

1948 - 1992

# The Other Side

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# Editor's Desk

Well, for the first time I don't have anything really to say here about *The Other Side* itself; something that we did, or something that we will do, or whatever. People suggested writing about current issues, like Somalia, and/or how George Bush is trying to do everything in the last month of his presidency that he should have been doing for the past four years. But with things around here being the way they've been, all I've had time to really keep up with in the paper has been Calvin and Hobbes and Washington, D.C. sports teams. The Skins beating the Cowboys made my week.

Anyway, I thought I would talk about some Residential Life issues and some of the absurd rumors that have circulated this semester. Like for example, that the RAs are keying into rooms and looking for drug paraphernalia. Or, that RAs want people to squeal on their friends. First off, RAs don't care or have the time to look for problems. The Residence Life Staff would rather not know about it. If they don't know about it, then that means anyone behaving not in accordance to Res. Life policies, is doing it in a way that is hopefully not infringing on the rights or health of other students or themselves. Therefore, the Res. Life Staff doesn't have to do anything about it. If they know about and are confronted with it, then they have to do something about it.

No one wants to prevent people from doing what they want-- no one is that self-righteous. It is however illegal, and while a lot of people ignore or simply don't care about this fact, and that may be fine for some people, it is not something the school can ignore. Therefore, it is the responsibility of the Res. Life Staff to discourage illegal and unhealthy activity. Most staff members find it hard to care about people who don't seem to care about themselves in relation to these realities. But they do care, and that's why they're there in the first place.

Equally outrageous is the idea that some people think that the Res. Life Staff cares if anyone drinks. I should clarify that if you are 21 it is illegal and you should not drink. But realistically, you can do what you want here as long as you're not hurting yourself, someone else, or property. In other words, as long as you're not being obnoxious and creating problems. As long as it's not excessive, you don't have to hide the fact that you drink or have been drinking. Once again, the point is that it is illegal for people under 21 to drink and if the Res. Life Staff is confronted by your drinking then they are required to do something about it.

The policies that Pitzer has outlined, and that everyone agreed to abide by when they came here, are designed to encourage responsibility and consideration, as well as health and safety. The rules are also dictated by the Federal Regulations that have always governed the whole country. There are policies out there a lot more strict than Pitzer's, believe me. Basically, the point is not to say what we can get away with, but rather, to point out that as long as we behave intelligently, everyone can get along.

*Seth Winnick*

# The Other Side

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The opinions expressed in this magazine do not necessarily reflect the opinions of the editorial staff, or even in some cases, the writers.

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Cover Photo  
by Whit Preston

## SPORTS

by David Stolber

Prediction: Joe Montana, perhaps the greatest one of all, will once again wield his golden arm, but it certainly will not be with the San Francisco 49ers. Did someone say . . . Silver and Black?

Where the heck did the Pittsburgh Steelers dig up Barry Foster? This little known running back, at least prior to this year, has a legitimate shot at reaching the two thousand yard plateau in rushing.

After watching the Denver Broncos play four quarters of mindless football against the Seattle Seahawks, two weeks ago, on Monday night, I began to realize exactly how crucial John Elway is to the spirit and confidence of



John Elway leads the Broncos.

the Broncos.

Is it me, or is Steve Young having the kind of season Randall Cunningham threatened to have?

The Toronto Blue Jays hit a major

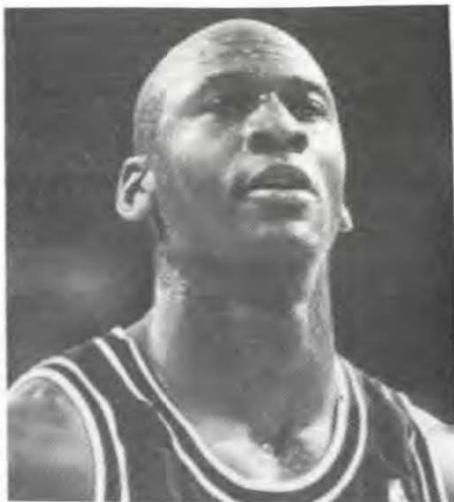
snag in their chance to repeat as champs during the winter meetings last week when they lost David Cone, Jimmy Key and Kelly Gruber (they are, apparently, going to lose Dave Winfield also). The Jays replaced this impressive bunch with an old, overworked Dave Stewart and a fragile, yet productive, Paul Molitor, who is also in his middle 30's. At least the Jays are not the Milwaukee Brewers. The Brewers, who did not have much going in the winter meetings, lost their best hitter (Molitor) and their best pitcher (Chris Bosio). Apparently, the demonic winter meetings show no pity.

Hands down, the "Bonehead" move of the year award goes to the hopeless California Angeles. They gambled, and lost Brian Harvey, the second best stopper in baseball (behind Eck of course) to the Florida Marlins in the expansion draft. Frugality is one thing (the Angeles had nearly \$11 million erased from its payroll with the loss of Harvey), but a team's responsibility, to the city and its fans, to put the best possible product on the field is another.

The Dodgers' signing of Eric Davis reaffirms the fact that some teams never learn from their mistakes.

Who would have thought a team that sports such big names as Avant, Edwards, Brickowski, Murdock and Robertson in its starting line-up would be leading "his Airness" in the Central Division last week. Though short lived, the fleeting vision of Mr. Jordan looking up at his competition was still a disturbing observation.

Have you ever seen a team sink farther or faster into oblivion than the once mighty Detroit Pistons? These Bad Boys are a measly three years removed from their championship sea-



Jordan back on top.

son and are currently in the cellar of the Central Division. As "The Boss" explained, "Glory days . . . they'll pass you by."

Hats off to Hakeem Olajuwon, who has managed to put his off-season disputes with the Houston Rockets front office behind him, and is currently having his best season to date.

Perhaps the biggest surprise in all of sports this year is Barry Melrose and his courageous and scrappy Los Angeles Kings, who are minus their "Great One" and still leading the Smythe Division.

News Flash: I guess the rumored demise of Juri Kurri was premature.

Remember when the Rose Bowl used to mean something? The Washington Huskies, who come stumbling into college football's most prestigious event with a two game losing streak, will battle the Wolverines from Michigan on New Year's Day (Michigan has three unimpressive ties this year). Talk about your Clash of the Titans . . . NOT!

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## Viva Las Vegas\$

A Gambler's Guide

by Jason Aufdemberg and Mark Taylor

Today, we are going to discuss the different techniques and stories of obsessive/compulsive gamblers. In our four years of experience with Las Vegas, we have accumulated a vast array of poker betting methods, most of which have not worked. We have tried these methods with black-jack, craps, Pai Gow, and sports betting.

The first method that we would like to recommend to no one is the "bet big to win big" method. In my first visit to Vegas, inexperienced as a gambler, I decided to take all of my summer earnings with me because I was sure my method could not fail. I left on a Friday afternoon, planning on spending the whole weekend in Vegas, but ended up coming back a bit broke Saturday morning. My method took approximately 5 hours to strip me of all my earnings (somewhere around \$550) and my pride. I ended up having to beg for a \$1.95 breakfast and \$10 for gas so that I could return to Pitzer. This experience has enabled me to grow as a gambler and to learn the basic lessons about taking a trip to Vegas. First, save enough money for food and gas. Second, do not bring credit cards unless you have a strong will and can evade the fever. Third, take your bank card because in most cases it can help you out in tight situations, as you shall see later on.

Another method that has been unsuccessful is the "doubling method." This method entails doubling your bet each time you lose a black-jack hand until you lose about 3 or 4 in a row and then you return to the base bet. Each time you win a black-jack hand you stay at the base bet. This seems like a good method, but our experience has taught us otherwise. Although it was initially successful, we found that the benefits do not out way the costs. The problem with this method is that you

can lose big and fast. In order for this method to, work you need a lot of money and lady luck has to be on your side. If you still are not convinced that this method is not profitable, maybe this story will persuade you.

In November, we decided to try this new method, and in a matter of 2 days we were able to lose about \$990. No matter how long we played, no matter what tables or casinos we visited, we were only able to get up by \$25. We ended up losing more than 3 or 4 in a row and thus never really got on a winning track. However, this story does have a happy ending. Thinking we had lost everything we decided to take the long walk back to our rooms. Realizing on our walk back that we had \$10 dollars left over, we quickly headed towards the room to change into our lucky clothes. Once back at the casino, we decided against black-jack and headed for the Draw Poker machines. Realizing that the only way we could get back even would be to increase the odds by placing 5 quarters in the machine, we proceeded to take on the machine that seemed to be calling our names. Just when all seemed hopeless, we got a reprieve. With only 10 quarters left in our possession, we placed 5 into the machine. As we proceeded to play the game, a quarter dropped onto the floor and with only have 5 left, we fell to our knees and scrambled around looking desperately for the lost quarter. Then, like an angel falling from heaven, a woman tapped us on the shoulder and screamed, "way to go boys." Looking up at the screen, as if from God himself, a royal flush appeared, paying us 4000 quarters (\$1000 big ones).

The only method that has worked successfully is the simple card counting method. We would really like to

write more about this method, however it would not be fair to the casinos. If you are really interested in this method, and believe me you should be, send \$4.95 to

Pitzer College, Box 422  
1050 North Mills Ave  
Claremont, CA, 91711.

Helpful Hints on taking a trip to Las Vegas:

1) Always remember to take your ready teller card because, as I said before, it can come in handy. When all seems lost just go to your ready teller machine and proceed to make a deposit. It does not matter if you have no money because the bank machines work on the honesty principle. Just place the empty deposit envelope into the machine and enter any amount you feel is sufficient, and then make a quick withdrawal. This should only be used in desperate situations because the bank tends to frown on this sort of behavior and you may end up getting your card privileges suspended for a while.

2) Another option for those desperate situations is to bring a check book. Not far from Las Vegas is a unique all-night deli known as the Mad Greek. With a little coaxing, the manager can be persuaded to accept a check written out for more than the amount of food purchased. Thus without any money, you can write a bogus check allowing you to enjoy a good meal and to buy enough gas for the ride home.

3) Try, and I know it is not easy, to set a limit of how much you are willing to spend and stick to it.

4) Do not bring credit cards, especially if they are connected to your parents account. This may lead to sticky situations in the household and possibly being kicked out of the house for Thanksgiving.

(continued on page 30)

## SHORTS

## 5CID... DON'T LEAVE HOME WITHOUT IT!

by Bill Kramer

There has been a lot of talk this semester about the decline in Pitzer's "social life." This is a pleasant euphemism for "parties with a keg." I certainly agree that Pitzer is much quieter on weekend evenings than it was a few years ago, but I would say there are more reasons for this than the relative absence of kegs. The point of this article isn't to discuss all the reasons for the decline in Pitzer's "social life," but to explain a few new procedures and the reasoning behind them.

