



MURDERED: DECEMBER 8, 1980

The Other Side

Alternative Reading For Alternative People

December 12, 1990

Volume XVI, Issue 4

LIVING FOR A CAUSE

A DEBT TO SOCIETY

H₂O & YOU

VICTIMS OF FASHION

APATHY

FOREIGN CORRESPONDENCE

SAGEHENS & THE OFF-SEASON

STEPHEN KING

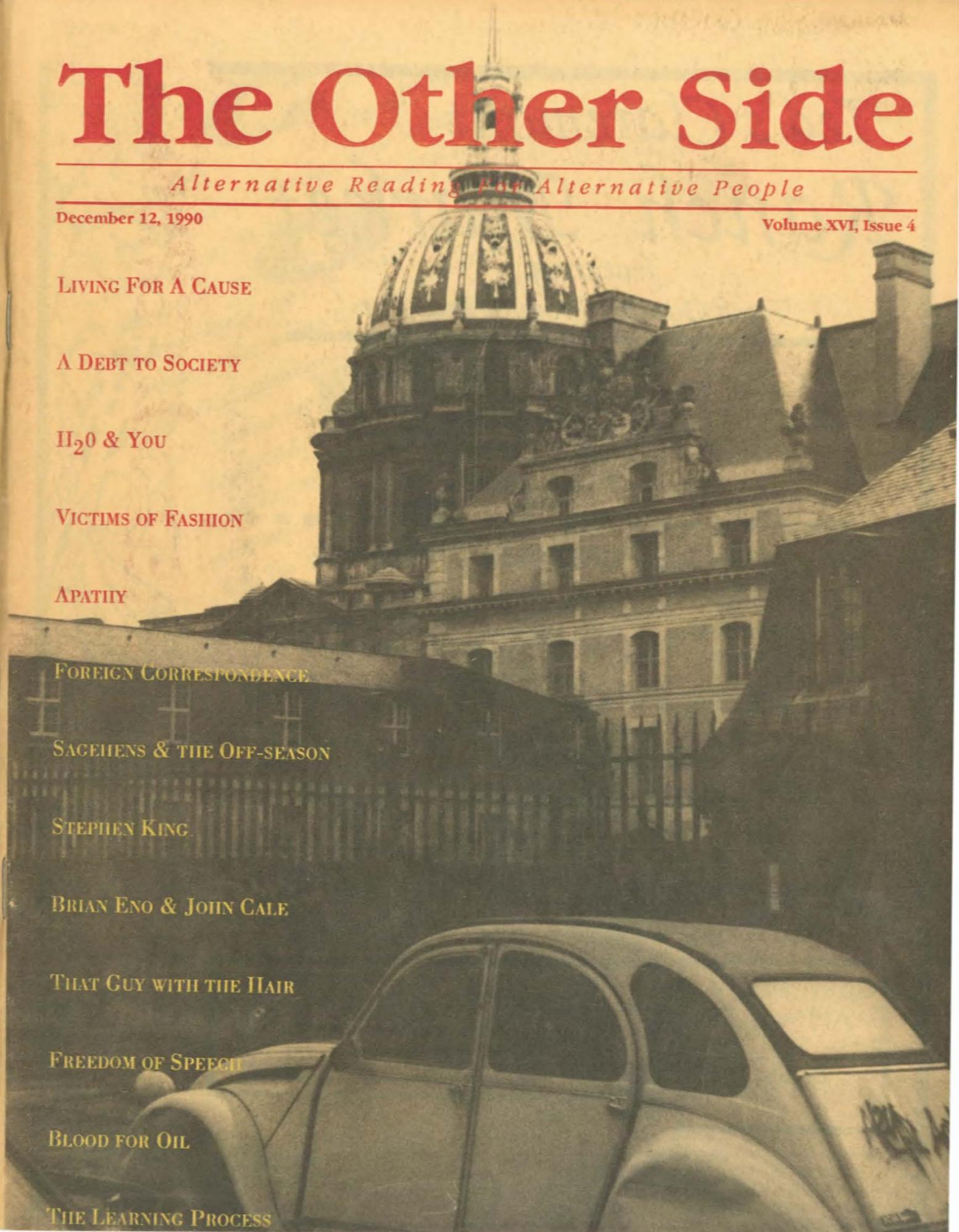
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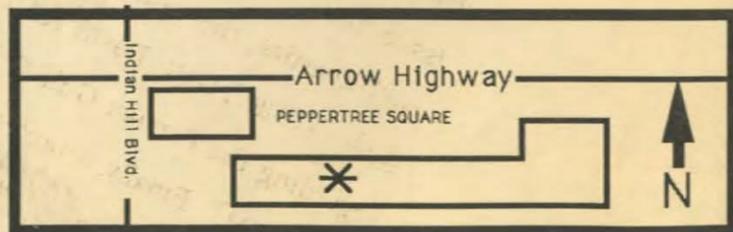
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Volume XVI, Issue 4

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ABOUT THE COVER November 26, 1990 • Les Invalides • Paris, France

Photo by Pauline Yao

WHEN FINISHED READING THE OTHER SIDE, PLEASE RECYCLE

Farewell

Justin Kerr taught me many important things about being an editor. Many of these lessons did not become clear to me until I filled his shoes—his figurative ones, not the literal (fragrant) ones he left for us after graduation down here in the newsroom. During one allnighter last semester he sat me down and said, "Patricia, when you're Editor-in-chief, you gotta write one of your editorials on student apathy." At the time, I chided him for both mocking my name as well as our wasting precious space on an issue which I thought had long been cliched. But now I understand. It is important to find a cause in life—something to believe in. It elevates the college experience from a time to pump chemicals into your body and indulge in free love to an opportunity to gather knowledge which will be useful in everything we attempt in our post-graduate lives.

Don't get me wrong. I've already articulated in this very column that I regard Pitzer College as one of the best places on the planet to educate yourself. But one of the things that makes this place so great is that we are provided with a spectrum of different causes to which we can donate our time and energy. Whether it's Amnesty International or Pitzer Republicans, PAct or a 60s-style Teach-In, there are so many different ways that you can work to make a difference. And now is the time to do it—while we are young and have nothing better to do with our lives.

I may not graduate with a secure job in my future, but I that's alright. It's not what I expected when I enrolled. Basic skills that I would need to go out and get what I want, that's really what I wanted from college. And that's what I got. Sure, my first two years were spent in an ignorant bliss. The first taste of my passion for journalism came with the urge to express my views on contemporary cinema. That was easy to satisfy, I just started writing film reviews for Collage. The hard part didn't come until I found a group of Pitzer students who, like myself, recognized the need for a different kind of publication at the Claremont Colleges. That's when I knew I had it: a real challenge.

Transforming The Other Side into a legitimate publication has possibly been the most rewarding experience of all my days and nights. In the process of putting together a semi-bi-monthly newsmagazine I found within myself a strength and endurance I'd never known. There were times when I thought the negative aspects—staying up all night, begging stories from the writers (worse than pulling teeth) or just getting along with my co-workers—would surely outweigh the positive. But I was wrong.

Of course, there's always that theoretical journalistic bullshit about community service and informing the people of important issues. That stuff matters but helps little in the area of immediate gratification. I admit these abstractions may lie at the foundation of my work here but it's the rewards that keep me going. I am rewarded every time our printer delivers the bundles of new issues to Norvetta's office. Having something concrete and tangible to show for your work is only one of many perks that come with the job. Each time I see someone pick up a copy on their way into McConnell gives me a sense of pride like nothing I have ever known. Even seeing an issue laying in some random suite, trampled and beer-stained, or on the floor on a bathroom, crumpled and stained with other liquids, repays that lost sleep better than a nap ever could.

So are these the only benefits of living for a cause? Hardly. These simple pleasures only serve to fuel the fire, keeping us going on weekends when fellow students are off seeing movies, going to parties, or, God forbid, doing homework. The main reason I'm honored to have worked on The Other Side is that it taught me how to work. Staying up all night? No problem. Fighting with fellow workers and even administration in order to get what you want? No problem. Racking my brain—I mean really looking way down deep—for originality in form and content? I can do that now, or at least I know how to try. I leave Pitzer College confident in the knowledge that no matter what I want to do in life, I know how to get it—even if that means working hard.

The Other Side

Alternative Reading for Alternative People

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The opinions expressed in this newsmagazine do not necessarily reflect the opinions of the editorial staff.

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LETTERS To The Editor

Writer Accused of Plagiarism

Dear Editor:

Reading through your film review of "Rosencrantz and Guildenstern Are Dead," I kept saying to myself, "This sounds so familiar." It was. If I wanted to read a Rolling Stone review (and I do) I would subscribe to the magazine (and I do). When I pick up The Other Side, however, I want to read student reviews written by and for students. The Other Side is the only interesting publication to come out of the Claremont Colleges. I trust that it won't become as bland as the rest through plagiarism.

-JOSH STANBRO
CMC Class of 1994

A RESPONSE FROM THE WRITER

I wrote the film review in question and would now like to make a public apology.

Prior to writing my review, I read an article in a foreign film journal that heavily influenced my review. I used some of the same ideas that agreed with my interpretation of the film, without giving the author the proper credit, which I hadn't really thought of as plagiarism. I now realize it was.

If the article I read was also published in Rolling Stone and if one person thinks that I plagiarized the author's thoughts, then I have. I apologize to you, Josh Stanbro, and the readers of The Other Side, and I hope I can be forgiven.

I accept full responsibility for my article and hope this experience teaches all journalists the valuable lesson it has taught me—namely, that it is absolutely imperative to give credit where credit is due. Thank you for coming forward and keeping journalism honest.

-TRAVIS WRIGHT

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I am a college student. I am 21. Yes, I do drink on occasion. Sometimes, I drink heavily. Most of the time I drink socially, and responsibly. The thing to consider is that I do not spend much time drinking. I have better things to do than spend my time in a stupor.

KUM-BA-YAH

The Alcohol Policy & Me

I am here to learn. However, my nose is not between text pages all the time. I socialize, too. When I socialize, I converse. Sometimes I drink alcohol and converse. It is a social drug. Something that is used to "loosen the hinges of the tongue." I do this among the company of friends. Drugs can be abused. I have abused the "social drug." I have experienced the wide spectrum of alcohol's effects. Sometimes it was pleasant, sometimes it wasn't. Puking everything out and then continuing to heave dryly is not pleasant. Stumbling, pissing on my legs and falling down unable to stand is embarrassing. But these were learning experiences. Now I know what happens when I drink too much. These are lessons that I started in high school and finished in college—social lessons. College is not just an academic event. It is four years of a per-

son's life. I've taught myself with experience. Now I know what kind of behavior is acceptable and unacceptable in terms of alcohol consumption. This information is invaluable.

