Life is to be laughed at, wondered about, and occasionally joked with a stick from a distance.

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; be irrevocable.

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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 been asking these young people: What are you going to do now?... I think Barry was really getting at: Life is to be laughed at, 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, You give me a camera and you just want 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 to the other. He gave equal weight to a critical take of Lada 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 some how worthy of discussion, somehow had a kernel of fascination to them. Barry knows where almost everything comes from, and when he says 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 Barry was really getting at. Life is to be laughed at, wondered about, and occasionally joked with a stick from a distance.
High-octane teaching

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 is a great teacher.

I’ve had a blue collar approach to my career at Pitzer, he says. When you show up to take his picture for The Participant.

The invention of the internal combustion engine, the difference between 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.

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

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.

Volli 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 College has always afforded a tremendous amount of flexibility in terms of what you want to teach and how you go about teaching it.

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

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 teaching career, 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 says, “No. I knew I would be doing this.”

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 in unexpected moments. Yesterday I was teaching, a poem I have taught many times before in this course 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 thinking 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 engaged because I’m retit, 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 Chadbourn, 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 per haps for the first time, understood the poem’s 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 wrote not yearning for some closure on this poem. It was just wonderful. Just wonderful.

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.

Direct connections can only be made from the center.

Jill Benton
Professor of English

The key to good teaching is being true to oneself, whatever the self might be. There’s no technique. Some people are articulate and have wonderful lectures. 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 is all about. And the same is true of a mentor relationship where students forget that they’re in a classroom, where they start living whatever they are and are not doing. That is not a question I have ever been asked to answer.

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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.

‘A Vital Resource’

I met Jill Benton my freshman year at Pitzer. She was my English professor, then my academic advisor, and she has maintained 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 oil legs. 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 wore not), I decided that lit erary inquiry was a joy on its own terms, and I have made shar ing 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 pre gram in London, I was desperate to square 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 I turned to Jill for help. She proposed a course of inde pendent 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 posts, Jill let my babies crawl around her yard for some more coffee and more stories. She has always been there as a sounding board, and our 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.

SPRING 2005

PITZER COLLEGE PARTICIPANT

MICHIELE DOWD '90
Now, for Something Completely Different

What is it like teaching philosophy at Pitzer? Well, it is 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. When I compare teaching here to previous college teaching gigs at such places as UC San Diego (my alma mater), Washington University in St. Louis and the University of Northern Iowa, I can say with confidence that 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.

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’m glad the Fates decided to 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 homoerotic 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.

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 member 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.

Mapplethorpe 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’

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. They’re open, curious and off beat and have some of the liveliest minds I’ve ever 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 under standings 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 find yourself able to engage that student who had seemed disinterested previously, and when as a whole classroom you journey to fill the pieces of the puzzle together and you succeed that you realize you are part of a sacred enterprise.

Whether or not Pitzer was originally formulated as an experimental college, and I’ve heard some controversy among my senior colleagues about this, it is clear that our faculty have set the tone for innovation, expert mentorship, and the view that one must never stop seeking the next adventure of the mind around the corner. I think about Lucian Msrius’s energy for developing (after he’d officially retired, I might add) The Blobble and the Ripples, a holistic approach to learning for seniors seeking a more coherent experience. John Bodman’s many less move from Hegelian philosophers to environmental studies professor extraordinaire is one more example.

Ann Strockmgen and Rick Tsujimoto led the way in courses that connect students with community internships,
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.

Although they may regret it now, they helped me imagine that I might join in our students musings we’ll talk, but if we don’t attend to whatever spontaneous or dis 
cursive to tweak their imagination, however spontaneous or dis