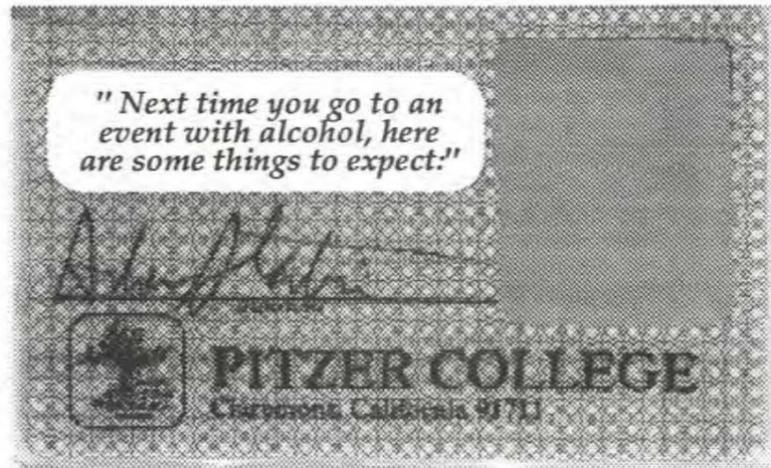
Ever since 1990, Pitzer has been re-examining its alcohol policy because of recent federal regulations concerning funding of colleges. Part of this examination was looking at liability issues. New procedures were instituted in order to reduce Pitzer's liability. It is remarkable the amount of liability that is present at any function in which alcohol is served. For example, if someone uses a fake ID to get beer, becomes fairly intoxicated, and then, while walking home to their room, trips on the stairs, hits their head, and suffers some sort of permanent damage, they can sue several people. Besides suing the party organizers, they can sue the server, the server's employer, and Pitzer itself. There are a lot of people involved in an event who would be held liable. A talented lawyer could produce a lawsuit that could severely hurt Pitzer as well as many individual employees and students. In an effort to reduce this liability, many new procedures have been established. Next time you go to an event with alcohol, here are some things to expect:

1. You must show your red

Claremont Colleges ID.

A server cannot accept a driver's license/ID from any state, even with a hologram. We require 5CID since it is, generally speaking, more difficult to falsify a school ID than to obtain a fake state ID. Only those students who present a red 5CID will be served any alcohol.

2. You must present your ID every time you are served.



Previously, wristbands were given out to everyone who was 21. This was usually done at the door of the party, not near the keg. Since wristbands can easily be transferred from one person to another, some people who are not 21 will have access to the keg. By showing your 5CID each time you are served, underage consumption will be reduced.

3. You must bring back your cup if you want additional drinks.

Basically, this means "I lost my cup" won't work. Whether one legitimately loses a cup, or more realistically, has gotten a beer for someone who does not have the proper ID, a server will not give you a new cup if they remember you've been to the keg before. (This system is not yet fool-

proof, since, at a large party, it is difficult to remember everyone.)

4. A server may refuse to serve you after a certain number of drinks.

Part of reducing liability is preventing excess consumption. Although the amount of alcohol it takes to intoxicate a person depends on the individual, most servers will stop serving a person after six drinks. The server may refuse to serve a person for the rest of the evening, or they may refuse to serve for a certain time period. (No drinks for an hour, for example.) Since drinks will be limited, it doesn't help giving them away to friends who didn't bring proper ID. (As always, a server can refuse to serve anyone who is already intoxicated prior to coming to an event.)

Hopefully, these brief explanations of procedures will help in understanding the "hard ass" tactics that have been taken in the last few years to reduce liability. Please keep in mind that many servers are fellow students. They are in a sometimes difficult position when they have to turn away a friend or suite mate. Please show them the respect they deserve. Remember, they are not acting as agents of the "evil Administration," even though "They're just doing their job," isn't what you want to hear in that situation. They are employed by the school and agree to work in a professional manner.

While Pitzer's "social life" is definitely changing, don't forget that there are plenty of activities for students to take advantage of that do not rely on alcohol. □

# The RADICAL Is Alive

by Wes Wu

In response to the article published in the November 19th issue of this magazine titled "The Radical is Dead," I must admit to a fair amount of anger and frustration on my part. The article argues that radicalism at Pitzer is no longer in existence and I find this insulting, especially when put into a historical context. In the past years, radicals on campus have been called reactionary and were thus disadvantageously seen. Now, in an attempt to be more proactive, we are accused by that same community that we are no longer radicalized. Before I continue, please understand that this is not directed specifically to the author of that article but to all of you out there who have subscribed to these views and also to all those who have no desire to be politicized.

Let me put this into context. If you were here last year, I am sure that you remember the series of "We Demand" fliers that were given out concerning the Pitzer Presidential Search. At that time we were accused of being annoying "radicals" who had nothing better to do than finding worthless causes to fight for. As stated in the article, radical tactics were seen as "confrontational" and "counterproductive." Although, after the whole thing was over, we were thanked by the Deans for bringing and encouraging awareness within the community, we were also encouraged to be more proactive. So that's what we did. This past Spring semester, we helped put on an international conference on "Counting Women's Work" and also put together the huge forum on Rodney King and the LA. Rebellions (remember the thing outside of Honnold Library?). After this forum, we had planned a peaceful march down to the corner of Arrow

and Indian Hill to show our support for the Black community. Unfortunately, some of the "moderates" (those who I am sure have political views but were never politically active otherwise) had ideas contradictory to the peaceful intentions of the organizers (the radicals) and decided to block the flow of traffic. Thus, we (the radicals) had to stop what we had planned to be a peaceful demonstration because the moderates were

*"... we were only doing what the community thought would be more advantageous in terms of tactics... Now that we are proactive, we are accused of no longer being radicals."*

doing everything possible to disobey the law (we had to get your butts out of there because the cops were starting to move in with their riot gear). In an effort to be more proactive, we were infiltrated by those moderates and were thus unable to continue what could have been a very productive effort. This year, we have organized an American Indian "Day of Resistance" around Columbus Day designed to raise awareness concerning what the American Indians have been put through in the last 500 years of genocide against their

cultures. There has been lots more: the Clothesline Project, speakers, forums, etc...

Now that I've given you some history to work with, let me get to some other concerns. Basically, my complaint with what was said in the previously mentioned article comes down to three things: the radicals being constantly attacked about their tactics, the definition of radicalism, and what the article implies about political awareness on campus. This article, "The Radical Is Dead" angered me so much because we were only doing what the community thought would be more advantageous in terms of tactics. That is, to be more proactive rather than reactive. Now that we are proactive, we are accused of no longer being radicals. You say that "If there were some radicals out there we could all gain the perspective we need." Maybe you didn't gain the perspective you need because you didn't go to see the Clothesline Project or because you didn't bother to go to the Columbus Day "500 Years of Genocide" presentations. The radical is not dead. We're just trying to be proactive. Would we have been noticed if we put a bomb in Scott or graffitied McConnell? Which brings me to my second gripe. You also say that "One of the reasons for Martin Luther King Jr.'s success is because Malcolm X and the Black Panthers were on the scene." First of all, I think this is bullshit. Second of all, it seems that you have defined radicalism as militancy, since before, you also talked about Earth First! blowing up whaling boats. Believe me, if you want radicals and you define these people as militant, there are many of us who would be glad to blow up the Grove House to prove a point. Do you really want that? Third point: why are you

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# Paragon

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# Freedom of Spirit

by Alfie Alschuler

In the Russian Republic there is a vast area that has been untouched by mankind. It contains the world's most powerful undammed river, the largest remaining virgin forest, and vast amounts of uncharted land. This area represents the last wilderness on earth.

Alaska is bisected by the pipeline and has had oil spilled on many of its shores. Even Antarctica has a bowling alley and a movie theater for the people who conduct research there. The Russian forest is so untouched that few even know of it.

As you might have expected, this Siberian wonder is in jeopardy. With the dismal state of the economy in the Russian Republic, the government is beginning to explore the forest. It is expected to contain large amounts of oil, gold and other minerals. It is known to possess huge amounts of timber and hydro-power potential. The resources this area offers are immense and especially tempting to a country recovering from a revolution.

I recently learned of this magnificent, untouched part of our planet, only to hear that it is about to be pillaged and raped. This news weighs heavily on

my heart and soul. Much of the value of wilderness is simply knowing that it is there. People in New York City have been known to vehemently oppose clear-cutting in a Washington forest, even if they will never see the forest in question. These people are not simply

power and beauty of unblemished nature serves this inspiring purpose.

Bill McKibbens, author of *The End of Nature*, believes that humans have already had an impact on every square mile of the planet, through acid rain and ozone depletion. He believes that

the concept of wilderness or nature as something distinct from humans is a notion of the past. I feel that he is overstating the situation, but not by much. I don't believe that the Amur river and forest in Siberia has been impacted significantly by acid rain or ozone depletion. Perhaps this is just a vain hope and the world McKibbens describes is

already upon us. This world must be prevented. If it is already upon us then we can utilize the rejuvenating abilities of nature to take us away from a tame and domesticated existence. The freedom of the human spirit depends on a world that still offers surprises.

This battle between spiritual health and economics is being waged in Russia. It is symbolic of the predicament that the entire human race is facing. This battle is one that we should observe with great interest. □



fighting on ideological foundations. The wilderness around the world has a personal impact on them. Untouched land frees the human spirit. It justifies fantasy and awe. If human perseverance and technology conquer all of nature then much of the human spirit will be squashed. I still dream of walking where no one has walked before. I take comfort in knowing there are untouched corners of the earth. Humans are inspired by witnessing things greater than themselves. The awesome

# Pitzer Perusing:

## A faculty perspective on hiring by Peter Nardi

Central to Pitzer's philosophy and educational objectives is the commitment to teaching; hence, one of the most important tasks that Pitzer students and faculty share is the hiring of excellent teachers. But the process of finding the best professors involves many important factors and requires a serious consideration of many complex issues.

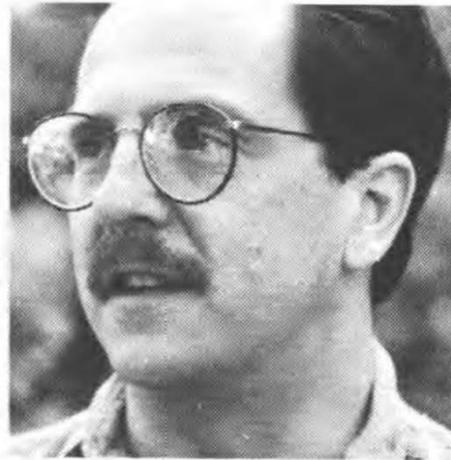
The process begins when a field group's request for a position has been recommended by the Curriculum Committee, perhaps the Academic Planning Committee, and approved by College Council. Members of the field group and a representative from the Faculty Executive Committee meet to develop a job description that captures both the needs of the field group and the objectives of the College. Finding a balance between the goals of the discipline and those of the College can sometimes result in important philosophical and pedagogical discussions.

At a minimum, potential faculty members need a PhD or the highest terminal degree in their field (such as an MFA in art). One of the problems in finding excellent teachers is that many PhD programs emphasize research and rarely prepare their graduate students to teach. So, Pitzer often looks for candidates who have had some teaching experience.

But there is something more important than just a degree in order to teach well at Pitzer. For the past several years, we have been searching for candidates who also meet several other important criteria. One is in the area of affirmative action, the other is in curricular diversity. To achieve these goals in our curriculum and our faculty, we have been making a serious effort to seek out the most qualified minority and female candidates. For some time, faculty recruiting has been a passive process in which we assume the energy

must come from the candidates: They have to sell themselves to teach here. Now, we have to start selling Pitzer to them.

In order to attract a more diverse faculty, Pitzer has to invest time and energy in communicating why candidates should come teach here. Most minority candidates are in heavy demand around the country; we can no



longer just sit back and assume people will come to us. Therefore, this past year, those of us involved in the hiring of faculty have tried a variety of approaches to outreach to minority and women candidates. We have brought potential faculty to campus and invited them to meet students and colleagues before their official interviews. We have had members of the various ethnic studies centers call them and answer questions about The Claremont Colleges. In short, we are trying to sell ourselves to them, and not just requiring that they sell themselves to us.

