

Northwoods: Curse or Blessing?

By Maria Stalnaker
Staff Writer

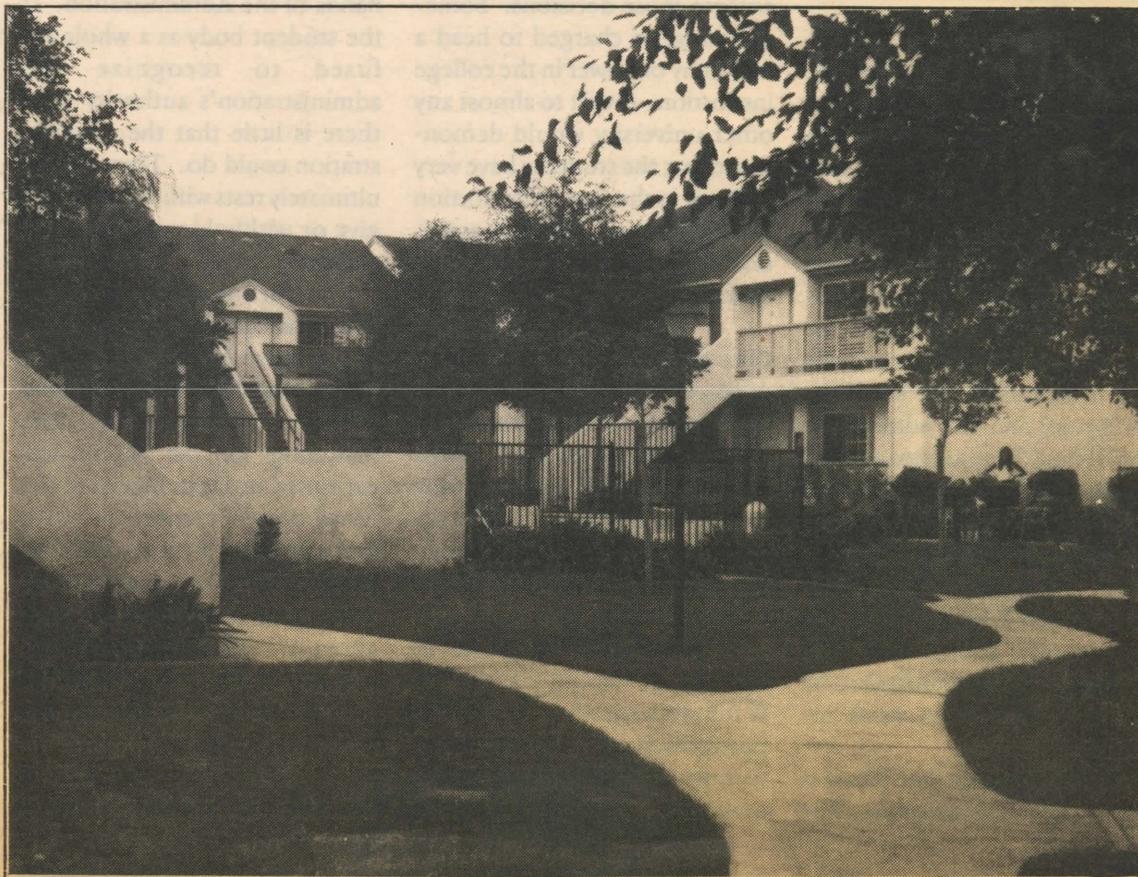
This year amidst the uproar over faculty-imposed quiet hours, dry week, and the usual frustrations due to a perennial shortage of single rooms, approximately 10% of Pitzer's student body have beat a retreat to the Northwood's apartment complex in Upland.

Last year, the Pitzer housing office was a bit pressed for options when not only were 67 sophomores wait-listed at room draw in the spring, but about 50 more freshmen showed up than the dorm space to accommodate them. The first and least popular of the overcrowding solu-

tions was to triple the rooms for underclassmen, and quite a few upperclassmen. The next solution was to secure a few off-campus apartments, furnish them, and allow upperclassmen to live in them for the Pitzer double room rate.

