Letter from the President
Moving ahead with the master plan.

New Facilities: Update!

Inside Story

Ink Spot

Light and Space
An exchange of Visits and Visions between Pitzer and artist James Turrell

On Campus

Faculty Focus
Towards Diversity
Judge Emily A. Stevens '71 delivers commencement speech.

To Be Diverse
Senior Speaker Masseo Gonzales addresses graduating class of 1992.

College Bound
Pitzer’s Early Outreach program helps at-risk youth.

Counting Women’s Work
Pitzer hosts conference on unwaged work.

Conflict and Cooperation
“Race and Ethnic Relations” course examines both.

Invisible on T.V.
Nardi announces findings of a study on portrayal of minorities.

Alumni News
In Our Own Words
“Father Knows Less” says Char Miller '75.

Alumni Reunion Photo Album
Alumni pose for posterity.

Alumni Update
Taj Mahal, Smith Saloon and more.

The Scoop

Calling All Lost Alums

Editor
Kim Peasley

Assistant Editors
Mariel Garza and Tere Strombotne

Alumni Notes Editor
Carol Faubus

Production Assistant
Carol Faubus

Copy Editor
Beth Gaston

Design
Cinnamon Design Associates

Photography
Mariel Garza–pgs. 22–23
Jacque Harlan–pgs. 4–5, 12–14, 17–21, 32–35
Linda Lewis–Cover, pgs. 7, 8, 11
Chris Michna '92–pg. 6, 10
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Marvin Steindler '07–pg. 4
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In an effort to contribute to the Pitzer recycling program, this issue of Participant has been printed on recycled paper with soy inks. We encourage our readers to participate in the effort to preserve our natural resources and our environment.

Letters–Participant is published twice a year by the Pitzer Public Affairs Office. We welcome your comments on this issue and suggestions for future issues. Please write: Participant, Public Affairs Office, Pitzer College, 1050 North Mills Avenue, Claremont, California 91711.

The Pitzer College Magazine
Fall 1992
Volume 26, Number 3
Since its beginnings in 1963, Pitzer College has grown from an exciting educational vision into a vibrant educational reality. As the College begins its 29th year, I believe we are entering a "new era," one that embraces the best of the past while stepping boldly into the future. A vital part of this "new era" will be the completion of the campus master plan—a project that in physical terms will confirm what we already know in educational terms: Pitzer is no longer a young fledgling in the academic world, but a fully realized, mature institution of higher learning with a finely tuned educational mission, a well-developed Board of Trustees and a supportive and substantial community of alumni and friends.

On September 14, the Board passed a resolution approving the design and construction of three new buildings for the Pitzer campus which will enhance and expand student social and recreational life, academic pursuits and administrative activities, and will create a distinguished and clearly recognizable "gateway" to the campus.

As with all Pitzer projects, this plan represents the culmination of hundreds of hours of communication between representatives of all the members of the College community. Its completion also will require the full support and participation of the entire Pitzer community.

It is with great enthusiasm that I invite you to join me as a partner in this "new era" at the College. Already $10.3 million of the $11.2 million needed for this project is on hand. With your help, the additional $900,000 will be raised this year. Our bold choices today will assure that Pitzer College will continue to be, in the 21st century, the distinctive voice in higher education it has become in its first thirty years.

Sincerely,

Marilyn Chapin Massey
President
Since Spring of 1991, the Pitzer College Ad Hoc Facilities Committee has been at work devising plans to meet the College's pressing academic and co-curricular space needs as defined and refined by numerous space committees that have worked on these issues over the past ten years. It has been many years since there have been major additions of usable space on campus, and the College's needs and demands for such space have grown significantly.

During the summer 1991, the Committee and trustee Eli Broad agreed to retain Gwathmey, Siegel and Associates of New York to assist with the planning and programming of new facilities. The result has been an exciting master plan and model of the Pitzer campus, which was presented to the Board of Trustees and the Pitzer community last May 4 and 5.

At the September 14 meeting of the Board of Trustees a resolution was passed to move forward with the final design and construction of the first three buildings in the master plan. These buildings all support the "mixed use" philosophy adopted in the master plan and, along with additional parking and landscaping, will significantly expand facilities, improve traffic patterns and land use, and enrich the daily experiences of all members of the Pitzer community. The cost will be $11.2 million, of which $10.3 million is already in hand. The remaining $900,000 will be raised this year.

The Eli and Edythe Broad Building

This will mark the new entrance to the Pitzer campus and will house the president's office, the admissions office, faculty offices, three classrooms, a gallery area and a multicultural performance space. Here, new students and visitors will first encounter the campus. As in the past, the president's office will not be isolated in an "administrative" building, but will be an integral part of the campus community.

The Eli and Edythe Broad Building

NEW FACILITIES: UPDATE!