In addition to seeking qualified minority and women candidates, Pitzer has been emphasizing our curricular objectives in recruiting faculty. We are committed to implementing our multicultural and social responsibility edu-

cational goals. So, in hiring people to teach, we look for a commitment to our philosophy. It's not enough just to have a diverse ethnic and racial faculty; it's also important to have people who can make central contributions to an interdisciplinary, multicultural, and socially responsible curriculum. Finding the right match is not a simple task.

Unfortunately, many graduate programs have not prepared their students to teach in this kind of environment. If we cannot find potential candidates who have these skills, we look for people who have the ability to develop them once they are at Pitzer. Since these are not tangible and quantifiable attributes, the job of screening applications and interviewing candidates becomes more difficult. But it is a job we must all become involved in.

At Pitzer, all students and faculty are invited to participate in the hiring of our teachers. Candidates are required to make a presentation to which everyone is welcome to attend. Student representatives on the search committee should solicit other students' comments and observations. Technically, Pitzer faculty are hired by the College, not by a field group. Therefore, we are all responsible for seeking the best persons to fit our College's educational objectives, teaching commitment, and unique ethos.

Teaching at Pitzer is not for everyone. Finding the right match with candidates who come from graduate schools that prepare their students in ways often not compatible with Pitzer's goals and orientation makes the process even more difficult than at many other colleges and universities. But the time and effort is worth it, because when we recruit faculty for whom Pitzer is the ideal place, we all benefit. Having the right teacher and the ideal colleague are goals we must all work together to achieve. □

# B E E N S E A R C H I N G

by  
Seth  
Winnick

One sunny afternoon about a month ago, I ran into Allen Greenberger, or almost. While bitching together, he let me in on the developments, at least the ones that I would understand, of the History Search Committee. It was a short conversation, we were both in a hurry to get back to what we were doing. But it stayed in my mind. Not only was I interested in who would be replacing Pieter Judson, but I realized that while I've been a student here, since 1988, I still didn't know how the search committee process worked. This led me to more questions. Who was doing the looking? What were they looking for? What kind of qualifications must an incoming professor have? And what affect does our changing curriculum and small History Field Group have on a search? I figured I'd go back and start at the beginning with Allen.

I've known Allen a long time, at least as long as I've known anyone here, and I've always had a lot of respect for his views on Pitzer subjects. We started with Allen's opinions on earlier days of Pitzer when he first arrived. When Allen got here there was only the occasional history major, and the field group moved slowly before they worried about History seminars and requirements for majors, not trying to build a large field group with a large number of concentrators.

"The school was founded with a curricular emphasis... in the social and behavioral sciences... History was not considered one of the social and behavioral sciences, which is appropriate, it shouldn't have been. So that immediately put History into the world of, to use the phrase that is most often used, a service course, i.e. a field that would service students who are majoring in other fields... Over the years that has been true in the sense that psychology, particularly, is the largest major, sociology, political studies, economics somewhat less... but those would be considered the... central disciplines.

"Intellectually, I think History is the best field in education. But of course, I'm a historian, so that's hardly shocking." Greenberger feels that the college does not look at History as central to the curriculum, but that the college is justified in this view. "I mean, if Pitzer is going to work it's got to be distinctive. Now, the new definition of the college, the seemingly emerging one of this international, intercultural, multi-disciplinary stuff... was coming up even before the requirements were put in... two years ago, three years ago, partly because the Dean... Al Bloom... was interested in that... In fact, of course, the college had always been committed to international things... What happened, was under the pressure to set up requirements, which was externally generated, and then seized on by faculty, and then an effort to make it distinctive, another key word, they came

up with [our present system]."

But back to the search committee. I knew the committee was at the stage where they were evaluating applicant folders. But what happens after that?

"It's all very, in the end, personalized. It looks mechanical, kind of scientific but it's not," he said of the process. Any faculty member, according to the rules, can read the folders. They then give advice. "Of course everyone reads them with a different perspective." The next stage involves inviting people from the other colleges to read folders as well. Then the three of them will determine who will be interviewed at a convention in Washington, D.C. that part, or all, of the search committee will be attending. The convention will be held over winter break. "They will then recommend to the Faculty Executive Committee a short list of 3, 4, or 5 to be invited for campus interviews." The field group, at that stage, makes a recommendation to the executive and the executive then has to approve that list. They will then be invited out to meet with the Pitzer community. "We change from search committee to field group at that stage." This is the stage where students will be able to meet and interview the candidates. The field group, then, will make a recommendation, probably a ranking of the candidates. A job offer can then be made by the Faculty Executive Committee, which is totally independent and can choose who ever they want at that stage.

That was about all that related to the searches. But I had a bunch more questions, so I decided to see if I could talk to Pieter Judson. Pieter had already written a piece for *The Other Side* earlier this year, and this piece and an earlier interview by Jenny Murphy led to the following questions. What was the attraction for his coming to Pitzer five years ago?



*"I think students really need to see that History is something that's incredibly relevant to their social position, to their class, to their personal identity, to everything about them."*

"The attraction was a small liberal arts college with good contact between students and faculty, small classes. I didn't understand when I first came here the extent to which this was a college devoted to the social and behavioral sciences, although nobody misled me. Every college I've ever been at, every university I've ever been at, History was important and everyone took History. And then I came here and discovered that nobody took History unless you twisted their arm. Or they took the intro level classes and then didn't go on. I think that's changed a lot since I've first come. I think that Stuart and Allen and I have worked very hard. We now have a lot more majors than some field groups that are much bigger than we are. But I still feel that when people advise students to take courses, they don't think of his-

tory as something one would take... I want to be in a place where everyone will take History and where they'll be encouraged to do that. Also our field group is way too small, and it's really hard to be just three people.

"I think students really need to see that History is something that's incredibly relevant to their social position, to their class, to their personal identity, to everything about them. And once you've shown them that, I think History would be an important thing for them to want to study."

Why is it, you feel, that History is the basis for a multicultural education?

"Why? Multiculturalism can't exist without History. The whole idea of this notion of different cultures interacting with each other and existing sort of in the same place and the whole idea of people belonging to multiple cultures and having multiple identities because that's the world we live in... can only be understood through understanding History, because all the cultural interaction that occurs right now has a history. It has a history of different power imbalances, for example if you identify yourself as Jewish American or African American... your position in America today is determined by the history, the histories I should say, of the various groups that you identify yourself with. So you can't really understand your particular identities and do anything about them without having an understanding of how you got there... The other thing about multiculturalism is that there is sort of a Mickey Mouse Multiculturalism that a lot of people are going for these days because it's easy. They assume all it means is everybody belongs to a particular group and we all learn about our own culture and somebody else's culture. But that's not what multiculturalism is. Multiculturalism is understanding that there aren't actually these separate groups and these separate boundaries. That there are connections among people. And those connections come from historical development."

Do you feel Pitzer provides a good multicultural education?

"I think Pitzer's done a good job of diversifying the catalog, of diversifying the curriculum at the upper level... but what Pitzer hasn't faced is the hardest part of the multicultural education, they have not diversified the introductory level courses yet. And the reason they haven't is, those are the courses where we introduce students to the tools of the discipline. All of us are still bound to the tools of the original disciplines. We have to change our disciplines, and it's easy to add a course at the top... it's much harder to say, okay, you're walking into this intro course in history and you're going to learn that sexuality, gender, race all of these things, are historical constructs, and you have to throw out all your ideas about everything you ever learned. That's hard to do, that requires re-tooling and re-educating yourself. It's also politically hard to do.

That's why the 1492 class is so essential?

"The 1492 course is an example of what can be done to a discipline and until we start doing foundational courses... If we teach students what Intro History was thirty years ago, and we keep doing it, they're going to walk in and get all the wrong ideas and they're going to take those wrong ideas up to their upper level courses and we'll never get rid of them."

What do you see as the future of this field, especially in relation to your leaving?

"The field group seems to be pretty popular, it seems to have more concentrators than it's had for awhile, and in looking for a replacement for me, I know, I've been through the files, and because the job market is so bad right now, we have some of the best people in the country applying for my job. And it's very exciting what could happen. But I also think that when you lose one third of your faculty, that has an affect on the curriculum. And I can't predict which direction the new person will want to go. I hope that the new person will want to teach The World Since 1492 and want to continue developing that class with Dan Segal. That, for me, would be a very important goal

for who we hire."

What's your influence on the search committee?

"The people on the search committee have asked for my input all along but I don't have a vote. On the other hand, I'm the only European Historian here. So, they've all asked me what do you think of this person... Um... One shouldn't be part of a search to hire one's replacement, in an ideal world. I should just leave and I should be out of it. I won't have any say after next week. They will interview 15 people in Washington, and from that they'll decide to bring three people here, then all of you will get a shot at these people, but I won't have any more influence."

What do you feel is the actual degree of student participation?

"I think the students could have a great deal of say. My suspicion is the three people that will be brought will be three really good people, and the students will be able to say, 'These are three really good people, I liked this about this person, I didn't like this about that person.' But I doubt very much that anyone would say this person is horrible don't hire this person. It's

*"I'm not leaving pessimistic about Pitzer, I feel like I learned a lot here and there's other challenges that I want to pursue."*



never that clear cut when you've gone through a process like this. However the students also had a meeting today, at noon in McConnell, with Stu and Allen actually, and they were encouraged at this meeting, I hope, to say what they wanted to see in the person whose hired. The students don't actually read the files at this point, the files are confidential. I hope that when they bring people to the campus that the students will be encouraged to, for example, read stuff that the candidates have written and really get knowledge about each of the candidates. Now we have some first rate history majors who I think will do that. I'm pretty sure that will happen."

What is the process for coming up with the job ad?

"The job ad has to first be approved by the field group, then by APC, and then by College Council... The school, as a whole, felt that it would hope that the World Since 1492 or some such similar course could be continued and encouraged and that that was viewed as an important part of the existing curriculum. So, we wanted to signal to applicants that even if they hadn't trained in colonial history or world history... this is something we're interested in... we want people who are interested in thinking about these issues and in teaching and not necessarily in their reasearch. Now, there was a question about whether or not doing that was privileging the World Since 1492 too much. That is, did we want someone who was definitely going to teach that course or did we want simply bring in anybody and sort of say this is one of a range of courses you could teach but you don't have to teach. Now, that question has never been answered but I have a feeling, having looked at the files, that whoever we get will probably be interested in continuing it and I think that will be a good thing."

What's the deal with having a PhD? Do we have a requirement for applicants?

"What that basically suggests is we want people who will have completed their PhD by that next summer. And

there's a good professional reason for doing that. If you hire someone who isn't very far along in their PhD, they come here and they have no time here to work on their PhD, you can't, and so what happens is they fall further and further behind, and then when it comes time to give them a three year review or ten year review, they're in big trouble. So it's a pretty standard professional thing... And then the teaching experience is, we want people where they have some experience so we can judge how good a teacher they'll be, because teaching is critical for Pitzer. We don't want someone who has a great dissertation topic and is a brilliant person and will do wonderful research but can't teach. And if we didn't say that about teaching, then we would get a lot of those people. The people we've gotten, in their recommendations, their teaching has to be mentioned or we're not interested."