Housing students in the Northwoods is certainly the most ambitious of the previous makeshift solutions. In former years, students have lived in study rooms—which lack space and bathrooms—and in space on other campuses—particularly Mudd's new dorm. Pitzer upped the number of students living in Northwoods from 12 last year to 42 this year (the remaining stu-

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The Northwoods Apartments on Arrow Highway

Photo by Evan Ballinger

Freshman Statistics Better Than Ever Before

By Josh Berkus
Staff Writer

In many ways, this year's freshman class is better than ever. Pitzer College has also been able to maintain the diversity of students which gives the College its unique, individual character.

The 168 members of this year's freshman class were picked

from an applicant pool of 1,245 the largest ever in the 25-year history of the College. This is twice the number of three years ago. The median G.P.A. and S.A.T. scores have also taken significant jumps. The class median G.P.A. of 3.30 is higher than any previous one, including last year's average of 3.10.

The median S.A.T. score is

1060, which is 19 points higher than last year's and 44 points higher than that of three years ago.

There is a slight imbalance in the sexual distribution of this year's class, with 95 women to 73 men. The entering students continue to be fairly diverse both racially and geographically.

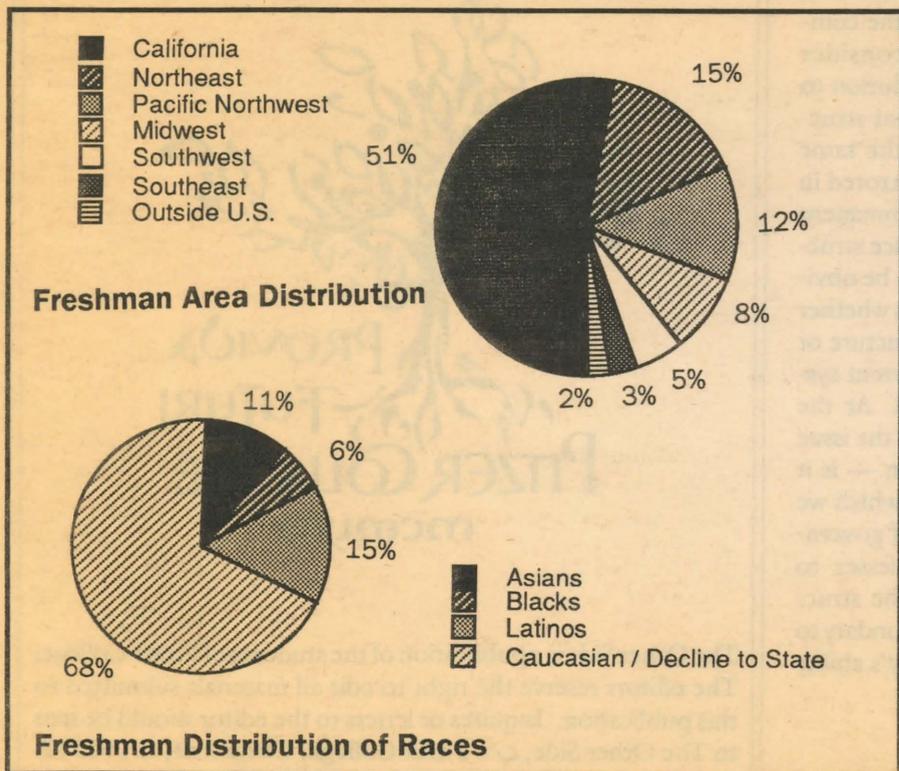
There are 18 Asians, 10 Blacks, and 25 Latinos, and the remaining 115 students are either Caucasian or did not report their race to the admissions department. 51% of this year's entering students are from California. 15% are from the Northeast, 12% are from the Pacific Northwest, 8% are from the Midwest, 5% are from the Southwest (outside California), and 3% are from the Southeast. In addition, 2% of the freshmen are from outside the continental U.S., including Austria, Brazil, Germany,

Honduras, Switzerland, and Thailand. According to Paul Ranslow, Dean of Admissions, this is about the same distribution as previous years.

One-fifth of entering students are New Resources or transfer students. Of the entire entering class, 45% is receiving some financial aid, including work-study jobs. This is also about the same as previous years.

On their applications, prospective students chose 25 preliminary areas of study. Most of the applicants selected issues of social concern for their essays. Many wrote about world peace, racism, U.S. involvement in Central America and dealing with substance abuse. Many of the

students who wrote about who they would like to converse with selected Jesus or Martin Luther King, Jr. Other applicants chose Aristotle, Jackie Robinson, Karl Marx, and George Washington. "Pitzer is becoming better known as a distinctive liberal arts college, part of a consortium unique in the U.S.," Ranslow said in a brief interview. "A greater percentage of the freshman class comes prepared to take full advantage of the opportunities, atmosphere, and faculty at the College." According to Ranslow, the number of inquiries this year is even larger than last year. The number of applicants — and the quality of students — is on the rise.