I'm 21 now. All of my alcohol lessons were learned before I came of drinking age. Though it was illegal I'm thankful that I explored this drug of society fully before I was accepted into the fraternity of 21 and over. Because I've done my hours already I can drink responsibly rather than foolishly, trying to find my limit. College has helped me with my social education.

College is a comfortable environment. We learn, socialize and think without our parents. This is a place where many students are free of many of the restrictive elements of their homes and teenage social lives. This is where views are the most radical. This is where people start to feel

by
Aaron
Ajax
Bennett

comfortable with their sexual identities and orientations. This is a place where people try out new ideas and experiment with new things. This is where students have traditionally learned about alcohol.

In high school we drank to get drunk; we learned how to be abusive. It was a hurried activity done in parks and parking lots. We were constantly wary. The police always seemed to know whose house or which park we were in. When I came to college I encountered a new attitude. People could drink openly and freely without worrying about being chased by a squad car. It was great. I learned that I needed to function, too; I was in school. That's where I started to look at the spectrum of alcohol. I learned in relaxed circumstances the consequences of over-consumption and the benefits of under-consumption. I know what alcohol is all about, yet I wonder if the underclassmen do.

Here, circumstances are no longer relaxed. Students are under the scrutiny of the watchful eyes of the administration and the Federal Government. Incoming students cannot drink comfortably. Drinking here is just like drinking in high school. Students drink wary of policy implementers looking for policy violators. This is what I did in high school and am glad I grew out of. The underclassmen are not outgrowing this. They

KUM-BA-YAH

The Alcohol Policy & Me

view alcohol as an abusive drug to be consumed rapidly mixed with the fear of being caught. This vicious attitude needs to be changed. By the time they are 21, many will be graduating or preparing to graduate. They will not have learned how to drink comfortably. They will have flunked that segment of their social education.

Maybe some will not even graduate. They will be dead. This campus' attempt to enforce a strong alcohol policy has forced many students to drink off campus, students of age and underage students. This semester I've seen many fucked up students crawling to their cars to drive back to campus. This is stupid. A death is waiting to happen. They should know better than to drive, yet they would have never been in a car if the school hadn't made parties move elsewhere. The response I expect is that parties are available on campus. Some underage students might be satisfied with a soda pop. Many are not. They want to have the choice of socializing with their age peers with alcohol rather than be segregated from them.

The current alcohol policy seems no different than the old one. The new policy is filled with more details about par-

ty specifics. What has changed is the attitude towards the policy. The people implementing the policy have taken a literal interpretation of it. They have become fundamentalists. I've been told that federal funding requirements are the reason for the tightening of our reins.

The problem with this is why is federal funding an issue? Just how much of it is needed to keep the school afloat? Why are we having so many problems? These are questions that have not been answered and seem to be avoided.

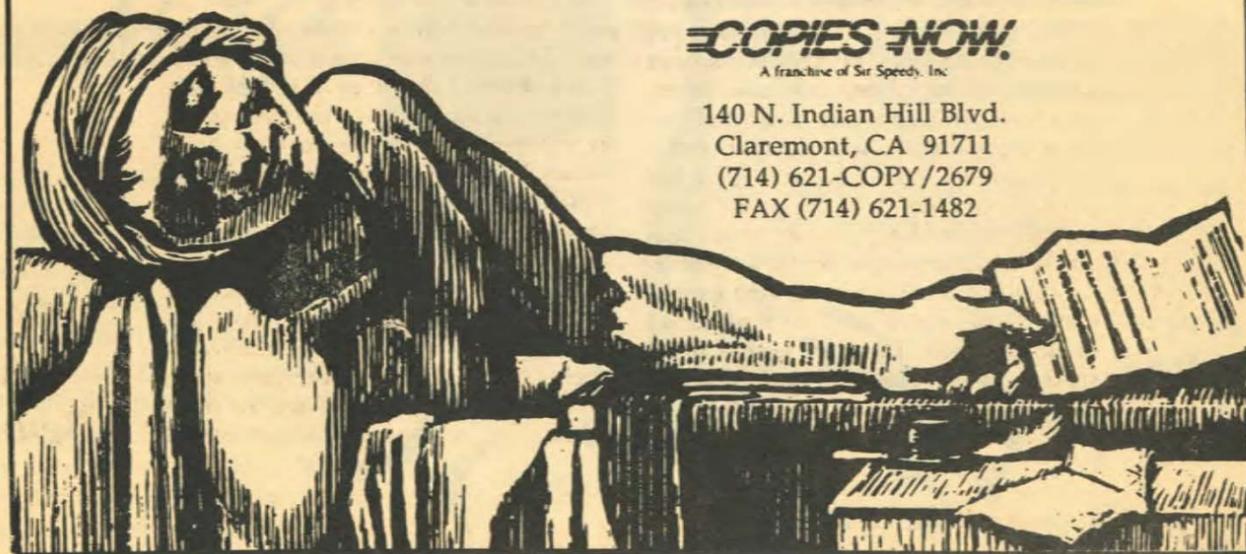
It would seem that other private schools would be having similar problems and would become more stringent with their alcohol policies, too. However, in the article by The Claremont Independent, it seems that two of our neighbors, Occidental and the University of Redlands, are still being mild in their policy interpretations. On the five college campuses it seems that our campus' alcohol policy is the strictest. Why is our campus so extreme? Was there a particular event that blacklisted us for federal aid? A statement should be issued to all the students telling us how our school stands. Are we on firm ground or about to topple? How badly do we need federal aid? Then students might understand why the alcohol policy is being implemented the way it is. We want to know.

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Our Environment

How Do You Save Water?



Stephen Dignan --Senior
"Use drip irrigation, (of course we use that in the garden) plant drought tolerant plants, plant native plants."



Amy Stelmach --Soph.
"When you brush your teeth, turn off the water, don't take long showers, turn off the water when you shave your legs."



Jim Donohue --Freshman
"When I shave I fill up the basin, and I take navy showers which are, turn on the water you get wet and you turn it off you soap up and you turn it on. I'm not from California but, I think there is a drought going on and I see other people from the school wasting it all the time."

Photos by
Pauline Yao
Art by
Seth Winnick



George Scott Herby --Junior
"It is important to save water because the area we are living in is basically a desert. And the water tables in this region are very low and we are importing a lot of water from other parts of the state and actually that upsets a lot of people from the northern parts of the country, which is where I'm from. And its been a major issue for this area for a long time. And I do try to save water, by taking quick showers and not having the water running full blast, I water my water with the minimal amount of water, just enough so they can kinda live."



Matt Schneider --Senior
"I just don't shower that often."



Two unidentified --Seniors
"Drink your scotch strait. Shower with a friend."

Our Environment

WHAT'S HAPPENING

Water Conservation

Lynne Kristoffersen
Contributing Writer

Save between 2,900 and 4,060 gallons of water in just one day! It's as easy as having all Pitzer students shorten their showers by just one minute. That's because every minute that shower water runs out of the faucet, 5-7 gallons of water are used.

Did you know that two-thirds of Southern California's water supply comes from outside of California? That's an average of two billion gallons a day that comes from only three sources: the Colorado Aqueduct, the California Aqueduct, and the Los Angeles Aqueduct. However, the Los Angeles Aqueduct served by Mono Lake in Bishop, California serves only the City of Los Angeles. Thus, most of Southern California's water supply comes from only the Colorado River (from which we share resources with Arizona) and Northern California Rivers.

Saving water also means saving energy, yet another precious resource. To receive Southern California's water supply, water is lifted over the mountains as high as 3700 feet by large pumps which are spaced along the aqueducts. To operate these pumps takes electrical energy and thus, to get water to Southern California for just one year can take 5,000,000 barrels of fuel oil. Thus, "when you save water in Southern California, you're saving much more than

water. You're saving energy...and also dollars on your water bill," as reported in How Saving Water Saves Energy: The Metropolitan Water District of Southern California.

Have you noticed the water conservation flyers, those water drops filled with conservation hints like "Save Water. We all can make a difference," kitchen hints, sink faucet tips, and the various water facts printed in the Pitzer Press? These have all been a part of my R.A. programming efforts to promote water conservation and awareness throughout the Pitzer campus.

Living in a Claremont home this summer, I realized how vital and easy it can be to save 5 or 10 gallons here and there. Many television and radio commercials and newspaper articles focused on the necessity for saving water as a result of the Southern California drought. Although much of the focus was on the drought situation in the cities of Los Angeles and Santa Barbara, the Claremont Courier encouraged water saving among Claremont residents as well. Realizing how important additional water conservation efforts are, I took shorter showers, I didn't let the water run while I was brushing my teeth, I used the dish water to water plants, I made sure that water from the lawn did not run off onto the sidewalk, and I also kept water in the refrigerator so I would not have to waste water just to get a cold glass of water. Towards the end of the summer, I realized how easy it was to save many

gallons of water just by taking part in these simple water-saving activities.

With this realization, and the fact that Southern California is now in its fourth consecutive drought year, I thought that it would be helpful to increase awareness of the need to save water. Also, it seems that sometimes we, as students living in the residence halls use water, and electricity unlike we might at home, where the bills would more directly affect us. Thus, I started this water conservation program with hopes of giving the Pitzer community reminders about the simple water conservation measures they can use so that together, we all can make a difference!

So please remember that in your individual bathrooms, you can take shorter showers, you can turn off the water while brushing your teeth, you can fill the sink with water to shave, and you can turn the water on low pressure to wash your hands or face. In the laundry rooms, you can help by only doing full loads of laundry. In the kitchens, fill up the sink and then wash and rinse dishes. Finally, the water conservation task force has asked Mead dorm suites to volunteer to test out low-flow model shower heads. Please volunteer, it is yet another chance to conserve water.

Remember, if we can treat water rationally, we can avoid rationing. It's easier than you think!

Lynne Kristoffersen is a Senior at Pitzer, majoring in linguistics and psychology.

FACT

In the past thirteen years, Southern California has experienced drought years in 1977, 1978, 1987, 1988, and 1989.

DID YOU KNOW?

It takes 1,630,00 gallons of water to produce food to feed one American for one year!

A dripping faucet can waste at least 7 gallons a day! Even a small drip can waste more than 1,500 gallons a month.

A VERY SIMPLE THING YOU CAN DO

When eating a meal at one of the dining halls use just one glass for your beverage and if you finish that, go back for more. It takes approximately six gallons of water to wash each glass.

Compiled by Kristin Kasper



SILVER AND GOLD...