How come you decided to go to Swarthmore next year?

"History has a bigger place in its curriculum. There's a bigger History department. And Swarthmore can probably learn a lot from Pitzer, and I will probably take a lot of the stuff I've gotten here and throw it at them... I'm not leaving pessimistic about Pitzer, I feel like I learned a lot here and there's other challenges that I want to pursue."

Next I wanted to talk with Tom Ilgen, Dean of Faculty. I'd never met Tom before and to be honest I didn't really know exactly what he did. Dean of Faculty just sounded like a good place to go. As Tom explained it to me, "The job of the Dean of Faculty is to facilitate the work of committees [Academic Planning and Curriculum being among the group we discussed]... I generally go to five different committees a week... And my job is to help the committee do its job... They are faculty and student run committees." I figured he would be able to answer a lot of my questions, having a better understanding of those committees than I did. While I know that our curriculum has been beaten to death as a subject, it's kind of hard to avoid.

Where have our curricular changes



*"The faculty may think this is wonderful, exciting research, cutting edge stuff and students may say, yeah that may be so, but this is the most boring presentation I've ever heard."*

come from?

"It began in a process that was actually stimulated by an outside review of the college, by the Western Association of Schools and Colleges, which is called, the acronym is WASC, and they accredit colleges and universities and public high schools and so forth, up and down the West Coast. We were under some pressure because we were a college with no requirements. And in a general trend in American higher education to implement more general education requirements, we felt some pressure from the outside to respond in that way. So we tried to devise a strategy of, we don't call them requirements, we weren't comfortable at all with that word when we were

first talking about it, what we tried to do was to define what we thought constituted a Pitzer education and then to develop a series of guidelines that would help students achieve that education... Some of those objectives were quite typical of any small liberal arts college; you ought to be broadly educated, you ought to have a concentration or a major, you ought to have some training in kind of formal logic, formal reasoning, critical thinking skills, writing ability... And then we went further and we said what's distinctive? And we came up with these three objectives that you often hear. One is we want students to make connections among disciplines... A second was that we think that a lot of what we do here is directed towards fostering intercultural understanding. Multiculturalism is a kind of fashionable word for it today, but actually it goes back seven or eight years when we talked about trying to develop programs that would help students learn about other cultures. It led to our expansion of the external studies program... And also we've tried to think about ways, within the curriculum itself, that we could help students understand other cultures. We received a grant from the Ford Foundation several years ago which led to a series of faculty seminars about how to introduce new perspectives into our courses... That has led to some rethinking of the way we structure our existing courses, some of the new courses we've developed, and so forth. I think all of that is tied to this notion of encouraging understandings of different cultures. The third objective had to do with an education that's sensitive to the links between what we learn in the classroom and what's happening out in the real world. This has often been referred to as the social responsibility objective. How do we get students to make connections with what they're learning in the classroom to larger experiences in the community? I think we've done least well on this particular objective. To develop internship programs, to do more things to connect internship experiences to classes. And that's beginning to happen but we're

not going very far on that... That's taking us some time.

"I should also say... it's also different to accept them, it's another thing to implement them, or to sort of realize the implications of a more intercultural kind of education and what that might mean; what that might mean in terms of the faculty we hire and how introductory courses are taught at the college. And that's generated some real controversy as we've begun the process of implementation... This kind of change doesn't come without some resistance, and without some controversy. And I think we've got a fair amount of that going on right now. And it begins to surface in things like searches."

Having been told by Allen to look for documentation on search committee procedures, I asked about how they were defined. Tom said that the search committees are described in the faculty handbook but aren't really documented. They change in certain situations and when other important issues arise.

"We've been very concerned in searches in recent years that we be proactive in our affirmative action goals at the college. That we seek out faculty of color, seek out women candidates, and so forth. And so there has been added to the search process, a whole set of affirmative action procedures to help us be proactive in that kind of way. We have not had formal search committees and it is the job of the Faculty Executive Committee, essentially, to recommend to the president, one candidate or another. And the FEC is made up of people from all different fields... And so you have two groups, the field group and the FEC who are, together, kind of conducting this search. Plus we invite all sorts of other people to put in their two cents... One of the things we've done this year is actually have a member of the FEC work with the field group in each of the searches that were doing to prevent misunderstandings that might emerge between the field group and the FEC later down the line... The hope is to bring the two groups into some sense of agreement and consensus so we don't have a real

tug-of-war at the end of the process."

What do you think is the level of student involvement?

"I think students have been less affective than they might be as I sort of look back historically. And it varies. In some cases, students have been very active, and some have been involved more than other cases. In some cases, the student role has been very minimal. I think one thing that's important to have, one thing that the History search is trying to do this year, is to bring concentrators together and to have a discussion with them about the sorts of things that they're interested in... I think it's real important to have students view candidates. First to give their views about what sorts of things they'd like to see taught, what they think their needs are, where they think the holes are in the curriculum, what courses that aren't being offered they'd like to have offered. And that, fairly early in the process, could be quite useful. And then I think it's real important when a candidate comes and makes a formal presentation because students can give a good sense of is this guy or woman a good teacher or am I put to sleep? The faculty may think this is wonderful, exciting research, cutting edge stuff and students may say, yeah that may be so, but this is the most boring presentation I've ever heard. I don't think I could relate to this person..."

"It's also good for selling the institution to the candidate... It's a two-way street. Some candidates may have two or three different offers and students have always been very good sales folks for this institution."

What qualifications do our professors have to have?

"I think it's fair to say that our past practice has generally been that we have hired people with the highest degree in their field. So generally, that means PhD, but for example, in art the highest degree is the Master of Fine Arts, an MFA. And we sometimes will hire people who are near to the completion of their degree but not have it fully completed. But generally, we expect that their degree would be completed

within the first year of their appointment. And sometimes that drags out a little bit beyond the first year. Sometimes the part that is not completed is the dissertation which is the last stage in the PhD process... Normally our expectations have been highest degree in a field and near completion of that degree."

Where does that stack us up?

"That's pretty standard. We like to think of ourselves as a selective small liberal arts college."

"I should just add a couple of things. One of the things, it's really important when you say what other kind of criteria that you use. This college, both for hiring but also for promotion... has four criteria that it judges faculty on. The first and the most important is teaching. That is, how effective is the individual as a teacher. And that also includes advising. Is the faculty member an effective advisor? The other things that we look at are: contributions to the college as an intellectual community— what kind of colleague are they? What kind of resources do they bring to other faculty members? How much do they interact with other faculty members, discuss ideas, teach courses with other faculty members, and so forth? A third is scholarship. That is, what are they doing in their own professional work, in their own discipline that frequently results in published works, books, articles and so forth? Do they have an active research agenda? Now publication, scholarship criterion, is weighted less heavily here than it would be at a big research university. And the last criterion is contributions of the governance of the college. Service on committees, we pride ourselves on being kind of a self-run place, and that means that faculty members have expectations."

Well, I figured that was probably it for the History Search Committee. However, I was interested to see what our new president might have to say on some of the issues. After all, she may have the greatest exposure to outside opinion on some of Pitzer's more distinct aspects, and she's new herself. Jenny Murphy went in to speak with

her about some of these issues, starting off with the curriculum.

Was Pitzer's curriculum an attraction in your decision to come to Pitzer?

"Definitely, it was an attraction to me in a number of senses. First of all, I really liked and feel at home with the educational objectives, especially the one on education for social responsibility. I think that's unique and terribly important. The other one that is very attractive and important is the intercultural other. And the third thing is curriculum today, and throughout its history, has been marked by much more interdisciplinary study than any other college I've seen, from almost the beginning, and that's wonderful. It's extraordinarily attractive to me because my own intellectual work is interdisciplinary. Whether it's performing up to its goals is something I'm really too new to say. And also, I think maybe it's too early to say because the college itself hasn't given a total definition to what it means to obtain the goals. Be-

(continued on page 31)

*"First of all, I really liked and feel at home with the educational objectives, especially the one on education for social responsibility."*



# Life According to the MASTER PLAN

by Andrew Starbin

As we continue to plod through our national Recession/Depression, many people at holiday time (as has been the case for the 90s in general) will be guided by the axiom, "'tis the Season to be Frugal." Every news article and manicured anchorperson I encounter tells me that no one can afford large expenditures. Imagine my surprise, if you would, when I read the recent issue of the Participant and discovered that Pitzer is about to embark on an 11.2 million dollar shopping spree. Actually, we have all known about this "purchase," euphemistically titled The Master Plan, for years. When the Board of Trustees met on September 14th, the orders were passed, the floodgates were opened, and the balloons were set free—depending on your point of view. Ground will be broken (possibly in the Spring) and construction will begin by this Summer. It goes without saying, then, that many parties will be tracking the course and tallying the costs of this endeavor for some time to come.

This article is not meant to be an attack on our beloved Plan, primarily because doing so would constitute a colossal waste of time. The college, trustees and donors have each contributed great amounts of time, money, and effort. The prevailing attitude now seems to be that "the project is already far enough down the road; it would be senseless to oppose it at this point." However, there is a portion of the Pitzer community that would still like to see this enterprise shelved, or at the very least re-vamped. And, several important questions loom ahead. Are we over-extending ourselves? Are we building to satisfy the needs of the college? Who has determined those needs, and assigned dollar values to them? The Master Plan has been, and will continue to be, the most controversial issue at our school. I don't know who's right and who's wrong. Financial realities are going to make some groups the winners and some groups the losers. Regardless of the outcome of this project, I hope that the questions keep coming. For now, I will try to answer a few.

Pitzer has been mulling over the question of development for the last twenty years. About a decade ago, the mulling evolved into serious discussion, and a "Master Plan" concept was created. Beginning in the Spring semester of 1991, the Ad-Hoc Facilities Committee worked to complete its task of squeezing the Master Plan into specific, feasible completion goals. This last process continued this past summer, experienced further changes, and was "finalized" at the meeting on September 14th. So, what are we getting? The Eli and Edythe Broad building, which is being hailed as the college's new front door; a student center,

complete with pool, and Academic I, which will round out the quad of academic buildings and, in so doing, displace the Yurt (I know many of you are salivating uncontrollably right now). It was hoped that a second building, Academic II, would be completed and replace the trailers next to McConnell. As we shall see later, this would have made the plan too expensive and, as a result, Academic II has been pushed off into the distant future.

Obviously, the college has developed needs over the last twenty years. When I spoke with members of the Ad-Hoc Committee, and asked them to reflect on the entire process, they felt confident that "the broad concerns are being met." Professor Leah Light explained to me that a Pitzer Project invariably includes discussions with as many different constituents as possible, covering as many conditions as possible. As a result, classrooms, faculty and administrative office space, and research facilities will all be expanded. Academic I will include a language lab and will also house audio-visual equipment. The Broad building, in addition to offices and classrooms, will feature a gallery area, a performance area, and a multicultural center. The student center, and surrounding fields, will provide space for everything from ultimate Frisbee to simulated rock-climbing. The center will have a 3,000 foot workout room, and will also include areas for different clubs, a cafe, and a "party room."

