

THE OTHER SIDE

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Pitzer College

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Soviet Refusnik Released with Aid of Pitzer College

by Seth C. Liebsohn

On the evening of May 12, over 60 people - students, members of the media, parents, and administration filled the office of Pitzer Dean of Faculty, Al Bloom. The efforts of the organization Students Concerned for Soviet Jewry (SCSJ) had paid off. The 5 college organization with a membership list of hundreds of names had inspired Pitzer College to officially invite Soviet Professor Benjamin Charny to join Pitzer as a visiting professor. After much waiting and slight frustration, Al Bloom and an aggressive operator were able to get Dr. Charny on the phone to personally invite him to Claremont. Dr. Charny expressed his sincerest appreciation and looked forward to one day being a member of the Pitzer community.

On July 16, Dr. Charny and his wife Yadviga flew into Logan International Airport in Boston. They flew in on an Occidental Petroleum company plane with Armand Hammer. A Pitzer delegation consisting of David Strauss, Joesephine De Young, Jon Parro, and Al Bloom was sent to greet Charny. But when Charny actually departed from the airplane he was greeted by Kity Dukakis, and Massachusetts U.S. Senators John Kerry and Ted Kennedy.

Dr. Charny had been trying to emigrate from the Soviet Union for nine years. His first application for an exit visa from the U.S.R.R., nine years ago, resulted in a denial, refusal for him to reapply until 1995, and the loss of his job as professor

of applied mathematics at Moscow University. To further complicate his situation, Dr. Charny has been suffering from heart disease, skin cancer, and two tumors.

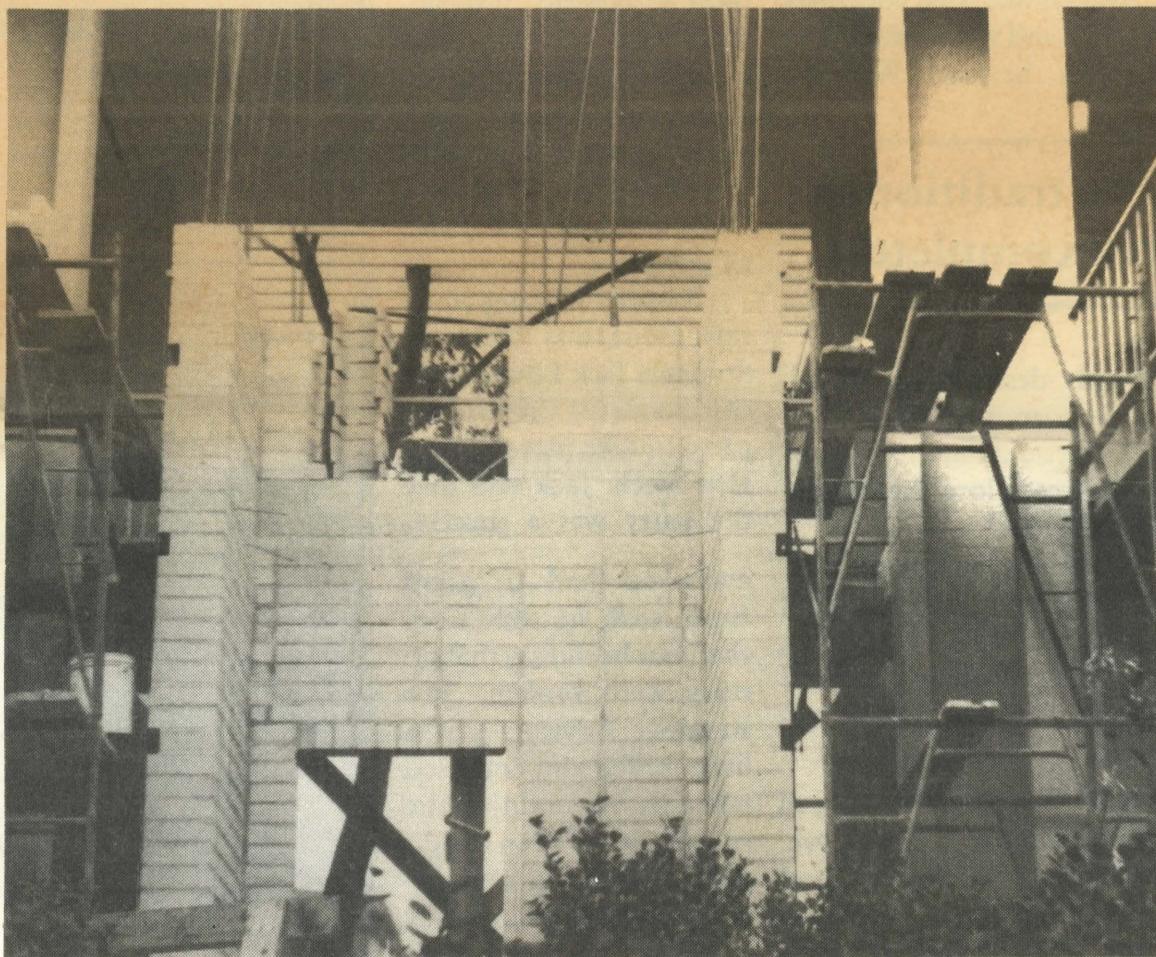
Dr. Charny was a refusnik - a Jew living in the Soviet Union who is not

years ago by Pitzer Junior David Straus and CMC graduate Jonathon Rudnik. Student groups, involved in the cause of Soviet Jewry, have been active on college campuses since 1964. But large national and international attention for the cause came on December

with the Soviets; occupying the offices of Columbia Artists, which was sponsoring the appearance of Siberian dancers; bombs threats' throwing of ammonia bottles; and chanting demonstrations put the issue on page one of the New York Times and made the issue

ior high school, engaged in efforts that served as the catalyst for Pitzer College's involvement in the cause to the extent of inviting Dr. Charny to Claremont. David, however, maintains that he couldn't have done it alone, "Every person no matter what the extent of their involvement had a great deal to do with Dr. Charny's release."