I think one of the most significant qualities I absorbed at Pitzer was 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 questions about assignments, you usually 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 Pitzer is the encouragement that students would make their own decisions. 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 system, 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 learning and, outside of the law, Pitzer was always outside the box, and I try to express that spirit, albeit within minimal public school rules, parametrically in this test happy epoch. 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 unsurpassed 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 humanity. 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 perpetuity, the gorgeously free spirited, yet richly focused world where gifts, so that Pitzer can remain, in perpetuity, the gorgeously free spirited...
Greece in the spring is about the history of the country and the philosophy.
Not the parliamentarycommons but the idea of the commons. This has been something that has called me for a long time; the time 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 for the in-between of the imagination. You could lay there in the shade, bring your ani mals to graze, raise some plants, sit there and share them with your people. It s a key idea in the Middle Ages and the Renaissance. I m interested in the commons 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 19th century was it that the scientific community 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
eye? What kind of century was it that was introduced and produced heroin, mor
phine, and the beginnings of cocaine? The century introduced the word anesthe
siology, the idea of chloroform, of ether, the idea of suspended anima
lism, and somnambulism (sleep walk
ing). I think these are kind of phi
losophy stories that people were look
ing for in the 19th century, like Edgar Allan 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 connec
tions between them to provide insights into laughter, he says, Sanders may have become a standup comedian, Sanders says.
I was for a time, he explains. That s what I wanted to do as a little
boy, he says. I always wanted to do it 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 impression of Jimmy Stewart for my Hitchcock class.
Sanders breaks into the story of how when he was in college his girlfriend wanted to go to Scandinavia, an upscale restaurant, on New Year s Eve. She made the request on Thanksgiving, but reservations for the
restaurant were made in the middle of April. Not wanting to dis
appoint the young lady and her family, Sanders calls the restaurant forewarned with the knowledge that Jimmy Stewart is a
regular.
So I called the maitre d and gave him my gig for forty straight nights. I did my gig for forty straight nights. I thought the guy was fantastic, he says. Sanders met Bruce in that Hollywood
strip club. Not much has changed in the professor.
Jay Coller
This is an Anam Monobloc. It was used extensively on a variety of British motorcy-cles in the late 1980s and early 1990s. It's stone age simple; I could rebuild one blindfolded. More to the point, it is used to illustrate several important issues pertinent to my class on technology and soci-ety systems and nested subsystems, feed back processes, energy use, the causes of air pollution, and scientific concepts (in this case the Bernoulli Principle) and their technological applications.

VOLTI
from page 17

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VOLTI
from page 17

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 the air but for pause so lengthy it fills whole pages, but from the very real sense of humidity, heat and humanity that marks 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 is true, Bentor argues. I try to achieve that rhythm when writing as well. Pitzer’s rhythm relies on a kind of casual freedom, Bentor says.

BENTON
from page 19

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 anima-tion, Jay Collier says.

WILSON
from page 17

and others of us have simply followed their lead. Agnos Jadsos’s clear voice, changed to a rougher and deeper one by the nature of risk and resilience in childhood, said, ‘I have immersed myself in video and DVD production, winning several awards and coveted independent producer projects showcasing various business es and philanthropic organizations throughout the country. I now have more music equipment on my laptop computer than I could fit into my for-mer 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 coordi-nator 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
from page 21

This is a pryagogical exercise. 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 con-nect it to everyday life. Again, it is about treating students seriously. You expect something out of them. I like to think that students want to do a good job out of respect for me in addi-tion to serving their own interests. So be a master teacher, turning 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 achievements, what would it be?

Father of the year, Volti says, beaming. I am very proud of my daughter, Kate Volti, Pitzer Class of 2005. 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 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 col-leagues and students is nice, but the art of being a parent is in a class by itself.

Jay Collier
Professor of Sociology

and of those who are sending out the world. I hope that they have the requisite knowl-edge, skills, compassion and perseverance to turn their Pitzer experience into a life well lived. And that season al sense of loss is tempered by the fact that the world sends us a whole, new, unique autumn. Thank goodness for that, for therein lies the fountain of youth.

Jay Collier

SPRING 2005

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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 approximately 220 available spots for entering first-year students, 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 information 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, at any questions or concerns at tanya.eveleth@pitzer.edu.

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.
Feb. 16-20 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

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.

IC REAM SOCIAL

Welcome Receptions provide an opportunity for you and your family members to meet other new families and familiarize yourselves with Pitzer’s campus and people. Please come and learn more about Pitzer during Family Weekend 2006. If you are interested in helping with the event, please contact Tanya Eveleth.

PRESIDENT’S POOL PARTY

Join us at the Rodman Pool on Friday, Sept. 15, 2006 at 10 PM for a BBQ and pool party at the Rodman House. We look forward to another Silent Auction during Family Weekend 2006. If you are interested in helping with the event, please contact Tanya Eveleth.

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 formally approved our Housing Master Plan. The design/build team of Carter 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 buildings themselves play an essential role in the teaching process.

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 unified. Christopher Alexander

For many, the most important features of a building are its square footage, room configurations, comfort and amenities. Little thought may be given to its local context or how its own design communicates ideas and community values. Making learning relevant to daily life how ever, is a Pitzer aim. And at a residential liberal arts college such as Pitzer, even our buildings have the capacity to challenge, inspire and teach us about ourselves and the world around us. Many buildings built for efficiency and simplicity tell no real story about their social, cultural or ecological context, 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 buildings 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 can communicate a vital sense of place and that fosters strong community. Pitzer will create buildings that teach by emphasizing local, renewable or recyclable materials, limiting negative impacts on the environment; involving students in on-campus activities such as recycling and riding bicycles; and exposing these sustainable features to students so they understand how the building interacts with its environment.