Should Never Be Worn Together

Trends and fashion affect all of us—in fact, Pitzer in itself possesses its own code of clothing and that's exactly what gives Pitzer its identity. Pitzer students are stereotyped by their tie-dyes and Birkenstocks while CMC students sport the traditional rubys and Levis...you all know the rest.

At the risk of possibly sounding like something out of Seventeen or Glamour, I'd like to present you the readers with some possible fashion tips, trends and traditions with regard to clothes and some definite

"nots" for the upcoming season.

California has a fashion sense totally isolated from the rest of the country. Usually the trends start here and either trickle or trounce through the remaining 47 continental states. Anything from Oakley Blades to Roller Blades to neon Quik Silver shirts. Coming from the conservative midwest, I went through minor culture shock upon first arriving to California (more specifically Pitzer). I didn't know a Birkenstock from a Dock-Sider. Fortunately, I've grown since then.

**A GUIDE
TO FASHION
BY
JENNIFER
HOFFMAN**

**Photos by
Kristin Kasper &
Jennifer Hoffman**





Pardon the cliché, but what goes around comes around. This is most applicable to fashion, specifically in California. We are beginning to see a revival of looks that went "out" several years ago. For example, overalls. Not only the traditional Osh Kosh, but newer, more trendy styles. They now come in flashy colors with belts or pins or whatever you want to add that extra flair. Not to mention they're extremely comfortable.

The best and most obvious venue to search for these fashions, or lack thereof, is, of course, the Mall. Montclair Plaza attracts a wide variety of people—anywhere from wealthy college students to the residents of the local convalescent home, blue collar families from Pomona to Chino Junior High mall rats. One can see anything at the mall.

I wanted to use the mall for capturing the definite "do nots" of the fashion world. What I saw was Calvin Klein's nightmare. I couldn't take pictures fast enough.

The first thing that struck me as odd was that some people who looked ridiculous were wearing tank-tops while others were wearing heavy sweaters. My photographer and I agreed that on that particular day a cotton sweater or blouse with pants would be most appropriate. Perhaps coming from a cold climate, I find it difficult to wear a wool sweater when it's 65 degrees outside, but like I said, California has its own code of fashion.

Let's get, though, to the real heart of fashion: what's in and what's not. Now, mind you, this is just this writer's opinion. I realize everyone has his or her own personal preferences. I think we can all agree that jeans tucked into socks is out. And how about those sweaters with dancing cows or ducks around the neckline? Passe. But what I saw was beyond those little faux pas'. Fringed jean jackets with tight black stretch pants and boots worn by a junior high student who was about 5' 2" and 160 lbs., or a guy with long greasy black hair and a studded leather jacket (without a shirt underneath) and acid washed jeans with the mandatory cowboy boots. I'm gathering he thought he looked attractive.

Other outfits ranged from velvet dresses and heels to spandex and ripped t-shirts to tight tops with midriffs hanging out. I felt like I was watching the fashion show from Hell. Do these people in the morning look in the mirror and say, "I look good"? Scary thought to ponder.

But enough on the tacky and tasteless. Let's look at the new and now. Baby doll dresses. Over-sized blazers. Torn jeans. The Southwestern, Ralph Lauren look and colored Converse tennies. All of these trends were at some point popular in the past and have magically come back. The babydoll dress used to be trendy in the 1960s, granted it was a little less styled then but the idea was the same. It's fair to say that if

TOP: From the rodeo to the mall; this jacket goes everywhere

BOTTOM: The strut, the hair toss...give 'em an 8.2



something was popular in the past, it's plausible that it could be popular again with a few tucks or trims. Of course, with the exception of bell-bottoms! Unfortunately the majority of us were cursed by having to grow up in the 70's—the absolutely worst decade for fashion. I'm sure we all have baby pictures in which our moms dressed us up in jeans that swayed when we walked and plaid button-down shirts with collars that extended to our shoulders. They're still embarrassing to look at.

In my (almost) four years here, Pitzer fashion hasn't changed incredibly. But if it has changed, it's slightly more, for lack of a better word, conservative. I see less tie-dyes and Birenstocks. Nike light-weight hiking boots (Lavadomes) and Patagonia jackets seem more prevalent now (it could just be the change in weather). Regardless, one would have to admit that even Pitzer goes with the flow. We're all slaves to fashion whether we realize it or not.

After having spoke with several Pitzer students, the majority of them stated that they cared about fashion but were not obsessed by it. Fortunately for us, one of the "in" looks is the "oh, I just threw anything on but it just happens to look really good." It certainly makes dressing easier. What I'm talking about is, for example, torn jeans with a big sweater and boots. Bingo, you have an outfit and you're fashionable.

Girls, the best way to dress up any boring article of clothing is to accessorize. A simple necklace or earrings will highlight the most mundane of fashions. Belts or hair items will also do the trick. If you want to attract a certain somebody wear a conversation piece—a funky pin or necklace or a cool hat. I guarantee, you'll get noticed. Remember, again, this is just my opinion. Enough of this teenage advice.

Realistically we are all victims of trends. We can't help being drawn into the hippest styles, no matter how hard we try and resist. Granted, it's questionable if some of us have any idea what "looks good" judging by the majorities that populate our malls. Clothes though are an extension of ourselves. They can make us feel good, sloppy or sexy. They express what we feel and how we live. Friends recognize you by your choice of clothes and that what characterizes you. I know many of you are saying it's what's inside that really matters, not what's on the outside. Sure, that's true to an extent, but impressions are usually based upon what the person looks like from the outside. Otherwise who would dress up for job interviews or important dates? Ask yourself that.

So next time you're sitting around your room, glance into your closet and really look at your clothes. I'm sure you'll realize that you're more of follower to fashion than you might care to admit. But that's okay. We all are. In the meantime be hip, be now and NEVER wear red with pink.

TOP: What are the suspenders for?

BOTTOM: What are the overalls for? Yeah, you!



PITZER

A PROFESSOR'S PERSPECTIVE

The Problem With Pitzer Governance

by
John D.
Sullivan

Each fall we hear that student positions on various Pitzer college committees are vacant and that no students appear ready to jump into the Pitzer political process and become a member of a committee. I would like to suggest that the system may be at fault and that student apathy may result more from structural impediments than from a genuine lack of concern on the part of students. In particular, I want to suggest that the current Pitzer system does not allow for the articulation of campus "political" interest groups that we find in most political systems.

Under the current system, students are informed of committee openings and asked to submit their names if they are interested. The system in no way elicits student participation based on specific interests that students may have. Rather, it assumes that any student could represent any other student or the entire student body and that any student is as well informed about campus issues as any other student.

Faced with this kind of invitation—represent "Everystudent"—it is no wonder that many of our students choose not to participate and that students have to be cajoled to join committees—even very important committees such as the Faculty Executive Committee. Students must wisely conclude that they cannot represent all students—the students in their corridor perhaps, but not all students. The current system also does not invite students to engage in any kind of interest-group caucusing before deciding to join a committee. Thus, the very selection system reinforces the notion that the student is being asked to represent all students, a task that no doubt appears overwhelming to most.

If we were to list the different kinds of nascent interest groups that exist in

the Pitzer student body, we could probably come up with a rather long list in a very short amount of time. Some obvious ones that come to mind include geography of residence (differences exist among students residing in each of the dorms and off-campus), race and ethnicity, year in college, and major. These are only a few but the implication of listing them is interesting: if we based representation on a few of the more important group interests, say geography, ethnicity, and year in college, we would soon see that the current committee system would be smothered under the weight of representatives. That is, in order for these interests to be represented, we would have to make room for them on all Pitzer committees. This would require that more spaces for students be created on each committee, an outcome not likely to happen under the current by-laws.

There are a number of things that can be done, short of attempting a major by-laws revision, to bring these divergent interests into the Pitzer political system. To begin with, the creation of the student senate last year was clearly a step in the right direction. We have to be patient, however, as it may take a couple of years for this institutional change to "take." In the meantime, we all need to be supportive of the concepts that lie behind that change.

As we look farther into the future, the student senate will really need a functioning "political system" for it to be successful. In order for such a system to emerge, we need to experiment with ways in which student interests can be articulated. Interest groups and student political parties are two such mechanisms but they will not necessarily emerge without some catalyst. Here, we need to look to the Dean of Students as a person with a sense of student life and with the kinds of student con-

tacts that are needed to begin the process of political mobilization. We need to ask him to fill a temporary vacuum and to become a "leader and pusher" of students with the goal of developing political interest groups and student political parties.

At some point, as such interests groups emerge, all of us will be asked to play roles in the inevitable changes that will be requested by these groups. In particular, it will become necessary to examine our existing structures with an eye towards what can stay and what new needs to be added. In addition, faculty will need to be prepared to play various roles—interest group advisors, political party advisors, information sources, etc.—that will contribute to the development of a more realistic interest-based politics at the College. Two factors will undoubtedly be salient as we look at these developments:

1. We will probably conclude that we do want to continue student participation on Pitzer committees. That participation has been valuable in the past and will be important in the future;

2. In order to accommodate interests that currently do not neatly "fit" in the current committee system, we will be led to explore alternative forms of student government, hopefully building on the existing student senate.

As we approach the future, we will no doubt find that student life will be enriched by the addition of a genuine political process—a process that allows for interest group articulation, for student experience in dealing with conflict, and for leadership opportunities for our students. We will also no doubt find that both the prospect and the experience of change is frightening but the expected gains so important that we will move ahead and build on the changes we have made in the past two years.

APATHY

A STUDENT'S PERSPECTIVE

A Kind of Participatory Democracy

by
Jared
Kotler

The following article consists of excerpts from the study, A KIND OF PARTICIPATORY DEMOCRACY. The full study can be obtained from Mr. Kotler.

John Atherton did not have much affinity for the decision making process at the conservative men's college (what Pitzer first was) and set out to initiate what he called, "a kind of participatory democracy." Dislike for hierarchy was not the factor that led president Atherton to try and achieve his ideal of faculty and student participation, but it was the events of November 1st, 1964 at Berkeley college that dominated student sympathy, and thus led Atherton to announce that, "On the theory that a college ought to be a model democracy, Pitzer has demolished the sanctity of faculty meetings and invited elected student representatives to take part." Out of this speech, students and faculty formed a unique partnership to produce an instant tradition in which everyone was included. ... At weekly Town-Hall Meetings students and faculty debated issues that ranged from whether girls should be required to wear shirts at meals, to writing a school constitution. President Atherton concluded, "as long as we here in Claremont are wise enough to continue discussions, continue to be responsible and close to the students we are leading the country in a way which many colleges and universities have not yet achieved."

At the inception of Pitzer's constitution (early 1965), calling for full participation of both faculty and students, it should be concluded that democracy at Pitzer was participatory, but in adversary form.