By inviting Dr. Charny to Pitzer many things are/were to be gained. Pitzer's invitation helped publicize Dr. Charny's plight. By so doing, further embarrassment of the Soviet regime was disseminated. Helping facilitate Charny's leave also would expedite the medical treatment available in the U.S. that Dr. Charny needed. Being an academic institution, the invitation was not solely based on the issue of human rights nor political purposes: Dr. Charny is well known in his field of higher applied mathematics. In fact Harvey Mudd has offered to help in any feasible way they could and monetary aid is being considered. Dr. Charny's arrival, in the Spring semester, will also prove to be of great cultural benefit. He will be able to guest lecture and relate his Soviet experiences. Pitzer College President Frank Ellsworth put it best in a letter to Dr. Charny stating, "We have special emphasis on promoting international and cross cultural understanding and helping students examine the social consequences of the issues they explore."



Incomplete construction of the elevator for handicapped students and visitors. Although the elevator is supposed to make the campus completely accessible to handicapped people there are still portions of Holden and Sanborn Halls and the Grove House which are unreachable by means of wheelchair.

allowed to leave the USSR. There are over 400,000 Jews living in the Soviet Union who are not granted exit visas. The Soviet Government makes life for their Jewish citizens very difficult, respecting few civil and human rights. Once a Soviet Jew applies for an exit visa their life becomes much harder and usually their application is either denied or not accepted. It is this cause that SCSJ has championed.

SCSJ was founded two

29, 1969 in New York City when the Jewish Defense League (JDL) led by Rabbi Meir Kahane struck and took over the offices of TASS (the Soviet tourist agency). This was the start of a campaign of a mass harassment aimed at Soviet officials, dignitaries, and offices in the U.S. to call attention to the cause for Soviet Jews. These JDL actions including many other actions such as consumer boycotts of U.S. companies doing business

the top news story throughout the national media time and time again in the early 1970s. These actions ultimately made the Soviets so uncomfortable that subsequent unprecedented waves of emigration of Jews living in the USSR were seen. At the time the JDL started its anti-Soviet/Soviet Jewry actions there were over 3 million Jewish dissidents or refusniks.

David Straus, who began working for Soviet Jewry when he was in jun-

Hey Nomi Soprenda by Michael Tomlinson

Yes, Dry Week, that mystical time at the beginning of the semester when draft and spirits are scarce on the grounds of dear not-so-old Pitzer College. Dry Week, that which exists not in the Handbook. Dry Week, the subject of many facetious toasts in its own midst. Dry Week: poor, misunderstood Dry Week.

Yes, Dry Week, which essentially lasts from the beginning of orientation until the Saturday after school begins, is a perfect example of the quagmire that makes up much of Pitzer's structures which pertain to student life. One part concession to societal values, one part strong-arming by the other four

tions (a la Harvey Mudd College, located to the north of Pitzer) if Dry Week were not a Five College Event. I picture a meeting of the presidents or deans or whomever else represents each college going something like the following.

Non-Pitzer reps: "So, will your College follow Dry Week?" Being open minded and deep thinking, the Pitzer rep replies "I shall have to think on this matter." In quick rejoinder the others say "Well, as you ponder, be sure to remember that we, the other four schools, possess many facilities in this heat (namely pools, but others as well) that you desire to use and from which you greatly benefit. We also

ignore Dry Week completely. It is also another chance to thumb your progressive nose at the world. This tradition probably developed sometime in the years of lax enforcement and casual student attitudes that characterized the early seventies and late eighties here at Pitzer College.

With all of this said, I think that Priya Kailath, a Mentor, came up with the most realistic reason for Dry Week. She pointed out that there are hordes of parents around. Now we're all rational adults here (right?) but the fact for most of us is that our parents foot the bill...and being old and easily upset, they just don't need to see the debauchery that takes place here on a normal day. Chalk it up to money the all powerful.

Possibly making all of this moot was Dean of Students Jack Ling's decision to allow a registered party to take place during Dry Week. Jack says that the party was a success,

everyone had a good time...well, he didn't say that, but he did say that no rules were broken. The Resident Advisors got a little miffed and confused when they found that the rules they had been so diligently enforcing were revoked, but this was quickly remedied by Jack's deft, quick talking and sound reason the day after.

The future of Dry Week and all those other archaic rules?...I don't know. Will it live a charmed life or fade away into bureaucratic Nirvana? Jack says the issue will be discussed in relation with other issues of residential life. Good call, I say...let's start talking.

"Simply put, the tradition is to ignore Dry Week completely."

colleges, one part good intentions, one part tradition, and a liberal sprinkling of confusion and rotten communication are its basic ingredients.

Why Dry Week even has to exist is tied ultimately to the values which the Puritans imposed upon themselves (and seemingly everyone else) when they landed in New England. More recently, our society has continued to hold the old black shirts' ideas about abstinence and such things close to their hearts. There is something about Dry Week that still seems like a great idea in many people's minds. Even college administrators, by some twist of fate, are ports of society. Even if they aren't, it's good P.R. to those people who are.

Then there is the smaller community of the Five Colleges which comes into play. Pitzer College, being the open minded and deep thinking institution that it is, could easily choose to disregard society's inclina-

greatly desire to work together, an allegiance from which you stand the most to gain (read: lose the most). Thank you."

The Pitzer rep decides quickly and easily at this point.

Now, doubting reader, please don't take these last two points to mean that I view Dry Week as an evil thing imposed from above. There are oodles of good intentions for it's existence and creation here at Pitzer College. As Resident Advisor Brook Sterling put it, "Dry Week is a chance for the freshmen to see that it won't be one big slosheroo all year." Those freshmen are so impressionable. As R.A. David Janney (but don't make him sound like an R.A.) pointed out, this week unfortunately falls over into the only time when upperclassmen are on campus and don't have class. A nice touch of confusion if ever I saw one.