Pitzer College will also create land spaces for learning—establishing gardens that use local and climate adapted plants, natural materials, and water permeable surfaces that contribute to ecological sustainability while providing places for students 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 values. Our new architecture promises to offer an elegant expression of our beliefs while inspiring future generations of students to reach for yet higher ideals.

Robert Clute ’84, director of capital projects

Pitzer College Residential Life Project

S A V E T H E D A T E

West Los Angeles — Friday, Aug. 11
10 a.m. and 1 p.m. welcoming sessions of incoming freshmen

Boston (South End) — Saturday, Aug. 12
10 a.m. and 1 p.m. welcoming sessions of incoming freshmen

Boulder (Dilworth) — Sunday, Aug. 13
10 a.m. and 1 p.m. welcoming sessions of incoming freshmen

San Francisco — Sunday, Aug. 13
10 a.m. and 1 p.m. welcoming sessions of incoming freshmen

Chicago — Saturday, Aug. 26
10 a.m. and 1 p.m. welcoming sessions of incoming freshmen

Portland — Sunday, Aug. 27
10 a.m. and 1 p.m. welcoming sessions of incoming freshmen

Los Angeles — Saturday, Aug. 26
10 a.m. and 1 p.m. welcoming sessions of incoming freshmen

www.pitzer.edu/events/
Raudric Curtis '05: A Winning Attitude

I’ve been playing football since I was 7,” Raudric Curtis ’05 explained. Winning isn’t really the important thing about football for me. It’s always the goal, but it’s the experience that makes it going to practice 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 Aytrh ’84 Award, given annually by fellow Sagehens to the Pomona Pitzer student athlete who displays the dedication, loyalty, and pursuit of excellence characterized by Zinda. Raised in Bellflower, Calif., Curtis was familiar with Pomona 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 more 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. Curtis should be proud of his accomplishments.

We certainly are.

Award Dinner Celebrates Student-Athletes

Pomona-Pitzer student athletes gathered April 20 to cele brate the year’s accomplishments with the annual sports dinner and awards ceremony. Raudric Curtis ’05 (football) received the Judi and Frank Fenton Athletic Leadership award; Katherine Hopkins ’05 (volleyball) received the Daily Award for Athletic Achievement; Jennifer Marble ’05 (swimming) won the Most Outstanding Female Student Athlete of the Year award; and Felipe Aguilar ’05 (baseball) was named Most Valuable Male Student Athlete of the Year.

The College extends a special thanks to the SCIAC football team. Read’s achievements included:

Award Dinner Celebrates Student-Athletes

Tisa Read ’94 HALL OF FAME

Tisa Read ’94 will be induc ed 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 ’96
High Jump 1st place, Team SCIAC Champions
Volleyball ’91-’92
Multiple spots on all-time Pomona-Pitzer list for blocking
The Orange Doesn’t Fall Far From the Tree

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 is a college professor. In fact, she is 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 dedication that teaching demands and I never imagined throwing myself into any pursuit 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 environment, one that would challenge me 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 glorious semester, I got to teach with my mother at Pitzer. I got to go 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 important job in life is being mother to her 6-year-old son, Pete, who shares his mother’s love of wildlife and teaches his preschool friends all about monkeys.

The family tradition continues.

As I entered Pitzer, I swore I would never major in anthropology. Thanks to my mother, an African archaeologist, who had grown up spending summers excavating 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 boring. But then, when I got to Pitzer, I took a class in antro and I was hooked. Anthro struck chords that ran deep inside me. However, my book took me in a different direction from my mother’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 anthropology and human biology prepared me well for graduate school. Lee and Ruth Munroe had fuelled 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 Namibia. 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.

Yes, despite all of my protestations, I am a teacher. It sneakied 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 important characteristics of an ancient skull or how they should be applied. It was joy 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 understand a concept, until then standing right in front of me. We went over the material one way and then another. And then suddenly, he got it. His light bulb went on 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 teachers know and never forget.

Evidently I was born to be a teacher. I am following my mother’s footsteps and the footsteps of her four sisters. While her forte is reconstructing the lifeways of past cultures, mine is reconstructing the lifeways of monkeys. She is a teacher. I am a teacher. It sneaked up and caught me by surprise.

I got it! There was magic in that classroom. Moments like that make teaching truly worthwhile. They are moments that all teachers know and never forget.