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EDITORIAL

What Happened to the Pitzer Community?

By Winston Inoway
Contributing Editor

Who really runs Pitzer? President Ellsworth? The Administration? Somewhere in the past three years that I have been at Pitzer College I came across the idea that Pitzer was different from other colleges and universities around the nation because Pitzer was composed as a community. It was explained to me that decisions at Pitzer were made as a community: the students, the faculty and the administration. These three groups worked together to decide policy for the community. Perhaps this idea of a community was only an ideal or at the very most, a thing of the past. When I look around the "community" today, there is no semblance of commitment by the three groups to work together.

Some may say that Pitzer is run by the Administration. The

President, with the Deans and their staffs make decisions and enforce those decisions. Someone must be charged to head a hierarchy of power in the college institution. A visit to almost any other university would demonstrate that the students have very little say in the type of institution that they attend. But then again, one should see if Pitzer is any different.

Another response identifies the students as the holders of power. The students pay their tuition and costs that contribute to the school's budget. What would happen if students were to boycott classes and stage a sit-in at Scott Hall. The Administration and faculty have power because the students have chosen to give them that power in the form of respected authority. If the students were to take the power away, i.e. stop complying to rules and policy, stop paying their fees, establish their own

governance and policy system, then power is no longer in the hands of the Administration. If the student body as a whole refused to recognize the administration's authority then there is little that the Administration could do. Thus, power ultimately rests with whoever can give or withhold recognition of authority.

An empirical example of who runs Pitzer was recently seen in the move by the Administration and faculty concerning Quiet Hours in the dormitories. The reasoning for the action was explained by Dean Bloom to the Mead Dorm Council as: "We saw a situation which was unsatisfactory and we decided that something needed to be done about it." This seems an insulting slap in the face of students and the decision making process of the community.

Again we are back to the issue of the community here at

Pitzer. As has often been the case at Pitzer governance, too few students actually cared enough to take part in their community. For the first time in many years, it seems that there is very good participation on the part of students in committees and governance. Ironically, as student participation has increased, students are having more of their rights removed by other elements of the population i.e. the Administration. Could it be the case that it is neither ironic nor a coincidence that the more the students want a part in the

community, the more threatened the Administration has become?

Case in point: A group of students solicited signatures for a petition asking that Quiet Hours in Mead be changes for Thursday nights. The group had 394 student signatures supporting the change. The petition was presented in the Mead Dorm Council to Dean Bloom, Dean Ling, Prof. Rodman and the students present. By the conclusion of the meeting, the petition was ignored and disregarded by the Administration.

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Student Participation Questioned

By D.H. O'Connor
& Becky Wellman
Contributing Editors

What is more important? The system of governance or the people who participate in it? Can the students put out enough effort and time to bring about effective government in any system that is considerably dependent upon student activism? The primary reasons for the decision to consider restructuring the system are many — foremost among them lack of student participation. Also important is the very basic lack of knowledge (on the part of the community at large) regarding where to find specific services which the College is supposed to provide.

It is high time that we as a community analyze our system of governance before rushing off to create a system which possesses the same flaws as its predecessor. So far, we have failed to do this and instead have spent our time infighting over who gets to oversee production and presentation of the current proposals.

The most germane question to ask is whether the students at the College are ready to support a system of governance which

requires as much (or more) participation as the current one. If one takes a look at all of the people who serve on committees, a curious feeling of deja vu occurs...the same names come up again and again. It's common knowledge that once one volunteers for one committee, conscription immediately occurs for ten or twelve more. It's much like being on a mass mailing list...the offers never stop coming. Furthermore, a number of existing committees lack the requisite number of students as dictated by the By-Laws of the College. Will a new system change this? Wouldn't it be just as fruitful to revise the current structure?

The number of students participating may be counted as a constant, give or take a few students from year to year. Realistically, a new system calling for more student participation will not generate a higher percentage of students participating, but will only result in more extensive conscription. In theory, all students should participate in the governance system. But as a matter of reality they don't, and a system which calls for students to participate actively as well as constantly is bound for the same

fate as the present one — ineffectiveness, uncertainty, and the curse of mediocrity. Students rightly defer from their political activities to their academic ones in times of increased workloads. No student in his or her right mind will dedicate the hours necessary to run a governance system when he or she has to study for finals.