This brings us up to the one point of tradition. Simply put, the tradition is to

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Governance Issues

Still Alive by Dan Kenney

What's hot at Pitzer? It depends on how you as a Pitzer student regard the issue of student government. Those students, faculty and administrators who participated in the student government debates last year will testify that opinions varied, tempers flared and proposals sprouted. And while no document or formalized changes occurred the recognition of inadequacies in the Pitzer governance structure were noted and slated for change. These inade-

quacies included, but were not limited to housing problems, the need for better avenues of communication between the administration and the student body, better student representation, a greater role in the decision making process for students, and lack of an institutionalized structure to which students could turn to with problems and issues.

To understand the dynamics of last semesters revolution one must exam-

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Photographers

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ine Pitzer's history. In no way were the events of last semester unique in Pitzer's history nor were they revolutionary. Those professors and administrators with an institutional memory can site several such community movements in the past. Knowing this we as students ask, "What resulted from the last community examination of the governance structure?", "Were fundamental changes made?", and if so "Why do we confront this problem again?"

Past experiences have

smoldered into oblivion due to lack of community wide support. Without the backing of the administration or the faculty the student body is left without continuity. The student body, being an ever changing entity needs the support of the faculty and the administration if it plans to carry over an idea or movement.

The present situation is unique, in that the administration facilitated that carry over. President Ellsworth, possessing a good institutional memory and having experienced similar movements in the past, felt his

office could assist in the preservation of last semester's community energy. He did so by asking several students to convene before the start of the semester to discuss student government and produce a flexible proposal which could then be submitted to the student body and could be molded into a document which would alleviate the present governance problems. And thus the Student Government Task Force was created.

The work undertaken by this ad hoc committee has been productive and the group feels confident that

this semester should produce a solution to the problems and tensions of the past. The group also realizes that there are other individuals and groups with competing proposals. The consensus of the group concludes that this competition is productive in producing the best possible resolution on student government. Those individuals who feel they have been left out of this process will have an opportunity to participate and those students new to Pitzer college are also invited to participate in the restructuring of the Pitzer governance sys-

tem. Indeed the optimum scenario would involve all persons associated with Pitzer in this restructuring-faculty, administrators, staff and students. The desire is not to exclude but to fully encompass those most affected by change. Be watching for future announcements from the Dean of Students office concerning Student Life issues and the governance task force and get involved because it directly involves all of us who live and work at Pitzer college.

EDITORIAL

Does the College Need Sophomore R.A.s?

by D.H. O'Connor

There is an issue which I believe to be most crucial to the students of the College but which, surprisingly enough, has attracted little attention. The Residential Advisors are a group of twelve students, selected by their predecessors and the administration for their personal qualities, organization, and ability to deal with situations requiring maturity and good judgement. Currently on staff are no less than four sophomores and two second year transfer students. It is also worthy of note that none of the other R.A.s have any previous experience in the job. This is, by anyone's standards, a young and inexperienced staff. My concern lies for the most part with the four sophomores, and the policy which has led to their selection as Resident Advisors.

The tradition regarding the selection of sophomores as R.A.s has been an uneven one. The first was named Brad Wolfe, who was a sophomore in (I believe) the 1982-83 school year. The second was a

sophomore in the year 1985-86. There was a third sophomore R.A. in the 1986-87 year. The fourth and fifth were sophomores last year. This year, as we have seen, there are four.

It is important to know that at the beginning of last year, there was a radical change in the office of the Dean of Housing. Daria

Shockley, the previous dean, moved to another office at Pitzer and David Winn was hired as the new dean. Last year, as any veteran of it can tell you, marked a great change in the policies (and their enforcement) in the offices of both the Dean of Housing and the Dean of Students. Policies, I might add, which have to a certain extent been much less popular than their predecessors. What all of this has to do with the selection of new R.A.s is that they are in particular responsible for the enforcement (for lack of a better word) of these policies. Dry Week, happening in a half-

assed manner quite recently, is a perfect example.

The feeling among the students with whom I have spoken is that the selection of this year's younger staff has depended not only upon the qualities which I have listed above, but also on the willingness of the staff to carry through those policies with which they are

less familiar. In the case of the sophomore R.A.s, these policies are the only ones with which they are familiar. Now why, I ask, are there so many sophomores this year in particular, especially considering that in the past only a very small group of them have been selected? It is hard to believe that (given the recent policy changes and the furor which they created) the administration doesn't desire a different kind of person, a different kind of Resident Advisor. Hiring a younger staff is, I believe, the most logical thing to do in such a situation.

My concern is that in

order to effect such an action, the Dean of Housing and others have hired a staff that is too young and too inexperienced. Youth and inexperience aren't crimes, but in the delicate role of R.A., possession of them can be tantamount to disaster. I find it hard to believe that there is justification on the grounds of

experience and maturity to have four sophomores on staff. When I spoke with David Winn last year before the selection of the R.A.s, he said that he was of the belief that there should only be as few (if any) sophomores on staff as possible. I think that it's not hard to see the change in priorities in the administration's values. The consequences for these changes, however, are to be looked at closely. Those who benefit from the experience of good R.A.s, the residents of the College halls, also detriment from the inexperience of bad ones. This is not to say that

the individuals in question are necessarily of low quality as R.A.s. My belief is that the policy of having sophomores on staff is conducive to inexperience, and thus to a greater margin of error. This margin is not something which the students or the administration can afford to have. In dealing with critical situations with other students, be they drug overdoses or mental problems, the students of this college deserve the kind of R.A. who is more experienced and more mature. This points to having exclusively juniors and seniors on staff. Following any other kind of policy or trend in selecting R.A.s can and will lead to the kinds of serious mistakes that can plague even an experienced and well balanced staff. I heartily encourage the administration in general and the Dean of Housing in particular to review this policy. Must the students of Pitzer College pay for decisions in which they have little or no say?

Jack Ling: The Other Side Interview

This interview of Jack Ling was conducted by Priya Kailath, and transcribed by herself, Evan Ballinger, David Burkett and David O'Connor.

The Other Side: Why did you choose Pitzer?