No one can dispute that these will all be wonderful improvements, once they are finished. There are many, though, who feel that these "broad concerns" are overshadowing other, more pressing necessities, namely: financial aid, salaries, and more positions. The sentiment here is that Pitzer could have borrowed the money (in addition to existing funds) and put it into something like financial aid, where you don't get a direct return on your investment. Instead, we opted to expand, much too extravagantly, to satisfy donors, trustees, and others who crave the "glamour and exposure" of this project. Another view, falling somewhere in the middle, is that we should have built cheaper buildings and invested the "Master-Plan-dividend" in other, more vital areas.

Obviously this debate is going to continue. What is clear, though, is that this project is not a reckless endeavor and those who are seeing it through are not ignoring the college's other concerns. The Ad-Hoc Committee worked with and was responsible to the Faculty Executive Committee, the Academic Standards Committee, the Treasurer, and the Dean of Faculty, not to mention President Massey and

the trustees. We students also had a major say in this, as illustrated by the 174 returned surveys which determined the needs of the student center. One must also remember that the entire process took place under certain constraints. The "cheaper building" idea was voted down, largely because a major donor wanted a first-class architect. I find this to be a fair request of any donor, especially where the donation is upwards of a million dollars. The firm of Gwathmey/Segal from New York was finally chosen, but both they and the committee were pressured from the beginning to make the buildings both functional and architecturally interesting. From my conversations, Gwathmey/Segal has been responsive to the needs of every group involved, and they are proceeding with an eye towards placing things within a workable space.

Another factor which must be considered is that this construction money does not compete with funds for the other areas. We borrowed from banks and against endowment specifically for building; an edict handed down by the Board of Trustees. This money would never have been available for financial aid or the other concerns. And in addition to this, I found President Massey to be very sensitive to the other interests of the school. "Right now we have about forty percent of our students receiving aid," President Massey told me. "I want to see aid going to at least seventy-five percent, and our goal is to increase endowment and do things in order to increase scholarships and aid packages." Therefore, the results of the Master Plan will generate endowment which will address those concerns which many feel are being neglected.

To this point, the Master Plan debate seems to revolve around the question of "will the means justify the ends?" What we must also ask, and what is now being discussed as heatedly, is, "How are we going to pay for all this?" I first became interested in this issue when I interviewed Professor Stu McConnell earlier this year. I didn't think any of this Master Plan stuff would ever get off the ground, and discovered quite the opposite. But then I wondered where all these funds were coming from, and whether or not Pitzer would have to increase its enrollment. President Massey and I went over the numbers. The original plan would have cost \$17 million, and would have included the aforementioned Academic II. This is the plan that she inherited from our previous administration, and the President was quite displeased with it. We had accumulated only \$10.3 million, and were told that amount would net two buildings only. Massey told all groups involved to rework their ideas, with the fruits of their labors being a "phased plan" whereby we get our three buildings for a total cost of \$11.2 million. We are not borrowing the difference between what we have raised and what our new total is. The gap is being closed through fund-raising, and President Massey told me that we are already half-way there.

So, the \$17 million project was clearly an impossibility. But the question still remains: are we over-extended?

Of the \$10.3 million accumulated, \$6 million is borrowed. This fact becomes somewhat more digestible when you consider the interest rates (ours is about 4%), and for that matter, building costs are considerably lower due to the failing economy. If confidence in Bill Clinton re-charges the economy, though, our costs are going to go up. Members of the committee and President Massey seemed to agree that we are operating within a "window." Hopefully, construction will begin on all three buildings this summer with a 3 month time lag, at most, separating their completion. But there are other concerns besides paying off our loans. Maintenance will have to be paid on all three of these buildings. And there is the constant fear of: what if the real costs exceed their estimates?

Here is where the true skepticism lies. Though we have a price tag, no one can be sure how binding it is. We can't continue to borrow money, and we don't have the endowment or gift income to pay for increased costs. The only other place to go, then, would be the students. I was told repeatedly that the costs of construction are not operational costs; therefore payment of the buildings is not coming out of student fees. Don't be fooled, though. Pitzer has made this commitment partly because we have been over-enrolled for the past few years. This has generated a surplus which, if it wasn't directed toward the loans, was certainly used to take care of operational costs or other concerns. This year's class-size missed our target. Only 90 of the 190 new slots were filled by true freshman—those who will stay for four years, compared to new resource, transfers, and other special students. Last year our FTE (Full Time Enrollment) was 773; today's is 714. So, there is cause for concern. We may have to increase our FTE, if not for construction, then simply to keep pace with normal expenses. And, students will be hit for the extra maintenance once the buildings are completed, now estimated at \$250,000 a year.

"To Master Plan or not to Master Plan"; certainly a question which affects all of us. President Massey and the various committee members are optimistic about the future. From the little I have seen, the costs seem to have been weighed, and the committees have been attuned to the needs and concerns of the different groups involved. Perhaps President Massey touched on the most important point: where there was controversy, she feels that a solid consensus now exists which believes that this is a good plan. This will be crucial. A project of this scope, daring and beneficial as it may be, is bound to increase every conceivable type of cost. If we never built another structure on this campus, the students' bill would go up anyway. Regardless of the price that this plan brings, we must all keep in mind that there is an ever-shrinking portion of the US population that can afford a private education. If this project will make us more competitive for those increasingly fewer candidates and we can't afford to keep increasing the pot, then may be we should ante-up now. □

# Sticks Stones, & Broken BONES

by  
Colin  
O'Kelly  
McClenon-  
Swenson

Dark and smelly corner, huddled: mistaken time and time for trash...cold. Question: (thought asked many days before by a straight woman) "Would a jury be harder on a gay man (as opposed to het.) in the case of murder, even if it were in defense of his own life?" I bit my bottom lip...dry, I felt the bristled whiskers crunch between my teeth-I let it role back. "Yes. In their eyes, I have no life to defend." Anger. Subjects like this...for me, I would go under.

"Why do you carry a gun in the back seat of your car?" She asked it like a thousand like her, I recalled. I didn't blame her. Bullshit. Yes I did. Just like a Het to insist that you explain your motives...deny your life, threaten it, beat it. Hot iron under the seat...never used, just molten in the heat. Couple of weeks past, I was told by a straight man to take self-defense courses. He couldn't understand that they wouldn't help me...considering gay bashers generally

travel in clusters...bacteria breeding like the disease of heterosexuality itself. Perhaps it's not a disease in and of itself...but all that it entails...in this society, is a disease. What they take for granted...walking hand in hand, kissing in public, are things I would do under fear for my life...my person; threats thrown from packs of THEM with baseball bats. What good would I derive from throwng a fist into an iron bat?, ten iron bats. Why me...so angry? So bursting with fury I cannot sit next to a slobbering het couple in the theatre seats? Why not study the ways of Christ? Take self defense. Ghandi? Why so pissed? Martin Luther King? Be proud. I'm told by "sympathetic" hets that I'm "better than the throng of voices rising in army to combat my existence." So I should "raise (my) head to the sky and be proud." Heterosexual, heterosexist, and trivializing amateur theorists: What do YOU know of my experience? How

dare you spit on my brain...which is anger...and tell me that this is my reality. NO. I shall not be peaceful to a world that deprives me of humanity; to a heterosexual society that strips me of dignity, and then askes me to "perk-up and be happy" in order to make them feel more comfortable and at ease with the murders they've committed; either by fist, weapon, or word. What's the difference? Why so angry? I shall not lie to accomodate their

needs...or yours (lest they are you). Deal. What do I accomplish by feeling anger, rage, resentment: like a black pit-trash whirling inside of me: making my chest humm, hot, and sweaty? Why not purge? Release? Forgive? The harsh reality of the white, hetero-liberal movement is the notion of Meditation...not liberation. I refuse to "hang-out" with my "brethren," theoretically mentally masturbating in a smoke-filled room, making idle chatter about liberation,

while anesthetizing myself with marijuana or LSD. Purging, releasing, and forgiving are valuable steps in a society that values change, and is open to new ideals. This is not our reality. My reality is not about Ghiardelli chocolates, flowers, and glasses of wine; family picnics, and photo-booth proofs to show Ma. Socially, I live in a reality where I am denied privileges granted heteros on a day to day basis. My reality is that I live constantly in a diseased society that has no place for me, yet pirates my peoples' fashion, music, art, and claims it for its own vanities, without acknowledgement of origin. No room for explanations. There is no place for many in the present state structure...though I am not a woman. My skin is white, and my features aquiline. At first glance, I could appear the fraternity. The institutionalized fraternity who repeatedly victimizes, traumatizes, and ig-

(continued on page 30)

*"Socially, I live in a reality where I am denied privileges granted heteros on a day to day basis."*

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# Bogen's Pick for After Break

Vacation is over but at least there's a Henry Kaiser-Tom Constanten concert you can go to, and it's free besides.

by Jim Bogen

When I can't find anything new on the radio except Sinead O'Connor singing worn out old love songs after the manner of Jacqueline Kennedy Onassis on Quaaludes, I turn to Don Brenneis and Steve Goldstine for help. The location of my office near Don Brenneis and his tape and CD collection is one of the great unsung Pitzer perks. Steve Goldstine is one of my oldest friends; if my uncle Emil hadn't jilted his mother before Steve was invented, he would have been my cousin.

Last year Don played me a CD called *Hope You Like Our New Direction*—a rich stew of Korean, Vietnamese, Japanese, Hawaiian, and US musical bits bound together by an unforgettable, driving guitar. The guitarist and arranger is Henry Kaiser. He plays like a musically gifted extra-terrestrial who first heard Earthling music at a Grateful Dead Concert when Jerry Garcia was playing remarkable well.

The keyboard player turned out to be someone Steve Goldstine had told me about. "There's a kid who lives about two miles from here who writes piano music you might like," he said, late one night when I was visiting him up North. We drove over to a duplex in

Oakland. Walking to the door I could hear what sounded like several technically formidable piano players improvising some kind of unusually complex and cheerful ragtime. In fact, it was just one piano player, but he was a formidable one. It was Tom Constanten playing the "Licentious Bicentennial Rag," a Lude from his wonderful piano suite, *The Syntax Collector*. (A Lude, as Tom is always happy to explain, is a part which comes after a prelude and before a post-lude). From what I heard that night, I wasn't surprised to find out that he had played concerts all over the world. I wasn't surprised that he studied composition with Berio and Stockhausen—two major composers whose work is admired by Frank Zappa as much as by theorists in conservatories. However, I was surprised to find out he had played keyboards for the Grateful Dead. Among other things, he played the unforgettable organ figure on the *Aoxomoxoa* version of "China Cat Sunflower."

Henry Kaiser and Tom Constanten will play together in a free concert at Little Bridges (on 4th St., Pomona College) on Saturday, Jan. 23<sup>rd</sup>, at 8PM. Playing with them will be Mari Kimura, an internationally known violinist and composer of acoustic, computer, and electronic music. Having received degrees from the Toho School of Music in Japan, and Boston University, she is currently studying composition at Columbia and performance at Juilliard. The concert is sponsored by the Frederick J. Salathé Jr. Fund for the Performing Arts. I hope you'll go; it will take the curse off the first week of classes. If you'd like to hear a sample of the music, John Harrelson will be playing Henry Kaiser on his Saturday afternoon show on KSPC. Or you can try his CDs. A good one to start with is *A World Out of Time*. This is a collection of performances by Henry Kaiser, David

Lindley, and heroic Madagascar musicians including Rokoto Fraha, a flute player who is so wonderful that the government of Madagascar put his face on its currency, and Rossy, a Madagascar version of a rock and roll star. For more familiar material, *Heart's Desire* includes performances of "Dark Star," "Anyone Who Had a Heart," "Are you Experienced," and "Fishing Hole." That's the theme song of Andy of Mayberry as it might have been sung by inmates of a lunatic asylum for talented and gleeful psychotics located in a major metropolitan area. (These are available at Rhino Records). The musicianship on all of them is dazzling, and the music is as imaginative and invigorating as anything you'll hear for some time.