When examining the proposals that will be presented to the College this week, the community needs to consider whether they offer a solution to the problems the current structure faces or whether the same problems are simply mirrored in a different light. That immanent change in the governance structure is necessary should be obvious. The real question is whether sweeping change in structure or modification of the current system is what is needed. At the heart of this question is the issue of student participation — is it there to the degree to which we can support the kind of government that Pitzer professes to have? To be honest, the structure of the system is secondary to the College community's ability to support that system.

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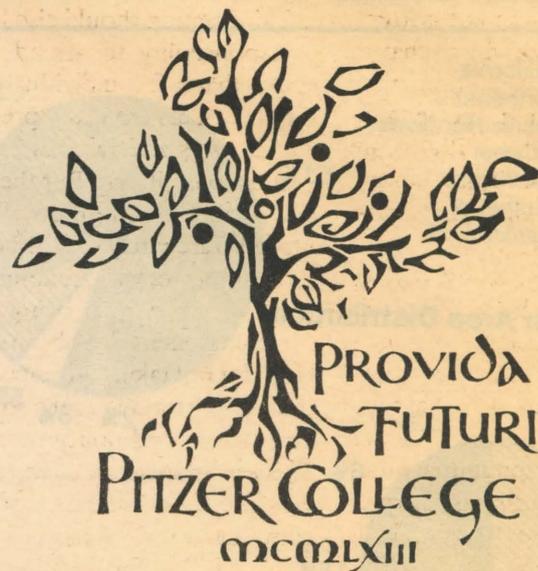
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NEWS

In Search of Pitzer Literary Review

By Elizabeth Castro
Contributing Writer

Last spring students Stephen Dignan and Anthony P. Smith set out to publish a literary review at Pitzer College. With the help of Professor (and visiting poet) Robley Wilson, Jr. and funding from CRC, the students hoped to have a finished product by the time of graduation.

The idea for the magazine developed from a mutual concern that Dignan and Smith shared. By publishing a review they felt that they would be providing students of the College with a forum for their art and creative writing.

The first step they took was

to encourage students to submit their work to the Review. This was done through flyers and Wilson's writing classes. Most of the submissions received were either prose or poems. It was then a case of choosing which pieces would appear in the review. "We selected those poems and prose pieces that best reflected the diversity of both themes and talent that Pitzer student writing encompassed," said Dignan.

Wilson, who incidentally is the editor of *The North American Review* (a nationally famous literary magazine), took on the job of editing the pieces. Once this was done, Smith and Dignan began to create the actual magazine. They went through the process of typing and laying out the material.

Before the paste-up copy was taken to the printers, it was inspected by Professors Barry Sanders and Ellen Ringler-Henderson. Another paste up was done and the copy went to print.

By this time it was a week before final exams. The reviews were to be printed and returned

by the beginning of the final week of school. However, that was not the case. Problems in the printing developed and the reviews were returned four days later than had been anticipated.

Exams were over and everyone was gone. The only people who received the reviews were professors. The remaining thirty-six page reviews were then stored in Scott Hall by Smith. Unfortunately they are nowhere to be found at present.

The only person who knows the whereabouts of the reviews is Smith. However, Smith is on External Studies this semester. Therefore it will take a full scale combing of Scott Hall to find the reviews.

"Despite the trials that the booklets themselves have been forced to suffer, the final publication looked great," stated Dignan. "I was super excited to send the Reviews to the artists that contributed, so they could give them to grandparents and in-laws for presents, but it seems that by some cruel and mysterious consequence, the Reviews see **REVIEW**, page 4

Orphans Premiers at Pitzer

By Becky Wellman
Contributing Editor

On Saturday, October 29th, a group of students led by Kenny Benjamin will perform a benefit production of Lyle Kessler's play *Orphans*. The purpose of this benefit is to raise money for a theater where students "could produce plays and stage various cultural events," Benjamin said. Funds raised at the benefit will be used to build a new theater, which will be housed in the new academic building now being planned by the Development office. Carl Bandelin, Director of Development, says that Pitzer needs a mid-sized theater, with "good audio-visual facilities, but smaller than Avery and larger than classrooms." What is remarkable about this benefit is that the students are moving on their own impetus. Benjamin's group decided to "show the administration and faculty that we can do anything and everything. Students deserve a voice

because we are willing to take on responsibility."