1970 saw the year of Atherton's resignation, Nizon's, "generation of peace", and Pitzer's move to coeducational system. It also saw the beginning of the "me generation." Students were slowly becoming less idealistic and a move toward apathy (to contradict terms) was becoming apparent. It was in 1972 however, that students received real representation. Articles 5 and 6 were

added to the By-Laws of Pitzer College. The added text set up the committee system and the process of student appointment. From that point on, students could be represented at the highest level; The Executive Faculty Committee.

In my interviews of the students body I found one issue that people took a definitive position, and an issue that almost everyone on campus is realtive expert on: school food and the meal plan.

In a survey students were asked to express some of their feelings about Marriott and the job they are doing as caterer. Needless to say the students were less than enthusiastic about features ranging from taste and appearance to overall quality. As far as the meal plan, students all feel it is too expensive. What would they like to see change?

1. Improve the quality of food.

2. Abolish mandatory meal plan for students living on campus.

Simple? Not really. When this issue was brought to the executive committee by the student representative in contact with that committee, time after time this person was told there was a committee being created for that purpose; maybe it would be ideal to join it. After a year of waiting, inactivity turned to apathy. Why was the school board so unapproachable on a seemingly simple issue? Further investigating into the relationship between Marriott and Pitzer showed that they are experienced bedfellows.

It is my opinion that the issue will be tossed on the faculties "back-burner", or the question will get suffocated in the system until there is no more interest.

What elements must be present for the system to run with respect to the expectations of Aristotle and Mansbridge. I have showed that no knowledge, coupled with no support of the issue, doesn't help at all. I have also shown support, without knowledge does not work ei-

ther. Finally I have identified an issue with full support and knowledge on behalf of the students and the system failed it. What will it take to win a victory for the students?

I wanted to observe a "unitary" form of democracy. I, in my own curiosity wanted to see if this ideal form of a many flawed system really existed. To me it was like a unicorn: a myth. Well, believe it or not while I was watching Johnny Carson, one of his guests, who happened to be director of the San Diego Zoo, brought on (believe it or not) an unicorn.

So, where does unitary government exist on Pitzer's campus? I believe I have found it in the committees where students don't want to alter or run Pitzer. Pitzer students now have a great sense of the Pitzer community without much regard for anything else. Paul Potter sums up the popular attitude of Pitzer students by arguing that "people are concerned with things that affect themselves. The rest, they would just assume leave to the experts."

In conclusion, I feel the system provides the "tabula rasa" for an ideal system. It is when adversary institutions enter and dominate the atmosphere that the system gets clogged.

One very important weak point is the ability of the administrators of the system to undermine the ability of its subordinates to be heard. The lengthy and constant deliberation breed contempt and apathy. I feel administrators of democracy realize this and use it in their behalf.

In its ideal form however, democracy is an efficient and powerful unifying force. This experience had led me to try and give the system a break and realize its ability (in the right hands) to promote friendship, equality, consensus, face-to-face contact, and common interest.

Pitzer Revisits The '60s Anti-War Forums

Teach-In Discusses the Likelihood of War and Peace

BY THOMAS MILLS

Approximately 500 students, faculty, staff and members of the Claremont community jammed Avery Auditorium on Fri., December 7 for a teach-in on the Persian Gulf Crisis.

The teach-in, organized by Lucian Marquis consisted of a nine member panel, a British Independent Television Network film entitled Saddam Hussein: Defying the World, and two clips from the McNeil Leher Report. The panel consisted of Pitzer College professors Tom Ilgen (moderator) and Werner Warmbrunn; Pomona College professors David Elliot, Nuket Kardam, and Fred Krinsky; Cal Poly professors Mohamad Assadi and Mamood Ibrahim; Rabbi Ben Beliak of McCalister Center, and ex U.C. regent Stanley Sheinbaum.

The event began with the film which portrayed Hussein as "personally murdering" his way to the top of the Ba'athist party which now is presently in power in Iraq. The film also explained the current state of affairs in the entire Middle East region and how it came to be.

During the discussion that ensued, Assadi, an Iraqi, said, "One can suggest that the historical borders don't make a lot of historical significance," explaining how they were drawn up by Britain for "their colonial purposes." This point of view was debated by Ibrahim who said, "I'll make the claim that Saddam Hussein's motives were more of a nationalist origin than a more pan-Arab one."

The discussion moved to the Israeli/Palestinian issue in which Ibrahim said, "The equation in the minds of the Arabs is very clear. The U.S. is in the region to further suppress the Arab people...just as the Israelis have been doing. Israel failed and now the 'Big Boss' has come in to do the job." This position was countered by Krinsky, blaming

the Israeli/Palestinian problem on both sides, "Arafat and the P.L.O (Palestinian Liberation Organization) never missed a chance to miss a chance," explaining that every time there was an opportunity for peace, the P.L.O. blew it. "The fact that the Israeli government can dictate the United States' defense policy is ludicrous," said Elliot.

The discussion was followed by a film clip from the "McNeil Leher Report" in which Los Angeles Times National Security Correspondent, Robin Wright claimed war was inevitable because "We've (the U.S.) painted ourselves into a corner."

During the discussion that followed, Elliot spoke of the changing objectives of the U.S.

"America's political leadership was never able to clearly define its objectives (in Vietnam). The inability to articulate a rationale does not bode well for support," he said.

In probably the most moving of statements, Krinsky said, "In a post Cold War world, I can't imagine an America... that would not take a lead... in preventing the repetition of history. War is the last thing this planet needs! War is the last thing we need to reach a 'New World Order,' after which the auditorium erupted in applause.

The discussion was followed by a final film clip from the "McNeil Leher Report" in which Jacqueline Jackson Quinn, representing the average American citizen, was interviewed. Quinn stated that the main motive for war is oil and that it is not justified.

The teach-in provided different petitions, phone numbers and information dealing with the prevention of war and what to do if it breaks out.

Following the teach-in was an anti-war rally, sponsored by the Progressive Student Union, held at the intersection of Indian Hill Blvd. and Arrow Highway.



photo by Pauline Yao

LEFT: Turkish professor Nuket Kardam addresses the panel and the audience.

BELOW: Kuwaiti graduate school student addresses the crowd.

MIDDLE: Professors and students articulate the comments of the panel.

BOTTOM: Pomona Professor Fred Krinsky articulates the current crisis.

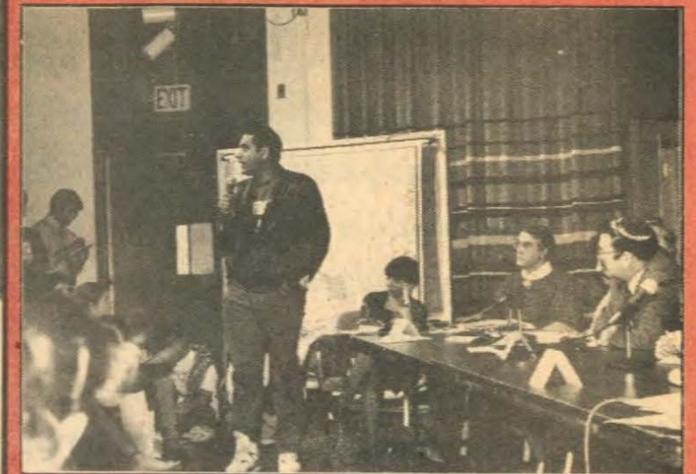


photo by Pauline Yao



photo by Pauline Yao

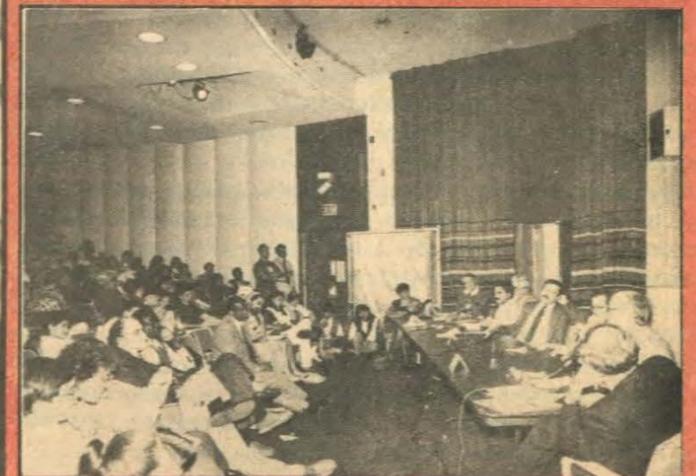


photo by Kristin Kasper

by
Jason
Singerfrom
Siena
Italy

Blowing A Rusty Trumpet

Perhaps one of the greatest opportunities afforded to one who studies abroad is not only the perspective from which he/she can view a foreign culture but more profoundly a new viewpoint from which one can critically analyze his/her own (culture). It is from this standpoint that I must discuss the dangerous contradictions which exist in our own democratic free-market society as evidenced by the American media.

The cold war is over and as Alexei Izyumov suggests in his desperate editorial (International Newsweek, Nov. 19, 1990) discussing the need for a democratic, free-market system in the Soviet Union, "the old gods are gone but the new ones have not yet arrived." The problematic concept at work here is grounded in the term "gods." He goes on to insinuate that the new "gods" should manifest themselves in the form of western assistance.

In his own words: "The vigorous debates over the size of Western economic assistance to the Soviet Union should not overshadow the need for another, more subtle, but no less important aid aimed at reweaving the spiritual fabric of Soviet society. This aid already being extended in the form of educational programs, people to people exchanges and donations at religious literature should be significantly upgraded. Western politicians and business should always keep in mind that the Soviet Union will become a truly reliable partner only when its people firmly embrace the universal values of democratic society."

By publishing such an editorial, does Newsweek intend to suggest that it is the United States that should participate in "reweaving the spiritual fabric of Soviet society" by encouraging through example wayward Soviets "to embrace the universal values of a democratic society?" Indeed, it does.

Perhaps more apropos and ironic is the failure of Newsweek to cover extensively in the same issue the blundering results from our recent nationwide election day. Are we Americans fit to lead by example when our

present democratic system is characterized by voting percentages on a state-wide level averaging little more than 40 percent?