"What is Henry Kaiser like?" you ask. For a day job he is the Senior Underwater Research Diving Instructor at UC Berkeley. I speculate that one attraction of that job is that its schedule allows him to roam the planet seeking out and playing with musical heroes on other continents. My first conversation with him occurred when I called to ask if he would be willing to perform in Claremont—provided I could get a grant to pay for him. "Certainly not!" he said, and delivered a stirring oration on the evils of public funding for the arts which he thinks is one of the reasons this country is going to Hell in a hand basket. I asked if it would make the offer any more attractive if I could promise that the grant would consist exclusively of money donated to a very expensive private college by a very wealthy man who left an endowment to pay for artistic events. "That would be fine!" Henry Kaiser replied.

So he's coming to Claremont. Besides the concert, he will give an informal talk on his music on Friday, Jan. 22<sup>nd</sup>, at 1:30 PM, Avery 201. I hope you'll like his new direction. □

# ICE CUBE

## THE PREDATOR

An Music Review by John Bracken

Ice Cube's new album, *The Predator*, is a vital album that cements Ice Cube as one of hip-hop's best, and one of the most important artists in North America today.

The historical events to which Ice Cube and his primary producer, DJ Pooh, reflect upon and respond to—the video taped beating of Rodney King, the Simi Valley verdict and the resultant uprisings—were presaged by Cube's previous albums, including 'gangsta' rap's seminal work, N.W.A's *Straight Outta Compton*. To know about the causes of the riots, "all you had to do was go to the Ice Cube library and pick a record," he says in a sampled interview. Through raps and samples, Cube and Pooh subsume and re-interpret the images of the rebellion as portrayed in the dominant media; thus creating their own interpretations. For instance, the two take a racist comment made on police radio during the King beating and transform its meaning: "gorillas in the mist" becomes "guerrillas" in the streets armed with AK's.

"It Was a Good Day" could show a different side of Ice Cube that could almost be described as romantic. The basis for the song is a smooth soulful Isley Brother's groove (its use is an example of the power of the sample, wherein the sample's new text sounds better than the original text). For Cube, it almost shows a sensitive side, one which he exposed in his impressive performance in Singleton's "Boyz n the Hood." He describes a mellow day, free of naked violence, in which he hoops, rolls dice, and makes a date. "Plus, nobody I know got killed in South-Central LA—today was a good day," he says. However, after his introspection, he goes back to some favorite topics: he tells us about the "the big fat fanny" on his date, then proceeds to

describe how "my dick runs deep."

While the sweetest, most peaceful groove of his career is winding down, Cube returns to reality. "Wait a minute, stop this shit, what the fuck I'm thinking about?" he asks before a sample of a white southern sheriff promising that "peace, quiet and good order will be maintained in our city." Samples of news reports on the "not guilty" verdicts and the first out-breaks of the uprising follow, accompanied by the whirring of a TV news helicopter's blades. Slowly, a smooth be-bop bass and drum sample emerges, taken from a Duke Jordan record. Thus, Cube begins "We Had to Tear This Mutha Fucker Up," a meditation on the verdicts and the subsequent uprising. "Make it rough," says a sample. "Not guilty, the filthy devils tried to kill me." Ice Cube is no angrier than before: if anything he has been justified by the failure of the justice system, no suppose to him. Six months after the largest domestic uprising since working class Irish rioted in Manhattan in 1863 (and the nation's largest multi-ethnic riots in history: 51% of those arrested were Latino), unemployment for minority youth remains between 40 and 50 percent, while the "Rebuild LA" program remains in the hands of rich, white business leaders who showed little interest in the people until after the uprising.

Meanwhile, the most liberal of the candidates for mayor, Councilman Michael Woo (the first on the city council to speak out against Gates and the LAPD), has proposed a 5%, across the board cut for all city services, with the savings going to add more troops for the LAPD. Meanwhile, federal prosecutors leaked their strategy papers to lawyers for the defense. Cube responds to all of this. Structurally, Pooh incor-

porates this be-bop jazz rhythm with Bomb-Squad style sonic warfare, including sirens and of the high decibel ringings. In addition, the fuzziness of old sampled vinyl gives a R&B feel. The instruments carry the last 45 seconds of the songs, along with the voice of a broadcaster announcing the verdict; the voice is altered to sound horrific, reminiscent of the sounds of the monster in the movie "Predator."

The variance of Cube's vocal styles is impressive and shows growth by an interest who has, in the past, stuck primarily to a straight ahead O.G. style. He goes from rag-a-muffin to soul, from hard-core to free-form. Ice Cube influenced groups such as Del the Funkie Homosapien, House of Pain, Das Efx, and Cypress Hill. These groups have all jumped off in 1992. On *The Predator*, Cube shows he's still there by taking those artists' works a step further, all while maintaining his essence.

*The Predator* incorporates many pop-culture references, often subsuming them and giving them new meanings—far different from those intended by their original authors. For instance, advertising references are made, both in raps and in samples. In the first cut, he samples a cereal commercial in which Michael Jordan councils, "you better eat your Wheaties," changing it into an ominous warning. Or, "I got the fever for the flavor of a cracker, not a Pringle," he says as he describes his plans to kill white racists.

The album includes a plethora of film references. In addition to frequent samples from Al Pacino's "Scarface," the disc opens with a lengthy sample from Olmos' "American Me." But the most obvious example of this is in the album's title and the track of the same name: Ice Cube takes the "Predator," a monster in a Schwarzenegger movie

from the late 80s, and re-constructs it as a metaphor on current urban conditions. Just as the predator can self-destruct and destroy "enough rain forest to cover 300 city blocks," (reads the movie's sample) Cube appropriates it as a metaphor for Los Angeles; as the inner-cities explode so will the rest of America, Cube argues.

Ice Cube includes new LA police chief Willie Williams in his warnings. If Williams should prove to be "down

O'Neal. Or, he refers to the two-time Super Bowl losers, as he says "I won't choke like the Buffalo Bills." He promises suckers that "I gotta do ya like Glass Joe," the decrepit first opponent in the Punch Out video game.

Unlike Ice-T, Ice Cube, has shown no remorse for the hate he expresses towards gays, women, and Korean and Jewish Americans.<sup>1</sup> Homophobia and misogyny remain in full effect on the new album (more on the later tracks



with the Pilgrims....we'll have to break his ass up like Super Dave," the famed TV stunt man/comic. This same cut is uncanny in its ability to combine a jangling soul guitar cut with a sample of Queen's famous "We Will Rock You" thunderous rhythm line, a beat heard in NBA arenas across the country. Cube offers the first official hip-hop reference to new NBA super-star Shaquille

like "Dirty Mack" and "Don't Trust 'Em" than earlier social commentary tracks like "Wicked" or "We Had to Tear This Mutha Fucker Up"). These aspects of his work are deplorable and deserve criticism on a broad scope. However, criticism of his attitudes cannot be isolated; any attacks must include within them the knowledge of the anti-woman and anti-gay aspects

of this society as a whole, and, with that, a specific condemnation of those in positions of privilege, such as Bob Packwood and Daniel Inouye (just to pick two senators with histories of reported sexual abuse and harassment), or Marge Schott (the owner of the Cincinnati Reds baseball team, of whom it has only recently been disclosed publicly that she has been making anti-Semitic and racist statements *in public and with the knowledge of her fellow owners*). who harbor similar feelings of hate.<sup>2</sup> Attacks of homophobia, heterosexism and misogyny cannot merely be laid at the footsteps of artists such as Ice-Cube, who are advocating an otherwise subversive agenda, or any marginalized group in general; but must include a condemnation of the dominant class (gender/race) and the unjust value system(s) that they perpetrate. If Cube is criticized, so must Packwood and Schott, so must Hollywood films that portray lesbians and gays in awful stereotypes, so must any of us be who make homophobic or misogynistic statements, or who accept them without repudiation. Misogyny and homophobia cannot be excepted under any circumstances; but, like racism, can ultimately, only effectively be attacked with a all-encompassing view of the repression and exploitation of the society in which we find ourselves.

<sup>1</sup> Ice-T has apologized for *some* of his past insensitivity's, specifically for his homophobia. For instance, this past summer, he MC'ed an AIDS benefit in New York at which apologized for his ignorance that contributed to the homophobia on many of his records, and expressed support for gay rights. One could see the beginnings of his enlightenment on the track 'The Tower', in which he describes the murder of a fellow inmate for being 'made me feel sick inside.

<sup>2</sup> Schott is popular with her fellow owners for her frugal ways, such as reducing medical care for players; or not calling star player Eric Davis as he laid in a hospital with a lacerated kidney after making a diving catch during a victory that won the team the World Series. □

### The Mystic by Seth Bricklin

He awakes to the din of war.  
The stench of death saturates the air.  
His minuscule sheet is covered in blood  
That he doesn't know for his own.

He opens his eyes and can only see  
The face of the enemy.  
His scream is loud, penetrating.  
A nurse is by his side.

Her words drip off her tongue  
And beckon their way to his ears.  
He hears but does not listen.  
He uses all his strength and cries.

The pain becomes sharper  
Dust behind his eyes.  
His brain constricts  
As his heart does with each beat.

He is asleep again.  
His subconscious occupied with a dream.  
His face contorts with confusion,  
His muscles tense with frustration.

In his minds eye he is running,  
But not making any ground.  
Over his shoulder he  
Sees the Mystic coming for him.

He pushes harder on the  
Earth with his swollen feet.  
Nothing. He merely sinks  
Deeper into the mud.

Now the Mystic is upon him.  
Nowhere to turn. No Escape.  
The formidable foe plummets  
His arm down on his head.

The pain all at once  
Rushes to his arm.  
He arouses as a three inch  
Needle is being pulled from his vein.

Masked faces surround him,  
Contemplating his chance for survival.  
He screams to them. They do not hear.  
His efforts are futile.



A tear runs down his cheek.  
He lifts his arm to wipe it  
But his arm is held captive  
By a sturdy leather strap.

He tries his other arm.  
It too will not move.  
His exhausted legs share  
The same maniacal fate.

His confusion is overwhelming.  
Why are his own holding him captive.  
His eyes open wide with fear  
As he realizes his horrendous fate.

As the white masks come off  
His fainthearted thoughts are confirmed.  
The last thing he sees is  
The Mystic... laughing.

Poetry

by

Seth  
Bricklin



Void

I know from where the nothingness comes.  
From that foreboding place behind the sun.

The image is burned neatly in my head.  
The fires are dancing and the doors are red.

The towers are tall and the battlements steadfast.  
The bridge is drawn and few shall pass.

The keeper of this void is old and wise;  
One can see a lifetime in his eyes.

He sits isolated on his throne  
And contemplates the world alone.

His will is weak but his body is strong.  
He curses the heavens. He's lived too long.

Since the dawn of time he's been alive  
And all his life he's on our side.

Visitors - he sees almost none,  
But by his good grace, I have been one.

He spoke with me of life and death  
And all the time I did my best

To earn the trust of this good master.  
"Come," he said "and I'll tell you the answer."