All too often at Pitzer, students, faculty, and administration alike sit around and complain about the lack of "community spirit" or the lack of cohesiveness in the Pitzer community. It seems there is an unspoken understanding that it's great fun to talk about the deficiencies in the community. Actually taking the initiative, outside of working through one of the established channels (a committee or dorm council for instance), to minimize these deficiencies is either too difficult, would take too much time, or would simply be futile.

One of the most common phrases at Pitzer is "wouldn't it be great if..." Great ideas go unnoticed or undeveloped because people don't take the time to pursue them. For example, in previous years it has been a "great idea" to start up production of *The Other Side* again, or a "great see **Orphans**, page 4

COMMUNITY

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regard to Quiet Hours was a questionnaire which was produced and sent out regarding how the process of determining policy should be made. The unfair aspect in this whole affair is that the Dean of Faculty acknowledged that the decision to set Quiet Hours without student representation was not correct, but if the students wish to change the administrative action, they must go through the lengthy committee process. Rights are not equally distributed among all members of the community. This point is clear.

The refreshing note in this whole affair has been the role of Dean Jack Ling. As a new member of the Administration, it seems that Dean Ling has been more willing to work with the students in the committee process than other administrators or faculty. His approach often lacks an understanding of past traditions. But on the positive side, it seems that his approach as a newcomer allows him to view the student-faculty-administration situation free of dogmatic biases.

A final note should be made

about the community and the role of all members in the community. There is a Student Convenor and a Student College Council committed to allowing students to voice their opinions. The Convenor may call for a Town Meeting. In the past, Town Meetings have primarily been a meeting for students. But as a community, attendance to the Town Meetings should be a responsibility of all members of the community. That means faculty and members of the Administration should also have a responsibility to attend. It seems that a few individual faculty members are often present at meetings and take an active part in committees. But there is also a much larger group of faculty who are rarely seen either in committees or any community meeting. The point being that for years students have been criticized for not taking advantage of their opportunity to take part in governance and policy making. This year students are taking part. But the other elements of the community should also bear the responsibility for keeping the community running. Most committees and all three dorm council meetings are open to observers who are welcome to make comments and suggestions.

NORTHWOODS

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dents living in Northwoods rented on their own and not through the school).

Of Pitzer's 857 students, 186 are living off-campus (meaning they are not paying Pitzer for housing). Most students who go off-campus are upperclassmen who have had their share of other peoples' stereotypes, parties, mess, etc. But in living in the Northwoods, one realizes that these problems are not limited to students. (We all knew that, didn't we?). And of course, the advantages to living in the apartments are obvious. The school takes care of apartment hunting—there are actually quite a few owners out there who refuse to rent to students, and the school had to settle for the Northwoods complex—and the furnishing, it relieves us from that much more of the real world. But living in the Northwoods are not like living in the dorms. They do offer independence. I mean is there anyone who doesn't prefer going home to their own room, bathroom, kitchen—their own space?

They also are about as packed as the dorms. And if your neigh-

bor is playing his music for all to hear while you are pitifully attempting to explicate *The Waste Land* in a three page essay, not only are you a little less willing to concede defeat and pick up and go to the library, but you also don't feel quite right about asking them to shut it off in the first place.

Dean Winn says that some students have problems accepting the fact that though Pitzer supplies these apartments, they are the real world. A recent problem has been parking at the complex. Two weeks ago the management assigned parking. Each resident has a garage and this assigned space, but as yet there are no visitor spaces. Students have called Winn about their car being towed or ticketed—which Winn has no control over. A \$120 car towing fee is a bit more punitive than the \$10 tickets campus security puts on cars when they do their infrequent lot patrol.

Dean Winn has two apartments in Northwoods in the same area in which the students are housed. His job there is to act as a liaison between the students and the management should a problem arise and as an information source for the students. There have been no serious problems yet between the students and management aside from the

previously mentioned towing tragedies, a couple of pool violations, and a rather aggravating ant problem that can only be blamed on nature.