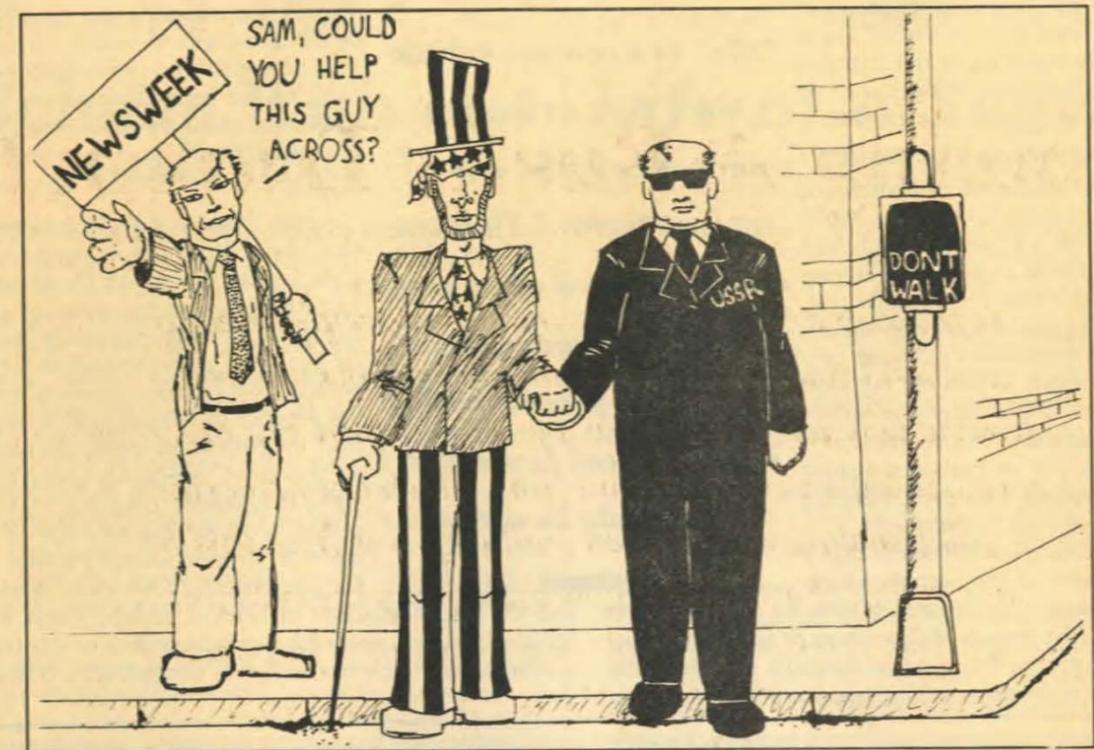
Such a trend in post-Cold War journalism is forbidding of an impending crisis of our own. Such negligence as displayed by Newsweek suggests a dangerous attitude imbued by the public—"If it ain't broke, don't fix it," or even worse, a feeling as if such trends are impossible to change.

To be critical of democracy and free-market in America is to taken as "liberal" or by the almost prophetic, as a Marxist. However, to be ignorant to the problems and contradictions which exist within American democracy and free-market is to destroy the most ingenious political economy ever proposed or put into action.

And so, in understanding the profundity of Alexei Izyumov's naive words we can more fully understand the contradictions within our own society, comprehending why we have become unqualified teachers of a system created within our own borders.

Izyumov asks that three things be given in greater amount to Soviet citizens: "educational programs, people to people exchanges, and donations of religious literature." It should be stated (however obvious) that the creation of a new political economy should have a solid base. That Izyumov would ask for these three things from the United States not only guarantees a defective foundation for the new Soviet political economy but, more importantly, draws attention to the fracture which has been suffered by our own.

Please See Next Page



Art by Seth Winnick

"EDUCATIONAL PROGRAMS"

The educational system adopted by our society is perhaps the gravest and most self-destructive contradiction existing within American culture. Self-destructive in that it produces a learned individual with values and tendencies reculant to the most fundamental element of democracy and free-market—individualism. The sobering fact that the majority of Americans do not exercise their right to vote is by no means an accident. That the majority of students educated at the university level are not able to critically analyze the conceptual or historical conglomerations behind the most trivial of existents (problems) in our society is by no stretch of the mind a phenomena.

The philosophy behind public education in our country is the brainchild of John Dewey. The thrust of his educational objectives was the development of the "social" spirit achieved on the pre-school level by playing and other activities geared towards "social development" and later on in upper-school by class projects and group discussions. John Dewey once wrote:

"The mere absorbing of facts and truths is so exclusively individual an affair that it tends very naturally to pass into selfishness. There is no obvious social motive for the acquirement of mere learning, there is no clear social gain in success thereat."

Thus, (in rather brief explanation) the end product is a person whose education is little more than a survival manual for the collective rather than one of theoretical knowledge. This citizen is better prepared for socialism than a democratic free-market society. The Soviets need do little more than transfer their present system, rather than adopt educational objectives like these.

It is perhaps most ironic that Eastern Europe would go to such extremes to bury the works and teachings of Karl Marx. It is possible to conclude that the collective nature of Marxist theory breeds, in practical application, mediocrity (as does the educational system of John Dewey), yet absolutely insipid to suggest that Karl Marx was anything but a brilliant scholar. His brilliance is deeply rooted in the historical scope of Marxist dialect. Practiced by many religiously ever since, it has given the world some of the most brilliant scholars of this century, all of whom practiced the type of conceptual learning Dewey denounced.

"PEOPLE TO PEOPLE EXCHANGES"

Based on the product of modern education as reflected by recent voting percentages, at what level will Soviets benefit from "people to people exchanges?" Economic? To explain the irrationality of such an answer would take more pages than this magazine is made of. Put in simple terms, it is directly related to the lack of reason as a motive behind those people directing the economy.

Irrationality finds its roots buried deep in the development of human's rational faculty. That human's rational faculty developed within the confines of an environment they could not understand elucidates partly their destruction of it. The nature of capitalism allows such irrationality to run rampant.

Conditioning someone to survive in the collective attempts to subordinate the needs and desires of the individual. A 3-year-old forced to play with the group (as in the model of Dewey) quickly learns the rules of survival. If Johnny gets to the tricycle first, it's his—one must go find another toy to play with. A game develops in such an atmosphere; the pre-

FOREIGN CORRESPONDENT

vailing skills being those of deception, greed and strength. Those children deft of such abilities learn that inevitably this is the personality make-up of our county's leaders, those who the Soviets wish to have "person to person" encounters with.

"DONATIONS OF RELIGIOUS LITERATURE"

Although the separation of church and state is on of the most fundamental staples of our government's foundation, 215 years later we see that for all practical purposes this is little more than theoretically true. Given the conceptual knowledge humans have afforded themselves over the centuries, religion exists as possibly the most irrational school of philosophy in human history. The argument in this direction is so often stated that to explain it against would be redundant. However, there are two points which must be discussed:

1. "Sin" as a concept is little more than a religious derivative of the neutral concept

"error." That one can be cleansed of error by ritual or prayer washes away in the process his/her desire and remedy its nature. Prevailing in the realm of society, this allows a culture to progress with no true knowledge of the na-

"Sin" as a concept is little more than a religious derivative of the neutral concept "error." That one can be cleansed of error by ritual or prayer washes away in the process his/her desire or need to discover and remedy its nature.

ture of its transgressions.

2. By subordinating one's potential by labelling it a gift of God is to sever human potential from the dimension of reality, to put boundaries on the accomplishments ahead by destroying the concept of infinity.

"GODS"

Alexei Izyumov states in his essay that the Soviet Union is in need of "new" gods. For the Capitalistic Democracies of Eastern Europe to progress toward the fulfillment of these ideas, they must realize the "new" gods they are in such dire need of exist in every person of the state. For America to salvage its great potential from the path of inevitable crisis we must do the same. Educating generations to come that human potential is the only evident provable god we know of is imperative. Rational reason consists of the deepest possible conceptual knowledge

and the historical scope of Marxist dialect. These are the building materials needs for a sound foundation—for the realization of such great institutions as free-market and democracy.

The **T**HE **S**PORTS **P**AGE Side

A Holiday Wish List **Life of a Sagehen**

BY DAVID STOLBER

BY ALFIE ALSCHULER

Well sports fans its time to spark up the fire place and prepare for that much anticipated (yeah right) family quest, when you haggle for an outrageously priced tree with a usually grotesque looking man for what seems like days. That's right boys and girls, Christmas is finally upon us. Santa is starting to fire up his reindeer and his elves are working around the clock in order to gear up for their once a year venture to bring joy and happiness to kids from 1 to 92. If I was Santa Claus I would not distribute toys on the night before Christmas, I would bestow onto the world of sports the missing ingredients that I believe it lacks.

I would give Magic Johnson and the rest of the Lakers that dominate center they so desperately need so they could give those mugs in Detroit a serious run for their money one more time.

I would give James Worthy a blow up Laker girl so he could get his cheap thrills in the privacy of his own home.

I would give Michael Jordan a much deserved Championship Ring so his extra-ordinary talents would be justly rewarded by the most momentous prize in basketball.

I would give The New York Yankees a pitching ace in the mold of a Whitey Ford or a Ron Guidry so they could get back to the World Series where they belong.

I would give Jose Canseco some humility so his overwhelming baseball talents would not be blurred by his arrogant attitude.

I would give Multi-talented Bo Jackson an ultimatum to either knock baseballs out of the park or to knock defensive-backs into the turf. (With his unlimited potential, I believe he could be the best in our generation if he chooses either one).

I would give Much maligned Denver Bronco Quarterback John Elway his just due for carrying the Broncos to the Superbowl 3 out of the last 4 years only to get beat by bigger and far superior teams.

I would give Joe Montana the Wayne Gretzky award for being the most dominate player at his position of all time.

I would give Newspaper reporter Liza Olson a lifetime subscription to Playgirl.

I would give Mike Tyson a time machine, so we could see how dominate he really is by fighting the best of 20 years ago (like Ali, Frazier, Foreman and Norton) instead of the bums of today (like Trevor Berbeck, Bonecrusher Smith, Mike Spinks, and Buster Douglas).

I would give Gorgeous George Foreman a lifetime supply of Nutra-system so he can't use squashing his opponents into oblivion as a ring tactic.

I would give Andre Agassi a couple major tournament victories so his over advertised commercials and his overrated image would not look so foolish.

The glory has passed, the fall season is over. The athletes of women's volleyball, men and women's soccer, football, and cross country are out of the limelight. The cheering fans have turned their gaze to basketball, swimming and other sports. What are the fall athletes doing with themselves since their decline? Are they suffocating under an insurmountable pile of work? Are they eagerly training in anticipation for next year, or are they moving on to yet another sport?

I conducted a thorough study to find answers to these pressing questions. After much hard work I came up with five different categories that these Sagehens fall into.

THE FIRST CATEGORY IS THE JOCK:

The Jock does not take a moment's rest. This person moved right into another sport. They could not bear to be in absence of the intensive warmth and support given by Sagehen fans. The Jock is surprisingly common at Pitzer.