And he spoke of joy and warmth and laughter,  
Feelings that could last forever after.

And when I questioned further he simply said,  
"The answer my boy is not in your head.

"Search your soul and you'll find it there  
But I warn you to be always aware...

"That the answer is different for everyone  
And they may find it, behind the sun."

Illustration

by

Jay  
Martin

Poetry

by

David  
Sperry



Dingo Dan

Long in the saddle he rode across the plain,  
This poor lonesome cowboy, Dingo Dan.  
But he knew down the trail lay his main  
Squeeze a waitin' and a wanin' for his big hungry hand.

Beside him trod his trusty pooch, Clyde,  
Always offering a friendly howl or growl.  
But he ate a little too much and got a little too wide,  
So Dan had to eat him, 'though his stench was pretty foul.

Dan was tough; Dan was mean; Dan didn't like the law,  
And at the rich of life he let out a loud guffaw.  
The trail was his home and the gun his buddy.  
He never went in for any fuddy-duddy.

He was on the ride to Everytown along the Everyway.  
The day went quick, and the meals were awful hasty,  
So whenever vile vermin in his path managed to sway,  
Dan chopped 'em up and ate 'em, 'cause they were pretty tasty.

When he finally found his woman, she was holding another guy.  
And Dan sighed and cried and got all upset.  
But then he remembered that his horse was mighty high,  
So he shot them both, and didn't fit a fret.

Dan was tough; Dan was mean; Dan didn't like the law,  
And at the rich of life he let out a loud guffaw.  
Into the endless sun he rides, into the deep, deep night.  
So if you hear him gallop, you know you can sleep tight.

Sam of the Suburb

In the dim light of the new moon,  
Sam gave a lick to his brand new spoon.  
"Tastes good," Sam thought, as he  
Savored the metal. He favored tea  
With his silverware, but there was none to be found.

Looking out into the night, he cried  
To the dog in the next yard. "Why'd  
I have to be here with you and my  
Spoon and my hopeful tongue?" Very shy  
The dog must have been, though, because he didn't bark.

Sam looked at his feet and pondered  
Their size. His socks had to be laundered  
Too often for their worth. His shoes  
Were also big. He needed to lose  
Them all the time so he could go to the store again.

He stepped out the door with his  
Big feet, big socks and big shoes. "Isn't  
It wonderfully dark?" he thought aloud.  
"Not a soul in sight. God should be proud."  
Opening the door, he lumbered out of the garage and onto the street.

Illustration

by

Jay  
Martin

# A warm, fuzzy Costner film

by Joanna Garfein

Welcome back to my world of movie reviews and uncensored journalistic freedom. But I must warn you, as an avid Costner fan, you may find this to be a biased review of "The Bodyguard." After all, the man graduated from my high school the year I was born, and my senior class awarded me the trophy for "Most Likely To Be The Next Kevin Costner." But hey, they also said I was "Most Likely To Have A Star On The Hollywood Walk Of Fame."

Having recently earned the nickname "Dances with Walls" (okay, so I was dancing at a party here and I smashed my hand into a wall), and not being able to write my papers, I went to see "The Bodyguard" on Turkey Day. I discovered a new theater in Anaheim Hills (yes, I live in Orange County, but I am far from Republican, so don't hold it against me). As I inhaled the exhilarating scent, much like that of my new car interior, I sat back in my cozy seat and prepared for Kevin's appearance. Of course, nothing compares to "Dances With Wolves," especially considering in that movie, he had hair. Before seeing this movie, I read several negative newspaper reviews, all of which had no purpose except to make a joke about Kevin's latest hairstyle. If you gave me millions of dollars to chop my locks and act as a bodyguard in a film for someone like Madonna, I wouldn't hesitate.

I'm sure that everyone has heard the basic plot and story for this film. For those without a clue, look at the title. I won't bother laying out the details, because this is the type of movie which is better left a surprise. I was sure surprised. I liked it. I went in expecting the worst because I watched a Whitney Houston special on TV several months prior to the release of "The

Bodyguard" where she was being all sentimental and cheesy about what a swell guy Costner is to work with.

I know everyone has their doubts about Whitney Houston. The soundtrack to "The Bodyguard" was number one on the charts before the movie even premiered. I have to admit that even I own a few LP singles of hers from the mid-eighties. Doesn't everybody own a copy of "The Greatest Love

## THE BODYGUARD

of All?" Houston really wasn't that bad in the movie. There will always be criticism about musicians who make the transition to acting, but this is her first movie and she shares the billing with the well-established Costner. The two actors work okay together, but if they were supposed to spark some type of chemistry, it didn't happen. Houston sings throughout the film. I'd be curious to see her in a movie where she doesn't play a rock star. The press coverage of Houston's marriage to fellow musician Bobby Brown sure didn't harm the chances for extra publicity about "The Bodyguard." Although, Hollywood appeared skeptical from the start because of the Costner/Houston combination.

And now...the man, the myth, the legend. Kevin. Okay, so he still maintains that emotionless expression and rarely acts how his characters are supposed to be feeling. His character in "The Bodyguard" is similar to the solemn Jim Garrison he played in "JFK." He is Mr. Serious/Get The Job Done/No Time For Pleasure, once again. But

that doesn't mean that he can't look damn good while doing it. Costner's diverse film career has changed throughout the years. He started out in amateur films like "Sizzle Beach, U.S.A., Stacey's Knights, and The Gunrunner," all of which are worthy of late night cable time slots. Kevin went on to play a variety of roles in more notable films such as "Fandango, American Flyers, Silverado, and The Untouchables."

Costner did not start to receive favorable recognition until "No Way Out," which was followed by the box office hits "Field of Dreams, Bull Durham, Dances With Wolves, Robin Hood: Prince of Thieves, and JFK." In between several of these movies, Costner only made one box office failure with the much-vented thriller, "Revenge." I wouldn't say that Costner's role in "The Bodyguard" was challenging or impressive, but he gave a typical performance and delivered the normal Costner multi-million dollar guarantee. The highlight of the movie for me was the discovery that Kevin wore the exact pair of RayBan sunglasses in the film which I wear every day!

Basically, don't go to this movie or rent it if you are looking for an action-packed drama. It has a decent storyline and the plot isn't too predictable, although you know that Costner and Houston are bound to be together from the start. It is a nice little holiday film designed to evoke those warm, fuzzy feelings by the end of the movie—typical of Costner entertainment.

Until next time...if you feel the urge to go wild, try running naked through a forest yelling, "I Am A Cheetah!" But I won't remind you to eat your veggies, because I don't. Happy Hanukkah, Merry Christmas, Happy New Year, and Happy Birthday to me. □

# House of Love

A Music and Concert Review by Juan De Lara

Times often seem to degenerate into vast spaces of bloody physical embodiments. It approaches reality when I say that certain types of music nurture a catalyst which, at a given point, starts a maniacal streak of exertion. Whatsoever possesses a man to kill or to be killed is well beyond the sorrows of wondering. It is, however, a heady tune that castrates the actions of body and triggers the fertility of an ever expanding mind.

What more can be aroused when lyrics such as:

For that cry you hear  
the wisdom on the cusp  
within the soul  
when I grow cold

stray across the curvy hills of a mind that shouts for understanding. It is no wonder then, that The House of Love's new LP *Babe Rainbow* embellishes a sense of soothing music with words full of hidden rage. The new LP represents the living creature that bleeds up into heaven and sucks the mindless ravings of Nirvana into the stupid trendy abyss where it belongs.

"Burn down the world" is a sardonic cry that whispers "you've got to burn down the whole of the world." The song itself is a web of interwoven guitars and percussion that prepare you to be feasted upon by the vocals of lead



Catherine Wheel

singer/songwriter/guitarist, Guy Chadwick. Yet, the whole of the facade is only then blown down by the vicious and spiteful lyrics; it's absolutely brilliant!

The remainder of the group is composed of bassist Chris Goothuizen, drummer Peter Evans and recent addition Simon Mawby. Since the formation of the band six years ago, it has



House of Love

been hailed as one of the pre-eminent guitar bands in the U.K. House of Love has been compared to: U2, Echo & the Bunnymen, My Bloody Valentine, and Jesus & Mary Chain. On their previous self-titled album, the band included a song called "Beatles and the Stones." Apparently some have also compared them to these groups.

The contrast between the live and the CD version of House of Love is a bit distorted. On CD, the band has some sort of guitar-rock sound. However, in concert, the guitars and the distortion come to the fore. They opened up with the before mentioned "Beatles and the Stones," and proceeded through "Shine On," "Christine," "Feel," "You Don't Understand," and "I Don't Know Why I Love You."

The new LP *Babe Rainbow*, is named

after a Peter Blake painting that's hung in the studios where their first album was recorded. "Feel" is a song that screams out for help. It yells at you in the face and pleads with you to get help. The whole of the album is surrounded by chantings of madness, delusion, drugs, and out-of-body experiences. Guy Chadwick (the singer) says of the LP, "I just went as far over the top as I could."

The live experience is something which gives this band the raw, sadistic, and twisted character it so skillfully shrouds up with catchy pop tunes. The House of Love recently played a show at the Palace in Hollywood. They were in the middle of a bill that contained Ocean Colour Scene and Catherine Wheel. Ocean Colour Scene proved to be quite different from what I had listened to on their new LP. I regretfully have to inform you that I was not able to experience the aura that is Catherine Wheel. It seems that on this darkened night, traces of a bastardly creature commonly known as the Head Cold converged upon my weakened head. All the night, they sang bitter songs of hatred as my blood squirmed under-

(continued on page 30)



Ocean Colour Scene

# Life After the Pitzer Womb

by  
Jessica Hurley

*"I know I've become an education snob, even though, some people at Pitzer are living proof that college and brains don't always go together."*

The *Other Side* staff expressed a desire to have articles written by Pitzer Alumni. Then I realized that I was one. While attending Pitzer, I had always imagined alumni to be old, but now it's me. One day an issue of *The Other Side*, magically appeared in my LA apartment, and Tim Ahern's article on fears of graduating inspired this piece. Since I have gone through it, I hope that I can give seniors an idea of what it is really like to leave the Pitzer womb and finally, encounter the "real world." Of course, this is only one person's account, but other graduates have said they had very similar experiences. The following may make you feel worse about graduating, but at least you'll be somewhat prepared for it.

If you are anything like I was at this time last year, you are beginning to worry slightly about what to do after you graduate. Actually, it's probably a great fear, you are just pushing it into the back of your mind because that seems easier than slaying the demons you have imagined in your future-fearing mind that block the door to the career resource center. If this strikes a nerve, then probably nothing drives you crazier than talking to someone who already knows what they want to do. This is a sensitive issue because it taps into your distorted fear that you are absolutely the only person who doesn't have a clue, and you might end up spending \$90,000 on college only to work at McDonald's. The biggest questions you are probably asking yourself are: what kind of job should I get, where should I live, and who will I live with?

Now I am going to fast-forward you to the actual graduation day. It is literally a blur. You come back from your completely relaxing, bonding experience of your senior trip and end up in a night-mare. Of course, I wanted

my family to watch me graduate, but they couldn't possibly come at a worse time. I was driving around all different sets of relatives, coordinating who didn't get along with who, and figuring out how to entertain them, when I really needed to pack up four years of memorabilia. All I really felt like doing was spending time with the friends I was about to be separated from. The ceremony seemed surreal. In the procession, my friends and I realized that there was no way out, we couldn't turn back. People passed around alcohol and the speakers sounded like the teachers in the Charlie Brown cartoons. I kept having to tell myself "This is the moment, it is real, pay attention." It seemed like four years of hype ended in such a haze.