Jack Ling: It's a very complex issue. I think that I'll talk about my own values, basically. One is, I thoroughly believe in community and, secondly, I believe in what constitutes a community. It's really respect for all members of the community. For me, it has always been an experiment in terms of historically looking at how communes—whether it's from China, whether it's from Israel—communes get started, religious communes started (it's an interest of mine) and the issues involved. How do we—whether its possible at a place, at a college, that we can establish a community? I looked at Pitzer first of all by reputation, and from the size; that this would be a wonderful place, if there is another place in this country to really do some interesting experiments about communal living. It's a nice—without really exaggerating—great place to experiment ways of being with others.

O.S.: What school were you at before?

JL: At Boston University.

O.S.: What is the size of Boston?

JL: BU is about 27,000. It's very large. It's (inaudible) I would say is as opposite to Pitzer as you can find. There is sort of an experiment in a program I worked in wherein you try to have team-teaching,

general education, close faculty-student relationship, a whole team approach in terms of faculty. We try not to have divisional boundaries in terms of background, and we work as teams of people, with students; we spend a whole year with students—I know my students, 85% of them within a week. We do things with students, on campus, off campus. It's an experiment. But it has, in recent years, gradually lost that. The only part that is saved is the close faculty-student relationship, we still have some of it. Everything else is only on paper, it's true. The community really doesn't quite exist. It is in every bit a traditional BU college, on paper. I really felt that it wasn't doing the kinds of things I would have liked. It was a rarity that we could have an interdisciplinary teaching week. In fact, I and a few others instilled one...an interdisciplinary teaching week (laughs)—in a school that announces itself as an interdisciplinary department! So that is a little bit of background. One of the major motivations on my part is that I do not find the place where the college is heading and has been heading (since I've been there eight years) and it has actually been going—but I didn't know when I was interviewed—in that way...a change of climate and that itself constituted the next part, that it's a political schism between older faculties, of faculties that share my vision, and faculty members that really like to begin to have high quality students, students who are less problematic, students who are interested in academics, students who do not need to spend so much time and rely on people like psychologists...and this was

a major conflict between the group that I belonged to that support the other model of general education, of more democratic governance, of more democratic curriculum...and by and large I would say that the newer faculty of young people that would really like to have something come closer to what the rest of the liberal arts colleges do at Boston University which is academic...classics students.

O.S.: Now leaving BU and coming here, what are the major changes that you foresee or perceive?

J.L.: First of all, it's the very—in fact I should begin with my interview, because my experiences there really helped me to decide whether or not to come here. I was first interviewed by oodles of people—anywhere between sixty to a hundred people...started at eight and ended at ten...I was very impressed by the fact that I was interviewed not only by student groups but also by secretaries, by admissions people, by the registrar, by financial aid, essentially by every single person representing the different groups of Pitzer. To me, that was impressive...it was not just an academic issue, it was not just somebody quote unquote making some decisions in terms of abstract expectations...and I was very impressed of course by President Ellsworth and of course very much so I developed a very strong feeling for Professor and Dean Bloom and his wife—they were both very very nice, and all the nice people I've met gave me a very strong feeling that I can really work...because very basically when I was interviewed they made it

very clear that I would work very closely with, I felt, really, President Ellsworth was someone I could work with but not perhaps as closely because he does a lot of work away from college...and Dean Bloom is the person I'm working very closely with and he's somebody I could learn to trust. The faculty I've spoken with, though we don't agree on every point, are also very hospitable. For me, respect for differences in values, ideas, and being able to talk things out is critical in a community. It's not so much a difference in ideas—we always have that—it's a willingness to talk about it and come to some agreement that we can both live with...and I've mentioned it many times.

O.S.: Have you seen that in the faculty already?

J.L.: Certainly the faculty, before I came here, were able to agree on some issues and some points were closer to the Dean of Students' office, essentially being willing to participate and available and those issues are, I think, very good signs. I think students, the Student Governance group being an example, has been back since the twenty-sixth, we've been working closely to look at how can we develop a proposal for student governance.

O.S.: You know the whole student governance issue came up last year at the Town Meetings, and obviously by bringing in the group early you were planning to carry that on.

J.L.: Sure.

O.S.: What are you doing with it?

J.L. Basically I'm hearing

people. First of all I have some organizational skills as a consultant. My input is basically as a member of that task force. I share with people my knowledge of how to do things more effectively in decision making and also to let them know what things I'm concerned about. Basically we're partners in this enterprise and we don't want to come out with a proposal wherein my office becomes handicapped and gets into an adversary position. What we want to do is remove that adversary kind of posturing that I hear from previous years and last year's students. I would like to have a proposal wherein students can a greater role in negotiating with other students that may have very extreme opinions, that may be for one reason or another challenging the rights of the larger community. In the past, I think, the Dean of Students and his or her office is to come in and be the heavy...that to me is the last resort. I think conflict...use of power should be the last resort. Now that is my vision. Too often I see in organizations [that] power comes first, designated power, basically because of a lack of trust, that people can't be reasonable—and I think that is part of a larger question...we look at a presidential race, and so forth is that people are more interested in getting their own personal needs met and losing vision that in a democratic society we are made of different interest groups all living in one community that we need to iron out, ultimately, an agenda...and a group of individuals or an organization that can carry out that agenda. If we constantly challenge people we elect

we will have essentially chaos. And if there's anything else, I don't want to see chaos.

O.S.: I don't think that would happen.

J.L.: I mean, that's sharing my vision of community and I'm sensitive to things that lead to the degeneration and destruction of community—I don't want to see these things happen. I said to a the guidance group yesterday in a casual conversation how much I think of the student conduct code and values as long as it focuses around respect for each other and being able to live together as a community. I think we can iron things out but if the student body votes to entertain such items as rape, as violence and so forth as acceptable, I don't belong to this community...I don't belong here.

O.S.: As far as issues that are going to be important this year, do you have any plans about them? Take for example the alcohol policy.