THE SECOND CATEGORY IS THE COACH'S WET DREAM:

These people are truly dedicated athletes who do only one sport. Although their season is over and will not begin again for another 9 months, they are training. These people can be found in the weight room or various other hideous places. There are not that many Wet Dreams on campus, I suppose that is a good thing.

THE THIRD CATEGORY IS THE SOCIAL BUTTERFLY:

The social Butterfly was highly upset about the amount of time that his or her sport demanded. It often meant not being able to drink on Friday night or other such horrible sacrifices. At last the huge time commitment is over and they can once again socialize to their heart's content.

THE FOURTH CATEGORY IS THE FLAKE:

The Flake has trouble directing his or her energy appropriately. Due to the large time commitment that their sport demanded they fell behind in their work. Now that they have more time they are attempting to catch up in the academic area of their life. To these poor souls, I wish them good luck.

THE FIFTH AND FINAL CATEGORY IS THE SLOTH:

These people do not have trouble focusing their energy, they have trouble finding any at all. The rigors of athletics have tired them out. They sleep and eat and attend an occasional class. This is an attempt to be ready for next fall. Although their season has passed and the school is not blessed with their performance anymore, they still exist. This article is a testimony to their continued life on the Pitzer campus. They may be out of your minds for the time being, but they will be back.

See Wish List, page 27

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Three Men and a Little Lady

"Three Men and a Baby" was a cute movie about three sworn bachelors and a baby left on their doorstep. It ended with the mother and the three "dads" agreeing to become one happy family. It also ended up as one of the highest grossing films of the '80's. A sequel was obviously (at least by businessperson standards) needed.

What made "Three Men and a Baby" so touching was that it really looked at how three men would deal with a baby without help of female guidance. What hurt it was the sub story about drug dealers that took away from the plot. In the sequel, it was hoped that this time screenwriter Christopher Cazenove would stick to the story at hand, namely: how can three men and a woman raise a child together in harmony?

The first part of "Three Men and a Little Lady" does just that, and it is a charming look that always manages sincerity. Little Mary is now a five-year-old that is thrilled with her unusual family environment and is also spoiled rotten. The first half-hour deals with how she will react to an environment that isn't used to the idea of a family with three fathers. There are

some wonderful scenes with Mary and her three Dads that are entirely realistic: like Mary walking in on Guttenberg and a date while they are necking, or when Mary loudly asks what a penis is while they are eating in a crowded restaurant.

Unfortunately, some studio heads apparently thought that that story was too simplistic for modern audiences to handle (reality generally is), so why not again throw in some subplots that have nothing to do with the story?

So here is how it goes: For some inexplicable reason, Mary's mother, Sylvia, wants to get married. She doesn't want to leave the home that she shares with the three guys, she likes New York, her career is going great, and she loves being a mother to Mary, but none the less she wants to get married. So, she picks the last person in the world she should pick, a snobbish British director who (big surprise) hates kids.

Next item: For some inexplicable reason, Sylvia and Peter (Selleck), who have been lusting after each other since they met, cannot show their feelings for one another. Peter apparently doesn't because of some mumbled explanation of an ex-wife. Sylvia just doesn't say anything because she wants to be swept off her feet and for some inexplicable reason, would rather marry a cad than make the first move.

This entire idea is hard to swallow,

for some inexplicable reason.

The plot gets even sillier when Sylvia and her fiance, Edward, make the move to England where they are supposed to live the rest of their lives in marital bliss.

Once the camera hits England it's stereotype hell. All the British characters are caricatures that belong in a Bob and Bing movie. Edward lives, of course, in a castle surrounded by a moat. He has snobbish, stuffy friends, and he secretly plans to have Mary enrolled in a strict boarding school.

The entire last part raises the question: do producers really think that the American public is so stupid as to fall for crap disguised as suspense? "Three Men and a Little Lady" could have been one of the truly outstanding films of the season with the benefits of an interesting storyline and the wonderful ensemble work of Selleck, Guttenberg, and Danson (who steals the film). Why actress Nancy Travis was picked to play Mary's mother in the first place is a mystery. She is utterly unconvincing as a mother, and she doesn't have chemistry with any of the other actors. Even little Robin Weisman, who plays Mary, works wonderfully with her ensemble players. What's even worse is that Travis always delivers her lines with a constant rise and fall pitch that is incredibly annoying.

What might have made "Three Men and a Little Lady" more entertaining is if they had killed off the Sylvia character in the beginning and made a movie about three men raising a five-year-old on their own.

-by Jenny Spitz

Misery

With their obsessional, hallucinatory supernaturalism, Stephen King's novels are so cinematic that they're practically movies already. That's one reason they don't often translate well to film. King creates fantastical effects that

See, FILM REVIEW, page 26



Brian Eno & John Cale "Wrong Way Up"

Brian Eno and John Cale have impeccable credentials. Eno got his start with Roxy Music in the early 70's, then left short after to explore his own muse unhindered by Brian Ferry (which was better for both). He then began a career which was painlessly avant-garde, consistently innovative as well as listenable and musical. As a producer, Eno was responsible for the best work of David Bowie ("Low", "Heroes"), the Talking Heads ("Fear of Music", and "Remain in Light" on which he was essentially a fifth member of the band), and U2 ("The Unforgettable Fire", "The Joshua Tree"). Cale was in the Velvet Underground, and if that isn't enough, he's had a distinguished career since he left that band in 1968. So here's a meeting of the minds: "Wrong Way Up", by Eno/Cale. These two have worked together off and on over the years (Cale played viola on Eno's "Another Green World"), and Eno produced Cale's most recent album, but this is their first full-on collaboration.

So, is it any good? Of, course! Eno is a genius! And Cale is excellent, if not quite worthy of that big word. This is the first album which Eno has sang a lead vocal since 1978's "Before and After Science". And he has real songs, too! (If you don't know, Eno's albums since the aforementioned record have been entirely instrumen-

tal, though still excellent.) This record has a very "commercial" sound on the first listen, but one should never underestimate these guys. Eno's ear is far too twisted to sell out. Instead, he has made an album of subversive pop music. It seduces the listener with deceptively simple melodies that upon further listening reveal extreme intricacy and depth. So you can listen to it on the surface or in depth. I've been listening to it for weeks and I still get surprised.

A highlight is the opener, "Lay My Love". This features Eno, who treats us to some of his great lyrics. "I am the Sea of Permutations. I live beyond interpretations. I scramble all the names and the combinations. Penetrate the walls of explanations." Words to live by, and you can dance to as well. The melody is perfect. You just gotta hear it. Other highlights include Cale's "Cordoba", "One Word", and Eno's "The River".

This album is like no other, and for that reason alone is worth buying. Listening to Brian Eno never fails to expand one's musical vocabulary. John Cale is incredible too. It's good to have Eno back singing again after 12 years. So check this out.

-by Bill Forman



The Soup Dragons "Love God"

"Love God," the newest album by The Soup Dragons, left me with the feeling that I had been jipped. Even though the record is mildly enjoyable, it seems like the band is riding on a lot of current musical trends to gain popularity.

Their first single from this release is "I'm Free," a song that is being played

to death on KROQ. The Soup Dragons are capitalizing on the new-found interest of the 60's and 70's, with this classic rock remake. They also incorporate a rap solo in the song, another widely used trend. "Mother Universe," their second single, is a bit more creative (considering that they wrote it themselves), but sounds almost the same.

It was surprising to discover that the group has a drummer because they use a great deal of synthesizers and sampling. If he does play on the album, he is almost hidden by the machines. The members also play guitar and bass, mixing psychedelic rock with dance music pop.

The first side lasts only 15 minutes long, leaving half a side of silence. If it were not for the seven minutes of "extra tracks" that are added to the end of the CD and tape, the second side would only be eighteen minutes long. These two songs are a remix of one of the earlier songs on the album and a song called "Crotch Deep Trash," possibly a criticism about the overabundance of garbage on the planet. Also, The Dragons seem to have skimmed on the packaging, having only printed a few lines of each song on the insert.

Some of The Soup Dragons' music sounds like it could have come from a hard-edged group like Nine Inch Nails because of all the violence in the words. One tune has a line that goes, "You hit me with the chain." And in another song: "Give me pain, like devotion." This album appears to be slightly masochistic.

Religion is a repeated topic in the lyrics. The Soup Dragons sing, "Didn't it come with Jesus Avengance/ Call me God and you'll be alright." Obviously, they are poking at religion, which is becoming more typical in music these days, with songs like "Personal Jesus" from Depeche Mode and "Like a Prayer" by Madonna.

Added to the violence and religion themes is psychedelia. In "Drive the Pain," the words are "I take a trip to where I'm going." Later, in "Beauty Freak," the lead sings, "And with an acid glance, trip into romance." The

See MUSIC REVIEW, page 26

CREATIVITY



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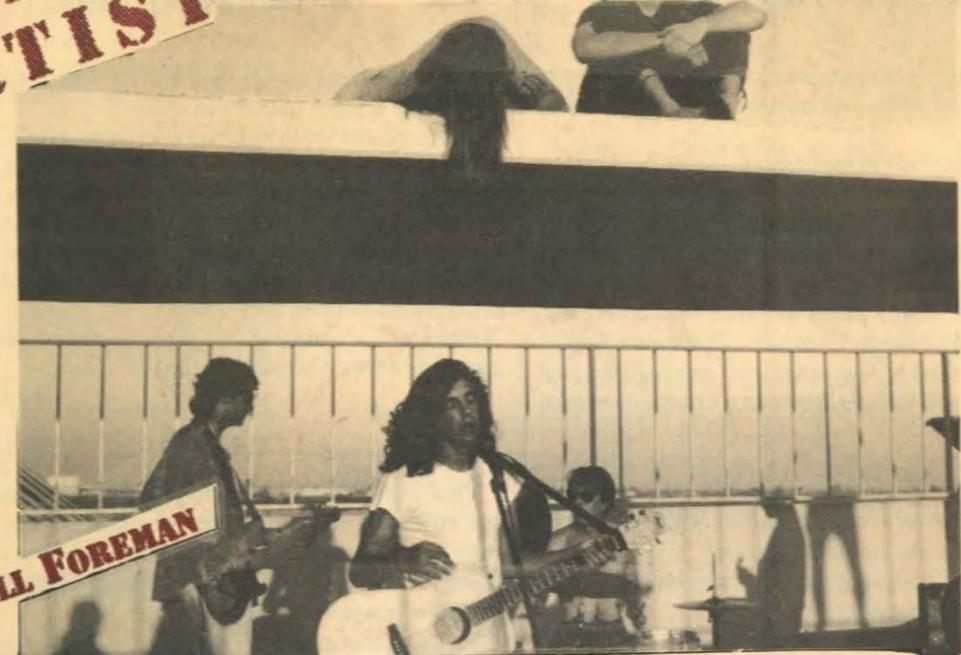
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Jonah Matranga

**STUDENT
ARTIST**



BY BILL FOREMAN

Musician

Writer

Singer

Jonah Matranga is old. Like so many others, he is nearing the end of his stay at our fair little college, though he will graduate one semester later than the rest of us Seniors. But mentally, he, like the rest of us, is looking backwards, if only temporarily. Do not think, however, that he has lost sight of the future, but realize that there are times when one must needs remember.