After college, you have a clean slate, except for some outrageous student loans. I felt trapped by my freedom. For the first time in my life, I couldn't see my future. A clean slate can be a good thing or a bad thing, depending on how much you valued your life at Pitzer. I was one who loved my freshman and senior years and felt Pitzer was lacking during my sophomore and junior years (due to the "sophomore slump" and having friends go abroad).

I compare my graduation experience with one of those etch-a-sketch toys we had as kids. Imagine spending four years drawing your perfect picture on it; it was your entire life, and you put all your time and energy into it. Then one day, a younger sibling comes along and shakes it up. You have no control over it at all. It can take more energy than you have to start drawing a new picture, especially when you liked the old one. You can try to draw a similar picture, but it will never be the same. You have to learn to accept and treasure the memory of the old one. Okay, enough of the long analogy. You

get the picture.

When I graduated, I didn't have a job or a place to live. I was lucky to have a room mate and a destination, LA. I went home for a little while to visit my family and friends. When I returned, I spent my days running errands and looking for jobs (half-assed because I was fortunate enough to have a slight, temporary, economic cushion), and nights I spent staying out at clubs. I wished I could have done the graduation traveling thing, but none of my friends could afford it, so I postponed it. I'm not going to kid you, looking for a job during the economic recession was hell. Your identity is already fragile, and you make a career of getting rejected— from a career itself. Your self-confidence gets so low that you really have an unrealistic fear that you will, literally, never get a job. Family and friends make it easier on you by asking if you've got a job every time they see you. Answer "Yes, I have a job scraping road kill off highways. The pay and the hours are great so I am happy. Thanks for asking." Luckily, I have a father who says it would be okay if I wanted to be a homeless person, as long as that was what made me happy, and he wasn't kidding. After a while, not having a job began to drive me insane. I would invent errands to run just to have a goal for the day.

I got a couple of job offers, but it became the "prom-date" syndrome. If I took one offer, then I might miss the job of my dreams. In September, my scholastic clock was still ticking, it told me summer was over, and coincidentally, I got my job. People who still go to Pitzer say they are envious because I live an ideal life-style, but it's something I'm still getting used to. I feel like I'm living someone else's life. I'm embarrassed to say, I actually live on Melrose Place, I am an executive assistant to the head of a film company, and I am active in the club scenes.

The TV show "Melrose Place" says it's about the real world. The characters on the show are only friends with the other (all coincidentally young) people in their building, and they don't even have other friends. That's dorm life,

not real life. I know only a few people in my building. I always lived in the dorms, and I grew up on a hippie commune, so it was strange for me to live only with one other person. Luckily, my friends from Pitzer spend a lot of nights here to get away from school and to go to clubs, so it's kind of like living in the dorms.

We have been professional students for most of our lives. Its very hard to de-pro-our-gram selves.

*"I felt trapped by my freedom. For the first time in my life, I couldn't see my future. A clean slate can be a good thing or a bad thing..."*

Some-der how long I'll be able to work 9am-6pm everyday. I keep waiting for fall break and a month off for Christmas...dream on. When you're working during the summers in college, you may not feel it, but you are aware that it is only for a couple months. This girl is still trying to get use to waking up at 8:00 a.m. every morning. 11:00 a.m. was my norm at Pitzer. What I am trying to say is that college is great because you get to learn and grow a lot, but it prepares you for the work world at a very subconscious level. In some ways, it makes it harder for you to survive in the out-

side world. It teaches you to be creative, to think for yourself, and to grow accustomed to variety. In entry level positions, they often want you to do tedious tasks and simply follow orders.

As far as the social life goes, it's completely different. At least at college when you meet someone of the opposite sex it is likely you have some things in common (such as education). In the real world, for all you know you could be talking to someone whose highest aspiration is to work as a bus-boy. There isn't a screening system like there is at school. I know I've become an education snob, even though some people at Pitzer are living proof that college and brains don't always go together.

Some people may have seen me visiting Pitzer. I see that "don't you have a life yet" look in their eyes. But I still want to visit my friends, and there is a strong sense of security there. When I go to a party, I've known most of the people there for years. We have a sense of history, and I know if they can be trusted or not. Also, I haven't grown jaded from the people or the parties, because I don't live there. I do know that this may be my last semester doing that because my friends there dwindle with each semester.

The last thing I'd like to address about graduation is friendship. With graduation, you find out who your true friends really were, because they will still be there for you no matter where you are located. The people with whom I took my senior trip have a newsletter and reunions. You also realize who have merely been superficial fixtures in your college career. You find out who are fair-weathered friends, and who will follow you to the ends of the earth. This may seem like a sad thing, but isn't it nice to know who you can really count on? I know I won't live in LA too long, because it's just a place to be when I'm young. I wouldn't want to raise a family here. I'm not sure where I'll be, because now my heart and center is spread out because my center will always be where my friends and family are.

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Could March Madness be already affecting the Sagehens? Probably not, but the best bet in town maybe the Pomona-Pitzer Men's Basketball team. Individually, new floor general Phil Kelley walked away with tournament MVP honors in the Bud Presley Classic, while as a team, the Sagehens are currently sporting a 5-1 record (as of 12/14). □

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5) Do not gamble more than you can lose or else Top Ramen may become a way of life.

6) Get as many free drinks as you can and remember to tip the waitress because she may end up never visiting your table again.

7) Remember, gambling is FUN so try not to take it too seriously even if you wind up losing everything!! □

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neath the suffering of bright green stuff. All in all the night was splendid. Once more I would like to thank Polygram representative Tom Cornet for allowing me access to the show. Due to other unforeseeable problems, I have also failed to include the in-depth analysis of The Soup Dragons and James. However, I do encourage you to get a hold of their new albums. As of for the House of Love, they have three sources of listening pleasure; the self-titled *House of Love*, a collection of B-sides called *A Spy in the House of Love*, and of course *Babe Rainbow*. □

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always depending on us to educate you and give you the "perspectives you need?" Quite frankly, I'm sick of having to educate you. The article shows quite clearly that you depend on us way too much and that you really aren't that open to educating yourselves on these issues. I'm sure you are pretty pissed by this point but before you say anything, read the side panel next to the article a couple times and see what it says. This is supposed to be a community where we are all "self-energized" to learn. It's time to get off your asses and help yourselves for once.

It's not that I don't want to go out and blow up a few buildings. I REALLY DO!! But I can't really do this, can I? You will just turn around and accuse me of being radical (with a negative connotation). Oh well, maybe since you keep contradicting yourselves about what we should be doing, I'll stop listening for a while until you sort it out. For now, since we can't make you happy by either being proactive or reactive, we'll just have to make ourselves happy. You can figure out what that means... □



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nore my existence: dark, lumpy, like a pile of trash in a corner; thrown away. Would it be so easy? I've thought about it. Before I (yes I) pulled the molten-by-heat, obscured-under-the-seat trigger on the frat-boys who, for the last time, negated my worth to humor their own...before I wiped them with their own deadly venom from my reality, I thought of my future. I thought of doing the same to myself. It was something I had often considered while growing up under the grip of enslavement, to what I have become today. The truth is, it's too easy. Why would I? To give the diseased, fraternized society exactly what it wants? My obliteration? No way! I will live...yes LIVE! I will rest me testimony in the blaming ears of the true killers...vermin as they are...to sentence me as they will. But I will NOT disappear. They will look at ME...with strong head, and hot chest; not the objectified mascot of heterosexual womens' amusement; a 'cute' gay boy...FUN! How cute a couple he and his 'cute' boyfriend make. I do not need the acceptance of the diseased; nor do I desire the objectification, minimalization, and trivialization of the 'liberal' straight women I have called my friends. I speak only to my sisters and brothers, who, sometimes in our own disease (which we have sadly ingested) have neglected the existence of others, but have never negated our own: we are not piles of trash in corners dark and moist with apathy...ringed with years of imprisonment imposed by the diseased society at large. Blood is on YOUR hands, not ours: thus we do not apologize for our existence. We do not need your pitiful acceptance to validate our experiences. It is not up to you to impose questions of morality upon lives which you have never lived, and as such, have never known. We are not disappearing. We will fight, and fight the shackles of enslavement. We will

see that your diseased ways die...And you shall no longer be self-sanctified. And to the ones who for their own fun and amusement wished me dead...and took steps to make it so; I hope you have learned, and your deaths have helped others learn this valuable lesson: DON'T FUCK WITH ANGRY QUEERS!

P.S. "Fight the power." □

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In conclusion, I hope I haven't scared you to death about graduating. It isn't a matter of better or worse, but different. It's a matter of getting used to the change. Everyday I am happier, because I'm adjusting to my new lifestyle. However, somewhere in the back of my mind I know I still think I'm on summer vacation and will be back to school soon. Of course, none of this article applies to you if you hated Pitzer, had no friends, or prefer working 9am-6pm instead of having homework. My last words of advice are... enjoy Camp Pitzer while you can. If Pitzer is a river, then real life is the sea. Good luck. □

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cause it's expanding everyday, it hasn't come up with any criteria that says this is what it would take to meet those goals."

What do you feel is the current level of student participation?

"I have to say right now, since I'm so new, I can't define every way in which students are. Probably, the most important and vital way is the feedback students give professors in classrooms. That interaction between faculty and student is the point at which students can be and should be affecting the curriculum."

What do you think Pitzer needs to do along the lines of improving student participation?

"One thing is I don't hear enough from students. I wish the students' voices were heard more frequently."

About what specific issues?  
"Any issue that's on the table. I think it's vital that students speak on equal terms to issues and I'm not sure we're doing as well as we could be in that. I think the dynamics have to change so that listening to students becomes a real priority. Students are going to bring a different perspective."

What do you see as the most pertinent issues at the moment?

"Being so new, it seems like everything. We have the facilities project, I'm trying to raise the rest of the money for that, we're searching for a dean of students, and all those aspects crucial to student life, the alcohol policy, the issue around sexual harassment, the treatment of gay and lesbian students, and the curricular issues are relevant to all of those, and they are all burning at once."

What is your impression of the outsider's view of Pitzer?

"I see that other people don't know us, or if they do know us, we do stand out very positively. The reputation for Pitzer is very high, not only for academic quality, but for being very different." (See article in L.A. Times about

two weeks ago where Pitzer Trustee Eli Broad says Pitzer is the college of the future.)

How would you create more student involvement?

"I've tried to have the open office hours, held a couple meetings with the students, sat in on student senate, but I want more." She also sees the students talk more frankly when one on one, especially if it's over a cup of coffee, as I suggested.

Well, that was the end of the investigation. More like an opinion finding mission really. History isn't the only field group that is involved in a search right now, it's just the group we are most familiar with. Hopefully, you have a better understanding of the search process as well as the concerns and hopes of the faculty and administration.

I ran into Stu McConnell the other day, he was sitting behind his desk zoning on a stack of legal pads. Yeah, it was search committee stuff. Anyway, he had good news. The number had been narrowed down to 30. From 177. Stu's also on another committee and the total between the two was well over 300. To Stu, Allen, Betty, everyone who answered my questions, and anyone who is reading this, have a good vacation. □