J.L.: I think that one of the quickest strategies is to sort of impose a policy and take our losses for a short time but that is one type of reasoning which I think there are a substantial number of people supporting, not only in the faculty and so forth. But my personal feeling is that an alcohol policy not designed in such a way to say that drinking is bad, as a moralistic statement, even though there is enough medical evidence and behavioral evidence to say that it can lead to harm. My feeling is responsible drinking—that is the issue...I think at the heart of Pitzer is the assumption that we can be responsible for our behavior. Now this is, I think, really putting it to a test for Pitzer as a community, as a learning community, is an ideal, divided into two proposals. One kind is pure fantasy—it's only appearance. The other is basically a vision, a proposal

that can be made real. What I'm seeing at Pitzer is a proposal that we can learn as human beings to be responsible, and as responsible humans we can really contribute largely to the kind of student life we want. Now, I think that alcohol policy, alcohol, date rape issues, are very good tests of whether, I think, Pitzer students can accept such responsibility and whether Pitzer is working on a line of pure fantasy or whether Pitzer can make real this vision.

O.S.: Now saying that it's

into violence and I think that a large organization is not any different. We can be quote unquote nice to each other but if we don't address issues that rub us the wrong way, we just explode in times of crisis...and I say that this is not the way to approach it. I would like to address with the students from the very beginning what kind of quality of living are we talking about at Pitzer? What kind of human being do we want at Pitzer? There is someone in my dorm, in my room...do I want somebody I can't talk to?...do I

O.S.: Town meetings?

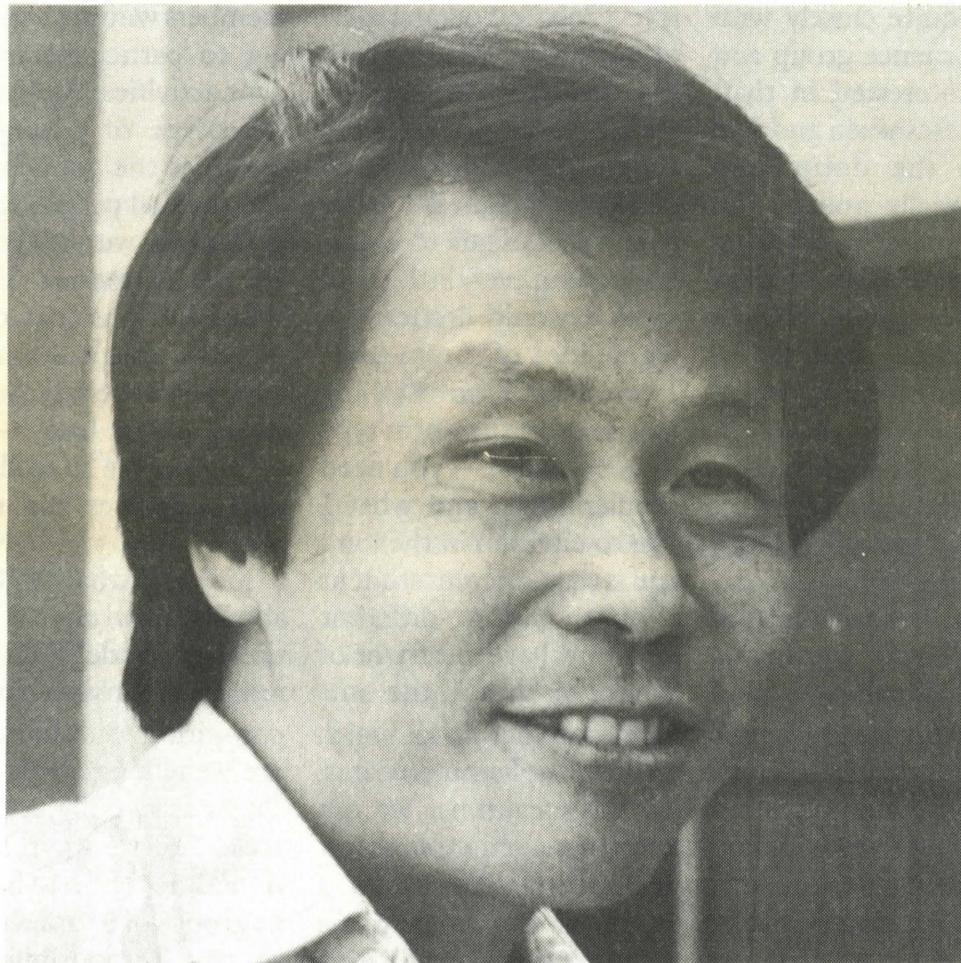
J.L.: I don't like the words "town meetings" because that has certain connotations. I think it will be meetings with open discussion based on agenda that is founded on student feedback. I would like to use questionnaires and do it in the dorms at a specific time where we can get maximum feedback from the students on the proposals and additional information on the student code. Let us arrive at a conduct code that at least satisfies the majority

ing an advisory group of students that will help me go over decisions and policy, a sounding board. The advisory board will enable me to do things quickly...in terms of any long term policy (it) would go to a larger student representative body. We're talking about a body of seventy—that varies—elected groups representing different interest groups on campus. So I see myself as working closely with students from every level. My only condition is that I be given freedom to exercise decisions I need to make immediately, such as people who really flout...they have a keg on their floor, make a lot of noise.

O.S.: How would you go about making a decision like that?

J.L.: I would first of all appeal to the person's sense of responsibility, value for the community, respect for themselves and others, and for me as another human being working as part of the community to maintain some kind of living condition that we can spend our time learning instead of worrying about it. If that personal appeal does not lead to some reasonable response then I will be put in a position...again I will ask students for advice... what they would like to see... do they want to have a lot of noise, a lot of people drinking and so forth in the dorms. I know there will be concern..."they're our peers, we don't want them to get in trouble..."...but if there is strong enough sentiment to say "we really don't want that but we don't want to be the persons to handle that" I will step in and take the heat for that because I will be acting in the best benefit of the students, not a small group of people, not a group of individuals who may or may not fit into the Pitzer community.

O.S.: Are there no kegs



the students' responsibility...aren't there going to be rules put upon the students?

J.L.: Oh, yes, I would say we're working on a student conduct code, alright, this is one my major interests and actually it a concern of the Governance task force—it came out of the students. If you really think about it, in any society or community that exists, we can only tolerate to a certain point before violence breaks out. In a family that tries to keep quiet and tolerate each other without working things out, things will explode periodically

want somebody I'm afraid of?...do I want the feeling that I can't live in my dorm room, which is my home?