Last year students did complain to Winn about feeling isolated from the Pitzer Community. This is a problem any off-campus student is bound to feel, Pitzer being so oriented around life on campus itself. And of course, students who choose to go off-campus on their own make a conscious decision to separate themselves. With the Northwoods the situation is a little blurred. Dean Winn had intended to only house upperclassmen in the Northwoods. The Housing Office ended up placing students on the waiting list who wished to live in the Northwoods, and any group of three students who requested an apartment. Hence there are quite a few sophomores there which is not a flaw, but perhaps does not jibe with the original intent.

The original intent was actually to create temporary, comfortable, living conditions for students, especially upperclassmen who are more predisposed towards living off-campus. The Housing Office did not last year and has not this year planned to place students in the off-campus apartments. It is only a plan set see **Northwoods**, page 4



THE LAST EXIT COFFEE HOUSE

Colin Epstein

Hi and welcome back.

Direction. North, south, east, Alfred Hitchcock, fold back foil to expose Tater Tots before heating. All different kinds of direction. What am I talking about, you ask, and why aren't I using proper sentences? Well, what I'm getting to is that I hope to avoid giving this column any concrete direction. Since this column first showed itself, folks have told me either that I needed one desperately or to avoid one at all costs. I've decided to go with those of the latter opinion and stay away from a set route.

As you noticed last time, I deftly avoided any such animal in the debut of The Last Exit Coffee House. My reason for this is to avoid writing myself into a corner and reaching a point

where I might want to say something here only to find that it "doesn't fit." I like the freedom of going off on any tangent that comes along, no matter what direction. Not all of these little visits are going to be as flippant as the last one, I've got a few things on my mind that are fairly serious. On the other hand, I have no intention of turning this space into my own little soapbox to preach from every issue. Editorials belong to those who are supposed to write them. The Coffee House will fill nobody's pigeonhole. Well, at least it will try not to. Categorization leads to the "seen one, seen 'em all" mentality, which is depressingly dull. However, that which refuses to be neatly tucked away leads to puzzlement, which be-

comes thought, which is always a good thing. No, I'm not expecting anything you find in here to stir you to Deep Contemplation reaching dizzying heights of complexity that leave Einstein back in the playpen counting his toes, but every little bit helps.

Personally, I still have a hard time believing it, but somebody actually took the trouble of stopping by my room to leave me a letter in response to my last column. I got lots of verbal feedback, and it was good to hear it, but there's something a little special about a person taking the time to write, just like they say in the Hallmark ads. A problem exists, however. Despite the fact that the body of letter is in a very clear script, the signature is quite illegible, so I haven't the slightest idea who wrote it. If you're out there, thanks and who are you?

One item mentioned in the letter really struck home with me. The mysterious correspondent mentioned a love for all those RDA vitamin percentages on the sides of cereal boxes. That took me right back home. How many of you remember reading that stuff in the morning, after

you'd read everything there was about how many boxtops and bucks to send away for your very own "Tony the Tiger" doll? I read everything there was on that box and even the yogurt ad on the back of the milk carton, which has of course been replaced with something less pleasant but hopefully more worthwhile. At the age of seven, I didn't understand all that RDA stuff and the ingredients. But as I grew older, around 18 or so, it felt good to realize that in all those years of shoveling away those Fruit Loops, Trix, Cocoa Puffs, or Super Sugar Crisp, there were actually a few nutrients involved. But I still don't understand most of the ingredients.

Hey, quick side trip into cereal nostalgia; anybody remember these?: Boo-Berry, Freakies, Quisp, Kaboom or, over here in the cartoon cereal department, Pink Panther, Casper, and (it's true) Dudley Do-Right. Just wondering. I actually miss most of those extinct sugar bombs and was curious to know if I might be alone in my wistfulness.

To those of you who grew up in a more health-conscious

household and have trouble relating to all this, you may have missed out on a part of being a kid, but you definitely saved dough on dental bills. Personally, I must admit to owning a "Tony the Tiger" doll.

Mystery Question in Pathetic Attempt to Promote Deep Thought: What is that brown wooden monstrosity in Holden's lobby and...why is it locked???

Well, gotta go. Next time, I think I'll have a few genuinely nice things to point out about Pitzer (Told you this was out to be different). If you've got any reaction, pertinent or otherwise, to this jumble of words, I'd like to remind you again to stop by my room (Mead Y231) or drop me a line (box 448). I actually give a damn about what you think, believe it or not. Oh, before I leave...my thanks to Joshua Wallman for his kind mention of the performance by Bill Foreman and myself at the Grove House opening. It's nice to know somebody appreciates our efforts to keep alive the music of Deaf Banana Washington. Bye for now, don't forget to write, and take care of yourself and those around you.