Hence the following: "Bookman: A Satchelful of Memories". What is this title? The answer to this is simple, my fellow students. It is the title given by Jonah to a collection of nine songs devised by his own self. Some are new, some are old, but taken as a piece they represent a summation of this man's musical endeavors of the past four years, though no songs from his tenure in the loud band, Big Booty, are present.

Let us follow the serpentine river of this man's musical odyssey. Dateline: 7th grade. Jonah Matranga first picks up a guitar. In the next few years he plays in a rock 'n' roll band. It was in this ensemble that the young Jonah made his first tentative forays into the great art of songwriting: namely, he re-wrote the lyrics to "Good Times, Bad Times". (What an 8th grade kind of song, ya know?). 10th grade was a crucial year for our friend Jonah. It was then that he realized he would not become a guitar hero in the tradition of the great Sam Hotchkiss, but instead that it was his destiny to become a songwriter. Perhaps he was inspired by that great Barry Manilow song (which was written by Beach Boy Bruce Johnston about the

great genius Brian Wilson, incidentally), but this is pure conjecture on my part.

Freshman year at Pitzer College marked the beginning of what would become a very fruitful association: Jonah and the acoustic guitar. After taking time off during the Fall of Sophomore year, he returned to join that memorable musical conglomerate, Falling Rock. What can be said about this legendary ensemble that hasn't been repeated ad nauseam already? For those who were not fortunate enough to see it in action, suffice it to say that Falling Rock was quite possibly the greatest Pitzer band of all time. After that experience, Jonah searched for new sonic combinations. Influenced by the twin peaks of Rock and Funk (Led Zeppelin and P-Funk), the mighty Big Booty was born. For his Junior year, he became J. Matranga, Funkmeister.

This year, Big Booty is no more, yet from its ashes we see a resurgence of the acoustic geetar in Jonah's life. He recorded a tape of his tunes, playing all of the instruments (I think, but don't I hear one Jack Devine on one of those tracks?). By the time you read this article, that tape, "Bookman: A Satchelful of Memories" should be available for purchase at Rhino Records, as well as from the man himself. It includes many of Falling Rock's greatest hits, like "Sprinkler Head Petition", "Left & Right", and "Springtime", though the latter is lacking the famous "Four Measures of Schizophrenia" interlude which was such a highlight of Falling Rock's live shows. New tunes like

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F I L M

R E V I E W

continued from page 22

work well on the page but often seem cloddy on film: they're so fully imagined that the film makers have nothing spectacular left to contribute.

"Misery," directed by Rob Reiner from a script by William Goldman, works better than most King adaptations because it's essentially a two-character psychological scare picture. There are no vegetable people, no demon-possessed cars, no overdone special effects.

Paul Sheldon (James Caan) writes romance best-sellers featuring a heroine named Misery Chastain. The movie begins when he has just finished a new novel - a "serious" personal book that he hopes will deliver him from cheesy romance novels.

Trapped in a car wreck during a snowstorm in the Colorado Rockies where he has isolated himself to write, Paul is rescued by an aggressively doting Annie Wilkes (Kathy Bates), who claims to be his "number one fan."

Since Paul's legs and body are wracked and broken, he is virtually immobile - her prisoner.

At first, Paul doesn't realize the predicament he's in. Annie isn't merely the greatest fan any writer could ever want, she's also a registered nurse with a closet full of painkillers.

It's only when Paul shows her his new manuscript, and she's thrown into a fury by its profanities, that he realizes the fix he's in. And by then it's too late, Annie picks up the new Misery novel and when she reads the demise of her fantasy alter ego, she freaks out into murderous action.

What keeps the film from being a morbid claustrophobic bummer is Annie's rapid-fire wavering between peachy-keen nice normality and psycho bitch from hell.

At first, Annie just seems like a puffy, overeager fan, with her shrine of Misery novels, her Liberace record collection, and her flare for watching "Love Connection." Her character is clearly intended as a satirical send-up of schlock taste. This satire has a heartless effectiveness, and you can see why it's in the movie. It dehumanizes Annie, turning her into more of a monster.

In "Misery," the notion of an innocent-looking terror at point-blank range has been taken to the extreme to suit the worst nightmares of a popular writer.

Caan, who hasn't acted much in recent years, is marvelous. In fact, his talent is rather underused. Caan, who has to be virtually immobile throughout, gives the film whatever human core it has; our empathy for his predicament and his dark humor keeps the film from turning into a less campy, new-style version of "Whatever Happened to Baby June?"

When Annie is singing him praises, we can see how his fears and his vanity are all mixed up; he knows she's dangerously loony, but there's a part of him that wants to bask in her words. (I think it's some sick in-joke on writer's, at the writer's expense.)

MUSIC

R E V I E W

continued from page 22

cover art features fractals and spirals, which look like the hallucinatory designs popular in the 60's.

A few of the more entertaining songs are "Kiss the Gun," a quick-paced song about sex (another recurring subject on the record), "Beauty Freak," about a woman who wears a lot of makeup, and "Backwards Dog," an up-tempo rocker. But they all sound very similar, fast with lots of percussion.

The Soup Dragons have created an album that is predictable, mediocre, and worst of all, trendy. The songs on "Love God" are okay if you want to dance, but for the most part they are neither substantial nor inventive.

-by Francesca Tussing

Paul understands Annie psyche and that serves him well in his entrapment. Even after she makes him burn his new manuscript, and start to write a new Misery novel in which Misery Chastain comes back to life, he still keeps his sanity and torn sympathies for Annie.

As compelling as "Misery" often is, I can't say I was really satisfied with it as a whole. It's too flat-footed and vice-like. Reiner doesn't provide the kind of nasty, sophisticated finesse that night of lifted the movie up to a truly psychotic level.

Like Paul, perhaps Reiner was attempting to persuade himself that he's not ready to be pigeon-holed. And it's true: "Misery" doesn't have much in common with, say, "When Harry Met Sally.." or "The Princess Bride." But type-casting isn't necessarily such a bad thing for a director.

Too much of "Misery" comes off like a resume: It's a Rob Reiner demonstrating he can make a psychological thriller too. He shows off his talent with actors but not so much his squiggly, off-centered side, and it's his best side. Hell, I would really have rather seen what David Lynch would have done with the script.

Reiner and Goldman are content to take Stephen King's graphic book and create a contraption in which virtually all the scenes are bulky and dead-on and all the horrors are telegraphed. They are dryer and more deft than King was in his novel, but they are still functioning primarily as schlock entertainers.

Overall, the movie was not quite as ghastly as the novel, but nearly as quietly unnerving. The film, which loses most of its impact when the full breadth of its horror finally erupts into violence, depends upon a tranquil-looking surface to convey the barely controllable destructiveness lurking just below the surface.

In the end, it's the terrible sunniness of Ms. Bates' most blatantly false moves that makes the movie worth seeing - more so than what she might, under less polite circumstances, have accomplished with a chain saw.

-by Travis Wright

WISH LIST

from page 21

I would give College football some sort of playoff system (they need one this year more than ever before) so we could see who really is the best team in the country.

I would give (last but not least), The Pomona-Pitzer baseball team a winning season, which might ignite the lackadaisical school spirit that looms over the entire athletic department like a plague. (Despite the fact that the basketball team and the womens tennis team continue to have respectable seasons)

Well there you go sports fans, my gift to you. Have a safe and memorable holiday season.

ARTIST

from page 25

"Child's River" and "Rain" are excellent. I think they're new. At least I've never heard them.

The tape is not a demo for a record company. It is intended to be a document, or a make-believe first album (for we all have to dream). A side affect of the tape will hopefully be that people will know the tunes when he plays a gig. And if the masses can listen to the songs over and over and still enjoy them, Jonah knows that he has succeeded. It's great, so check it out.

Next up for Jonah is finding a band. This is easier said than done, of course, so look for solo gigs in the near future. Like, hey, at the Grove House, on the eve of December 13. This will be a triple bill with Mark Moore and a nameless guitarist who actually sounds more like Tom Petty than Bob Dylan. Be there or be square.

Jonah has survived misquotings to make music for another day, and of this he can be proud. So dig.

Chanukah

Festival

Wednesday, December 12

7:00 pm

Fawcett Lounge:

CMC

**Candle Lighting and Discussion led by Rabbi S. Harlig; Chabad of the Inland Empire

**Latkes, Refreshments and More...

For more information: ext. 6168

RETRACTION

TO THE READERS:

It has come to my attention that a certain film review published in our October 30, 1990, issue may have been offensive to certain members of our society, not to mention benefactors to our school.

My arrogant assumption that senior citizens would be offended by something like oral sex only reveals my own intellectual limitations. To our older readers, please accept my heartfelt apology and understand that I will think twice from now on before I try to make any more jokes at the expense of another group of people.

J. PATRICK HENRY

THE RIGHT SIDE

Sensibility and Censorship

Recently several daring residents of Holden Hall's J-1 corridor posted statements, slogans, affirmations of principle and verses of poetry on a bulletin board in their hallway. The bulletin board, previously empty became the site for a collage of ideas and art for the residents there. One student took a limerick from a book at Honold Library and transcribed it onto that bulletin board. Deemed offensive and in questionable taste by some, the poem was removed by the residential staff authorities. The students of J-1 then wrote to the hall director asking for an explanation as to why an administrator could be deemed the Grand Censor. A meeting involving the hall director, the director of residential life, and the students of J-1 was then called to discuss this sequence of events.

The result of the meeting yielded the "Office of Housing and Residential Life Guidelines for a 'Comment Board' Within the Residence Halls." In deference to those who might be offended to what someone has to say regarding issues of race, sex or religion (in other words the very issues that make for public policy and intellectual discussion), certain college codes have been implemented to restrict such language. Columnist Nat Hentoff describes the way colleges and universities have been limiting the free exercise of speech and expression as "flexing muzzles." The restrictions have taken different forms ranging from campuses in Palo Alto to New York City. Some campuses have excluded or made punishable any racially or sexually inciteful speech that is taken from the classroom into the dorms and dining halls, others have simply banned such speech from the entire campus. Fortunately, the new Pitzer guidelines have not followed that trend...yet.