O.S.: But changes like that, how do they begin?

J.L.: It takes a long time at first. The starting of a student code supported by the students and I think that we're in a process of the Governance task force coming up with some of the basic...a code, we're going to have a questionnaire gaining... to elicit the whole support of the student body, information... then we're going to have open hearings on it.

of students—we'll never satisfy everybody—and it's up to students who disagree on various points to come to terms with it or realistically choose another community, and that's how social life is. But we need that frame of reference, where every member who chooses to be here as a member of the Pitzer community will not only personally feel obligated but feel they should uphold (that code). Unless we achieve that point, no policy that I create alone can be imposed. Along that note, we are already drafting ways I will be implementing right away of find-

allowed in public areas on campus?

J.L.: Well, basically we have a five-college policy still in the works... we're refining it. I think maybe a consideration to remember is what kind of drinking is more likely to lead to or incite conducts that really violate the larger community. We're thinking that we can have beer to drink... I don't really understand the difference between having cans of beer and a keg...you can have an equivalent amount. But the keg, socially, has that message that "we're going to drink to the end of it" or it's going to be a drinking party. That is not a message, I think, we should give. Because, essentially, people who drink represent one group of students in this larger community. I would like to see people for relaxation, for social interchange...the problem I don't like to see is out of drinking you have such things as losing control, car accidents, even date rape situations, violence that we can later attribute to alcohol...in addition, violating state law, which we are still, as a Pitzer community, obligated to obey. We are still a member of a larger community.

O.S.: Something that students have thought up about that was if Claremont—if the colleges cracked down on that, what people would most want to end up doing is leaving campus to drink. Going to bars around Claremont, Upland or wherever. Going up to Mt. Baldy drinking. These were just some issues that came up at that meeting. Then we're going to have drunk driving.

J.L.: I think that is really not—it's a straw-man issue. I think that what we are proposing is not banning alcohol from campus, not saying you can't drink. In that case, yeah, I understand that. What we're just asking again is if you're

going to have a party, tell us about it and let's agree on a certain number of procedures that protects people who drink in the community and if students are unwilling to do that then what they're saying is that we're not willing to be part of a democratic society, we're not willing to be responsible. For which we think what Pitzer is going to be.

O.S.: What is your feeling about Pitzer students?

JL: So far as I can see, I've met people who interviewed me, of course. I've worked quite closely with the governance group and people interested in that; I've met freshmen and I've been to the dorms and talked—really good. I'm still at a point of, say, that this is the best student group I've met in terms of participation, interest in what the college is about. Now I may not have encountered the students that create trouble, but I expect certain groups of students on every—hey, not just students. In any collection of people you're going to have individuals who, simply by who they are, will challenge, create difficulty. But what is unique about Pitzer is that we as a community have to decide what to do with these smaller groups. And I feel that that is a difficult responsibility, especially for students. Your peers would have to recognize that students, faculty members, Dean of Students office—we're all members of the community—that we have to take responsibility to address that issue. The students say, "well that problem, you guys handle it then we have to be given the power to do it...to say you want responsibility and yet you want someone else like the Dean of Students to handle it and then blame us for the consequences is what I refer to as a double bind that causes mental illness...it's a real technical concept — double bind — you set somebody up so

that person cannot win. The only thing that it creates is destruction...and if that is a situation has occurred before at Pitzer, it will continue. I really just ask at this point that I have support from students — it will take a year or so to take the whole student governance proposal to go through necessary channels. In the meantime I think it's important to have support on dormitory levels to establish a fairness committee or a grievance committee wherein you handle day to day issues — to work with R.A.s as people living dorms — to handle it on that level...in a democratic society, what best can we put in than something that's grassroots? I think that certainly the Dean of Students is kind of a heavyweight if I come in and sort of talk to everybody about every little thing — that would destroy the whole idea of community. I mean, that's the first thing you need in the dorm type of governance — you need smaller units, and what I like to envision in the long run is that different student groups within different corridors have one frame of reference that is the student conduct code, which needs to be hammered out. In the meantime, we can maintain a sense of respect for each others' rights. I think we can at least as a beginning step deal with a lot of issues that have led to confrontation between administration and students previously. More important issues can go to judiciary. And judiciary is being examined again. During this brief reformation period, as I would like to call it, I need maximum student support. And I'm really pleading for that, I'm willing to hear students out, I go to the dorms and I talk to students. I wish that they had this kind of sense of trust to do it — for other students and for me. Again I expect some students — small groups — to really not care what anyone else thinks. In that sense I state very strongly they may not be

long to this community. And this is a difficult issue that the whole community needs to address. Always remember that my vision, Dean Bloom's, President Ellsworth's vision is that the faculty is as much involved in the rest of campus life as we'd like to see them because they really are heart and soul of an academic community...I was a faculty member and I'd say I've been an academician for as many years as I have been before I received my doctorate. I understand the feelings of the faculty, and I think again that this is a neat place for faculty members who are very willing to participate in student activities. At least the stereotype of pitting one group as the good people and the bad people against each other we should realize that these are all fictions. Fictions that create more trouble and more issues than necessary. So let's take a closer look — I'm asking people to really put our prejudices and stereotypes aside, and let's take a look at what is Pitzer about? How does a decision get made? Are there really these groups of people conspiring out there? Or are we talking about really Pitzer as a family, trying to make decisions that we don't know how to handle, or groups of us not wanting to take responsibility for them, ending up with a small group making the decision for us? That is what I don't want to happen.

O.S.: Do you think that because of your background in psychology and your whole interest in community that you can offer a beginning of this to Pitzer?

J.L.: That is what I hope and that is what I feel I can bring to this community. My vision — who I am basically — I think my training is very broad in terms of interest. I have talked about my psychologies and also an existential orientation...coming from a so-

cialist environment, I have lived under the British as a second-class citizen in a colonial environment. All these really shape my vision of the community of equals that no-one should end up feeling scared or depressed about who they are. This is something coming from my personal experiences and my ideas through training. That is essentially me. These are my vanities and I really believe that integrity of living out these values is what enabled me to live as a human being and if I cannot be myself in an environment, I probably should not be there. I think that if there are any disagreements, misunderstandings or wondering really whether I'm a zealot...I think all they need to do — people, faculty, members of the community — is to come in and let's talk. If we don't talk, we never find out. Rumors, living on the level of hearsay is what I want to avoid.