NO HAY NADA ME SORPRENDA

Mike Tomlinson

O.K. I'll say it. I'll spew forth my insane, evil caricature of a rational thought.

I Think Pitzer students should be able to get credit for athletics, club sports and (gasp!) even P.E. class.

I know to some of you, this sounds like endorsing divine right fascism from hell, but really, it would fit right in with all the cross-cultural and inter-disciplinary programs of which academicians here at Pitzer are so proud.

The relationship between sport (I'll use sport to mean intercollegiate, club and any other serious pursuit of athletic achievement), and academics is perverted by Division I schools who willingly whore themselves out as farm organizations to professional sports teams. Athletics at these institutions have little relation to their scholastic components (with exceptions, I know, I know).

Schools like Pitzer College and Pomona, and maybe even CMC, aren't like that. Here the

pursuit of the sound body and mind, the work of the scholar/athlete, is alive and well. Athletes here are students first who compete because they love their sports, not because they seek fame or fortune. This is especially true here at Pitzer because dead heads and the majority of our professors don't care a rat's ass about sports anyway. The chances of harboring the academically and socially undesirable "jock" mentality here by giving credit for sports is near to being an impossibility.

Actually, my proposal is not even that radical. I would combine a plan similar to Pomona's policy on credit for sports and the already existing policy at our College with dance classes. At Pomona, a student can get a 1/4 credit for each semester they participate in a sport, with a ceiling of two credits. It is possible to get a half credit for a semester of dance at Pitzer provided you write a couple of papers on dance theory

or critique. Why not make it possible to earn a 1/4 or even 1/2 credit for a semester of sports provided the athlete fulfilled whatever written requirements could be agreed upon. The athlete could even jump on the interdisciplinary bandwagon by studying such subjects as psychology in sport, art in sport or, chemistry in sport. Coaches, if properly accredited, could serve as instructors or even better, professors of appropriate fields could serve as "team" professors. One semester the Braineaters (ultimate frisbee) could be worth a half credit of philosophy while basketball a half credit of chemistry. Besides being a very good learning opportunity this would also be a very avant-garde teaching strategy certain to garner brownie points for Pitzer on a national level.

I must confess as a cross-country and track runner, this idea is not a totally altruistic one. I'm both envious and peeved that my teammates from Pomona get two credits for pursuing their love and I can't. On the other hand I also feel sports are a big enough and important enough part of our society that serious study of them is a useful activity. I'd like to see academic credit for sports here at Pitzer so that I can pursue and get credit for both of my interests more easily.

What do you think?

Orphans

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idea" to have a literary magazine. These endeavors have failed due in part to lack of organization and direction and due in part to a decline in student interest. Benjamin has no illusions that the money raised from this benefit alone will be enough to build a theater, but believes that it "will foster a sense of community; it will help students get involved in the community."

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are nowhere to be found."

Until the Reviews are found, Dignan will be concentrating on a writer's workshop. He would like students to come together and discuss their work with each other.

Eventually another Pitzer Literary Review will be out out. The goal will be to have one per semester. Those interested should contact Stephen Dignan at ext. 3659 or stop by W-314 in Mead.

For now Dignan sends out these words of encouragement, "Writers and artists of Pitzer unite!"

Introducing the idea of a theater to the community is the significant factor of this project. Clearly to make this idea more than just another effected "great idea," the community, if it is interested, needs to demonstrate its support in the form of attendance or involvement. The invitation to the benefit states, "We want to show... that at Pitzer College students do not simply wait around for things to happen. We make them happen." And we, as a community, need to help the theatrical benefit prove this fact.

Northwoods

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up out of need. Dean Winn's long-range plan is not to build another dorm, but a complex resembling the CMC apartments. Winn says that these kind of student apartments are less expensive and are more useful than a dorm. An additional factor is the decreasing attrition rate at Pitzer—meaning more upperclassmen to fill the apartments. Mead was originally built to house upperclassmen, but has gradually acquired more freshmen. The obliteration of friendship suites has also changed the character of the suites in Mead—a void which perhaps the apartments fill.