The guidelines, of which there are 10, mostly relate to practicality. For instance, all written work must be signed, individual names cannot be mentioned other than in a signature and no writing can cover other

writings. However, stricture Seven poses what free speech advocates refer to as a "slippery slope:" "If a signed comment or piece of artwork is found offensive or annoying by a community member it is that member's right to comment and/or contact the author to request that the material be removed." This set of guidelines was adopted precisely because some members were offended by a posted limerick. Free speech, open debate and inquiry and academic freedom cannot mean much if anything deemed offensive becomes ineffable.

The guidelines at other colleges have cut off debate on such issues as gay rights and affirmative action because some students and faculty were offended. Here, a poem was taken down because it offended someone. I would refer those that would strike down free speech for such reasons to the First Amendment of the United States Constitution which reads:

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof, or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

Written by James Madison and ratified by Congress in 1791, this amendment has served as a model to other democracies, be they other nations abroad or institutions at home. American academic institutions are firmly rooted in this tradition and with it the idea of an open and unfettered exchange of speech and art. It is within such an intellectual atmosphere that new concepts and ideas are born. Can some ideas offend, be hurtful? The answer is of course they can, but the greater danger and hurt would be a society of filtered ideas, of mediocre impact watered down so as to taste of nothing but vanilla in a melting pot containing well over 31 flavors.

To those who would prefer that society where authors such as Mark Twain, Ernest Hemmingway,

Alexander Solzhenitsyn, Ralph Ellison, Herman Hesse and J.D. Salinger were once banned, I would refer them to the same James Madison who wrote the First Amendment:

"Some degree of abuse is inseparable from the proper use of everything, and in no instance is this more true than in that of speech...It is better to leave a few of its noxious branches to their luxuriant growth, than, by pruning them away, to injure the vigour of those yielding the proper fruits."

In 1973, a 15-year-old girl wrote a poem titled "The City to a Young Girl." It described the feelings a young girl felt in an environment of sexism. It was as descriptive as any limerick ever written and a Massachusetts school board removed the book from its high school library. After going through several courts, the school board's decision was reversed and one U.S. Supreme Court Justice remarked:

"What else can the school board now decide it does not like? How else will its sensibilities be offended? Are we sending children to school to be educated by the norms of the school board or are we educating our youth to shed the prejudices of the past, to explore all forms of thought and to find solutions to our world's problems."

How much more true this must be of colleges and universities. If we are looking for solutions to world problems then we must take all ideas into account so as to see that which is desirable and employ it and reveal that which is deplorable and discard it. One professor of the Claremont Colleges put it very aptly when he once stated, "If you're going to have Hyde Park than you can't build a Berlin Wall around it." Another professor here remarked, "As the world celebrates the dismantling of the Berlin Wall—that which separated between zones of freedom and unfreedom—we ask for nothing less of the colleges; General Secretaries, take down those walls"

a column by Seth Leibsohn

YOUR TURN

David Kerley
Class of 1992

"Just do It," "Where's the Beef," "Coke is It," or "Blood for Oil." What do these quotes have in common? All you have to do is buy them. All of these brief statements possess no content, carry no meaning. They only communicate an attitude. They do not offer an argument or present a side, but merely attempt to gain your vote, whether economic or political.

"Let us make it simple and quick so you don't have to think or expend the energy to work through the dilemma." "Let us cook it up, throw it in a styrofoam box, tell you it's delicious, and keep you from getting messy doing it yourself; all in just a few minutes." This is the message of the advocates of "Blood for Oil," fast food politics.

It seems inconceivable that anyone could possibly believe that Americans, as a nation, are involved in a United Nations action simply to secure oil access or to ensure continued deliveries of oil. Is it possible that someone could be that narrow-minded?

As a member of the California National Guard, perhaps I have more of a motive or incentive to spend the time wrestling with these issues. It is such a shame more people do not feel the need to think for themselves rather than taking someone else's prepackaged, abbreviated view. My position as a Guardsman ruled that possibility out, for someday soon it might be my life on the line out in the desert. That sounds pretty melodramatic, but it is a possibility that I'm faced with.

With such an ominous cloud to live under and with people constantly asking me what I think about the situation; do I agree with the U.S. involvement? would I go if I was activated? do I think it is right? I needed to resolve the questions for myself. Probably the most important tool that facilitated my labors, was

the very diversified environment I live in. As a student of a very liberal college (Pitzer), as well as a cadet at the California Military Academy (CMA), I have available to me a full range of opinions with information to support them.

"You don't have to go, you can jam up to Canada". This is a suggestion that has been offered several times. Advice like that seems similar to someone suggesting I cut off my hand because of a hangnail. "It is not worth dying for",

*Quality of life is our
governance. So, to
run to Canada and
give up everything I
hold dear is asinine.*

some have suggested. Then what is worth dying for? Life is not measured by quantity. If it were, then we would be ranked and structured socially by the number stamped on our foreheads representing the number of years we have lived or have remaining to live. Instead, our society is ranked by how hard we have worked, what we have contributed, and what we have gained. Quality of life is our governance. So, to run to Canada and give up everything I hold

Blood For Oil

dear is asinine. To forego the ability to return to the place I was born or visit the people I love is not even an option. A suggestion to run to Canada or any other place is based on irresponsible, juvenile motives. Like the boy who accidentally throws the baseball through the neighbors window and then runs away.

In this great country we vote. We take responsibility for what and how policies are undertaken; at least that is the concept. Keeping in mind that only about half of the population votes, it might be easier to understand a sentiment of non-involvement, of shying away from the responsibilities that face a nation that is a world leader.

Many people say that the Middle East situation is a regional conflict and that we have no right to interfere. We not only have a right but a responsibility. When the fourth largest military force on the globe decides it has an itch should we simply say a prayer before we go to bed? While we are curled up under our electrical blanket, safe and warm, should we just wish the situation away like the little boy who broke the window? No, it is not going to just go away, the situation is just going to escalate unless the little boy steps forward and takes responsibility.

Responsibility is a concept, one that I have refined and accepted for myself during my education at CMA. Responsibility is the difference between anarchy and civilization, barbarianism and humanitarianism. Without a sense of responsibility, children would not be fed by their parents, no one would enforce laws, and nothing would ever be accomplished. If the United States does not take the responsibility, along with the other world leaders, that its position dictates, then the world is surely bound for a journey towards destabilization and insecurity.

WHAT'S IT TO THEM

THE PROFESSORS' COLUMN

Everyone Can Learn

The current motto of the National Education Association is a truth which needs to be heard in classrooms throughout the country. Too many teachers harbor doubts that some students have the intelligence to perform at reasonable academic levels. This is particularly true in the areas of math and science. This is leading too many of our students down a self-perpetuating cycle of low expectations and low achievement.

The idea that there are innate and important differences in intellectual ability is dangerous and wrong. Intelligence is like health. Some people are strong and some people are weak, but for the most part people are "healthy enough." The idea of actually trying to measure absolute health or intelligence is preposterous. White blood cell counts don't tell us if one person is healthier than another. They just tell us that a few people are sick and need some help. Similarly, IQ tests were originally designed for diagnostic reasons, to identify the few who need help, not as a measure of intelligence.

SAT scores are viewed by most as a measure of academic aptitude or innate intelligence. This is what the Educational Testing Service would have us believe. The ETS has told us for years that studying will not improve our score on the SAT (though they have recently admitted that coaching does help). But in reality the SAT is merely a culturally biased measure of some types of acquired knowledge and skills. There is a radical difference here. What a student knows can be increased, but his ultimate ability clearly

cannot.

With IQ tests and the consequent tracking system, students in the U.S. are labeled at a very early age according to their supposedly innate ability level. Most American students are thus told that

If our society is to thrive,

both individually and in-

ternationally in the next

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our students and ourselves.

they are intellectually inferior to other students. With the limits to their abilities so defined, many students conclude that they are unable to compete in certain academic endeavors. Consequently many stop trying, do poorly and are much more likely to drop out.

Students in other countries are much less likely to be strapped by notions of innate ability. For them, academic achievement is the result of hard work. Differences in individual effort more than swamp any differences in raw intellectual talent. When students in Asian countries are asked why other students do better on an exam, they typically respond that the other students study more. The typical response among American students is that the other stu-

dents are smarter. American students have lost control of their destiny to this notion of innate ability.

Thus in international comparison after international comparison, American students continually perform at the bottom of the list. Students in countries as diverse as Hong Kong, Japan, England, Finland, Sweden and New Zealand always surpass our students. This is true of our average students as well as our best students. Our poor academic achievement clearly threatens the future social and economic progress of our nation, both relative and absolute.

And yet, while our students perform poorly, American parents are much more likely to be satisfied with their children's academic achievements than parents in other countries. We also seem to be more satisfied with our schools.

Given our performance, we are clearly satisfied because we expect so very little from our students and schools. We assign less homework, have shorter school days, and spend significantly fewer days in school each year than our European and Asian neighbors.

If our society is to thrive, both individually and internationally in the next century, we must raise our expectations of our schools, our students and ourselves. We must begin by breaking down this notion of innate ability which shackles our students and limits our dreams. We can not be satisfied with mediocrity, and must release the unlimited potential of all our students. We must teach knowing that "everyone can learn."

The Best "Worst" Imitation Of Edgar Allan Poe Contest

The Modern Languages, Literature and Culture Field Group, Pitzer College announces the third annual Poe contest. Any member of the Claremont Colleges community is eligible to enter--faculty, staff, students. Entries must be delivered to the desk of Norma Miller, Faculty assistant in Fletcher, Pitzer College, no later than Friday, January 25, 1991 at 5 P.M. No entries will be accepted after that deadline. Call x3766, x3061, or x4321 for more information.

CONTEST RULES

1. Entries must be 800-1700 words, typed and double-spaced.
2. The action of the story must take place in a setting located within the boundaries of the Claremont Colleges.
3. Entries must be clearly a parody of Poe's distinct prose style.
4. Entries must be submitted in a large manila envelope with the entry form taped to the outside.
5. Handwritten or poorly edited entries will not be accepted.

PRIZE MONEY

First Prize:.....\$100.00
Second Prize:.....\$75.00
Third Prize:25.00

Winners will be announced the week of February 11, 1991

TEAR OUT AND RETURN TO NORMA MILLER--FACULTY ASSISTANT FLETCHER HALL

NAME: _____

COLLEGE: _____

CAMPUS ADDRESS: _____

TELEPHONE: _____

STUDENT ___ (199_) STAFF ___ FACULTY ___

BY
LINUS
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