O.S.: How does your study of the martial art enter into your day to day life?

JL: Being resilient, being willing to walk away from confrontation, than to immediately fight, especially the more skills I learn, the more I know about how devastating what can be, I think that one should develop the humility to walk away from it. But if I'm put against the wall where I lose my humanity, (inaudible), then there's no reason to play around with it. So, I think as you can—as you listen, you might see that that fits in with my thinking in terms of how I would handle policies.

O.S.: Right.

JL: It's basically letting a great deal of latitude. Not in a sense that it's for me to give, but an understanding that, if my humanity, the dignity of individuals in the community are not threatened, why take difficult stances and fight it? And that's my position.

Gay Student Union Retains Campus Presence

The Claremont Colleges Gay Student Union is an organization with two main goals. First, the GSU seeks to provide the gay and bisexual population of the Claremont Colleges with a central organization that offers emotional support as well as educational and social events. Second, the Union helps to promote a greater understanding of homosexuals and homosexuality within the non-gay community. In reaching these goals, the GSU works together with

Pink Triangles, a separate group for Lesbian and bisexual women of the five colleges.

There are several ways that the GSU serves the gay and bisexual students of the five colleges. Regular meetings, usually twice a month, serve as a forum for discussion and offer emotional support. Also, speakers, many of the gay or bisexual alumni of the five colleges, appear throughout the year, often addressing some facet of the transition between the shelter

of college life to the realities of the outside, post graduation world. AIDS Education lectures are also featured on the calendar. There are also many social events during the year, such as GSU dances, and field trips into Los Angeles to see a movie or exhibit of interest. Through its varied program, the GSU seeks to provide a good base of social and emotional support to both the openly gay student and the student who may be just beginning the coming out process.

Membership in the GSU is open to any gay or bisexual male student of the Claremont Colleges, although many of the activities of the GSU, such as the dances, are open to any student, gay or otherwise. Because part of the group's aim is to foster a better understanding within the non-gay community, the GSU, along with the Pink Triangles, plans a week long series of events aimed at educating the non-gay population. GLAD (Gay and Lesbian Awareness

Days) has in past years included such activities as student/faculty panels, speeches by famous gay activists such as Ivy Bottini, appearances by members of PFLAG (Parents and Friends of Lesbians and Gays), film presentations, performances by gay and lesbian entertainers, and exhibits by gay and lesbian artists. Through these varied events, the GSU hopes the non-gay population of the Clare-

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Interview Continued

O.S.: Yeah.

JL: But if you push me against the wall, where there's nothing I can nowhere to go, then I'll take very quick and swift action. I hope I never have to do it.

O.S.: Do you see yourself as someone with a temper, or are you very passive?

JL: Ok, that's a good question. I think that I do have a temper. It's taken me many years, including the martial arts training and music—I paint. I can show you when I'm upset what I do.

O.S.: Great!

JL: I produced these every few hours when I'm upset.

O.S.: These are beautiful!

JL: So I do that and write notes and if I think I really hurt someone, I owe them an apology, and if I really like something, I do that... So I have learned through my music, martial arts; ways of tempering that, that temper. I think, I don't think, I don't want to portray it as though I'm a vio-

lent person running around. But I feel that sometimes, I get caught up in being angry at things rather than thinking rationally about it. And yes, I can at moments, especially when I feel that as a human being I'm violated, whether it's by an individual, by a group, or by society, to respond in an angry way—or to see someone else being violated in that way, I get angry. My history, as I've gone over it, really predisposes me to feel that way. And I've learned through years of training myself not to react in anger immediately and to keep reminding myself—when I'm angry, I tend to get locked into a narrow way of seeing things.

O.S.: Everyone does.

JL: Yes, in that sense, I'm not a passive person. I'm not a person who really has a natural temperament of not getting emotional. I am a very emotional person.

O.S.: Are you?

JL: Oh, yes I am. I like to play music, to express music, to paint, to be in-

involved in that. That half of life has to be there. I cry and I'm not ashamed of it. From that point of view, I will not be the stereotypical martial artist that smiles and bows. That is something that you develop towards, but I'm not there yet.

O.S.: When you were speaking, when I had to come in to talk to you, (I was saying...that....) It seemed like you're a man of such thought that I've heard you talk twice (at the freshmen meeting and to the mentors) and you're such a thinker—It's wonderful; I don't usually meet people—just as you were saying, you want things to be equal. Just because you have an administrative position doesn't mean you're above, but I think that it's been ingrained in us for so long that anyone in a higher position is much higher than a student. But it is even hard for me to get rid of that idea that "he's such a thinker." Hey, I'm a thinker, my suitemate's a thinker, and we could all hit it off very well. It's still hard to grasp that.

JL: I think that the only way to really make it real is

to do things with people, to experience it. And that again is something I always say to people. Before I experience working with someone, really encountering that person on different occasions, I don't want to make quick judgements or take action against them for it. I may come across maybe not as decisive as should be, but I really believe that we can be ask me about whether I get angry. You judged me when I came out angry on one occasion as who I am. I'm being really violated. That's only a very small part of it.

O.S.: I was curious as to—I had heard that—You're from where?

JL: I'm from Shanghai, mainland China.

O.S.: And you left there how long ago?

JL: I left mainland China around '56-'57, I went to Taiwan for about a year and a half, then went to Hong Kong for another five, six years. And I came here around sixty and a half.

O.S.: And you were in Boston?

JL: I've been to eight different States. I basically came here alone.

O.S.: Why did you come?

JL: Because it's very hard to get an education. If you think that 25,000 students graduated the idea would be there were only 500 seats in the University. It was basically pretty slim.

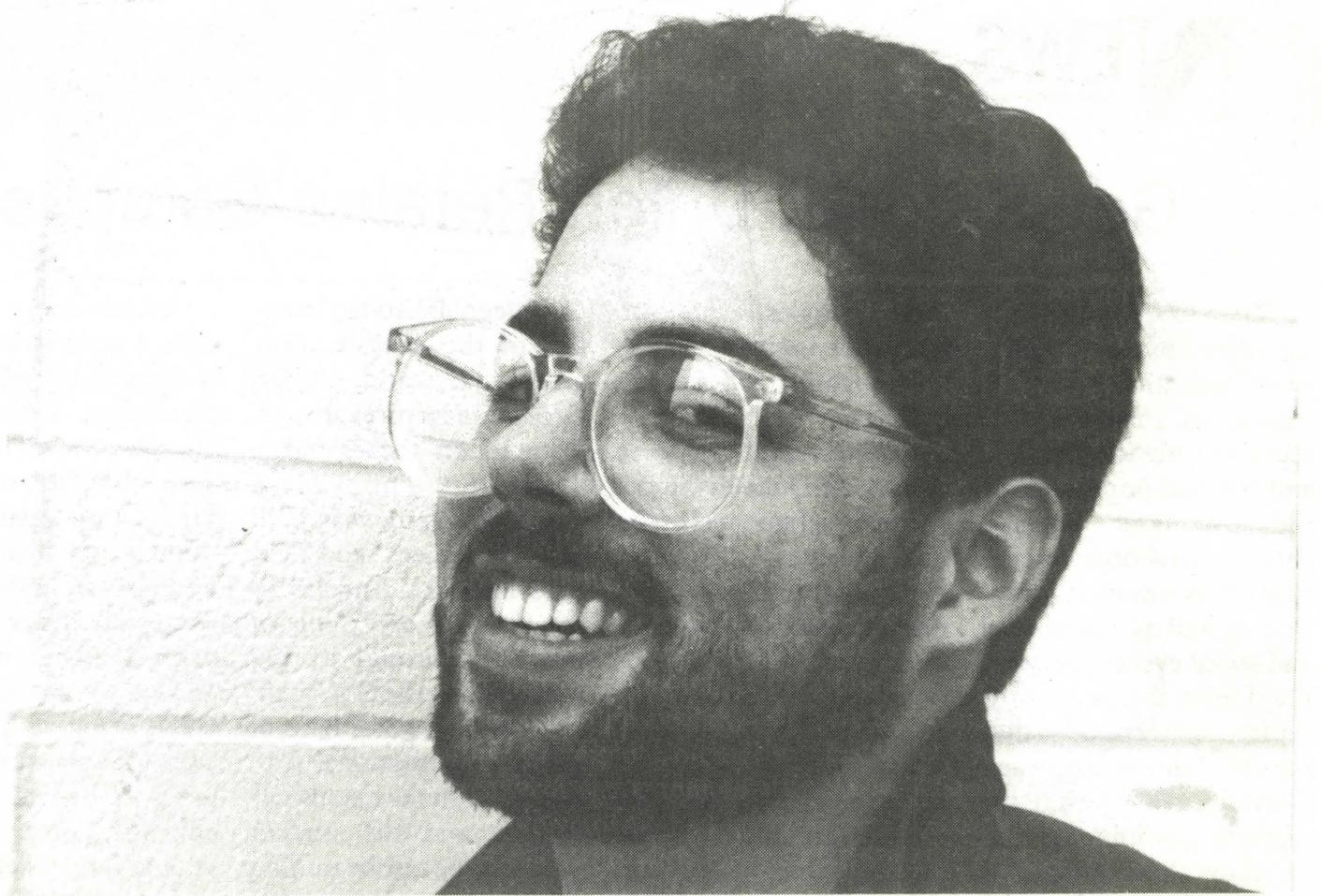
O.S.: In China?

JL: In Hong Kong. China, of course, is the same thing. The competition is brutal. We have thousands and thousands of people and there are very few colleges and universities. I didn't go to Europe, and I've always liked—my heroes (in any ways, many of them) were German. My psychology is German and French. So I studied the great institutes when I was in high school, planning to go to Germany. But really it was difficult to survive there because it's not an open, accepting society as the United States and also it's not a place I can support myself. The United States was really everything that I needed to look for to survive.

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mont Colleges more aware of what it means to be a gay or lesbian student.

This year, under the coordination of Pitzer College senior Andrew Hauser, the GSU plans to offer the support and social functions to gay and bisexual students, as well as educational activities aimed at the non-gay population. This year's calendar is still in the planning stages, but when it is finalized it will be mailed to all students. Being gay or bisexual at the Claremont Colleges is not easy, and it is the hope of the GSU to create a supportive community that can serve as a resource to the gay or bisexual student.



Interested in Writing?

Write for The Other Side

Contact Anyone in the Staff

BOX (not the legal box).

SPORTS

OPINIONS

FEATURES

NEWS

Legal Information Box

This box contains extremely pertinent and essential information that every Pitzer student should read. If you read on you will gain a plethora of varied and useful information with which you may be able to expect the finest quality of legal information.

The ramifications of this legal information box are multiplicitious, multifaceted, multiimportant, multipurposed, and multi-neato.

Due to space considerations there is not ample space to inform you, the reader, about all the quintessential ramifications of this legal box.

The box is legal, actually, its patented by US Patent # 8675309. Infringements of this patent will be promptly prosecuted in a prompt manner.

Our space is becoming limited. Therefore, we're leaving. All Sociology majors may apply to write this legal information box on a "regular" "basis."

Crazed Lizard Man Eats Pitzer Women

(AP) Thursday, September 8, 1988 the enrollment of Pitzer declined by the number of three. Strangely, all three students were women viciously attacked by a lizard man who resembled Dean Winn. Many women mistook the strange creature for Dean Winn and were lured into a dark room somewhere in Scott Hall... they were tied in chairs and forced to lis-

ten to housing reports and lists of off campus/off board students.

The only known defense against the monster is a dancing and singing ritual in which the participants must dress up as Pitzer Sagehens and eat Pop Tarts. We suggest that you constantly wear a Sagehen outfit and have Pop Tarts in hand at all times.