Academic I

Completing the academic quad will be a building that primarily serves academic purposes. The first floor will contain faculty teaching and research space for anthropology, psychology and sociology including interview rooms and lab facilities as well as faculty offices. The second floor will house classrooms, some computer facilities, a language learning lab and a large classroom with audio-visual equipment.

The Student Center

Located on the East Mesa, this facility will engage the southwest corner of the plateau on two levels providing offices and meeting space for a variety of student groups and activities. The Center will include locker rooms and a 3,000 square foot multipurpose room that can be used for aerobics, weight training, simulated rock climbing, half-court basketball, martial arts and yoga. Surrounding the building will be a swimming pool and outdoor playing fields and courts, including our "Ultimate Frisbee" field which doubles as a soccer field, a basketball court, two sand volleyball courts and a softball diamond. A snack bar, terrace area and party room complete this facility.

Parking and Landscaping

Vehicle traffic will be moved to the perimeters of the campus by expanding parking facilities on the east side of the campus and removing parking from the Grove.
Model of master plan showing the locations of The Eli and Edythe Broad Building, Academic I, and The Student Center.

(Inset) The Student Center.

House and Mead lots and along the Pitzer service drive. Landscaping changes will follow the departure of automobiles from the center of the campus.

The Board of Trustees' resolution to move ahead with Pitzer's master plan ushered in a new and exciting era in the history of the College. When these new facilities are completed, the Pitzer campus will be equipped to successfully serve students, faculty and staff well into the 21st century. We invite your participation and support in this important project.

Dr. Chad Smith
Chairman, Board of Trustees

Perspectives

Leah Light, professor of psychology

According to professor of psychology, Leah Light, "It has been clear for a long time that the faculty are bursting out of the existing academic space at the College."

Light is excited about the increased spaces called for in the master plan for faculty/student interaction, teaching and research.

"I am pleased that our emeritus faculty will have the office space they need and deserve, and that there will be many more spaces devoted to faculty/student interaction...spaces that people can truly call their own."

Light serves on the Ad Hoc Facilities Committee which has been working on the plans for the new facilities since Spring 1991. She reports that classrooms for seminars and larger classes are in short supply and that, because of technological innovations and growth at the College, computer labs and research facilities are inadequate.

"The approved plan calls for new labs for the behavioral and social sciences as well as a new language lab. There also will be several special purpose classrooms— a luxury we have not had before," says Light. Examples of these include a large classroom with audio-visual equipment and a mathematics classroom with computers.

The master plan also calls for new research laboratories, interview spaces and rooms where children and groups can be observed.

"All of us on the committee wanted to make sure that the new facilities support and enhance the ways we interact with students and with each other," reports Light.

Tunde Whitten '93, student convener

At the September 14 meeting of the Board of Trustees, Tunde Whitten explained the importance of the new facilities, especially The Student Center. A senior at Pitzer, Whitten will not benefit directly from the new center, which is scheduled to be completed in 1994. But he and his fellow students all agree on the importance of the new building.

"All the students know this space is needed. This is a project that will continue to spark interest in students and alumni for years to come," says Whitten.

Student representatives have been an integral part of the planning process for the new facilities. Surveys were sent to all students asking for their assessment of the College's needs, and students are members of the Ad Hoc Facilities Committee.

"Pitzer students have to go to the other Claremont Colleges campuses to pursue recreational activities. This has created a kind of fragmentation. Now with one center, there will be more opportunities for students to get to know each other and to see what others are doing. Student government activities will be more accessible, and there will be room for large gatherings of students. This will create more cohesiveness among the students and make it easier for them to respect and better understand their fellow students."

For a College that always has been supportive of the "whole" student, the new center is an important step forward.

Camille Lombardo '70, Alumni Council President

Over the years it has been the very special people associated with Pitzer – the administration, the faculty, the students, and the alumni – that have made the College a nationally recognized educational institution. In today's competitive educational environment, we need to provide the physical and technical facilities for all Pitzer's constituencies to excel.

The completion of the physical campus by the addition of a new academic building, the exciting Eli and Edythe Broad Building, and the long-awaited Student Center, makes Pitzer a place that can compete well for the academic, financial and human resources that will allow it to continue to be an outstanding center for teaching and learning in the 21st century.

I encourage all alumni to support the fundraising efforts for this important project.
Inside Story

Founding Board Member Dies

Ode ll McConnell, one of Pitzer's founding board members, died May 7, 1992 of a stroke. He was 95.

McConnell was elected to the board in 1964, served as chairman of the board from 1967-1970, and remained on the board as a life member. He gave generously of both his time and his money and was instrumental in providing funding for building McConnell Center, which was named in his honor. McConnell received a bequest of $350,000 from McConnell's estate to be used for future costs associated with McConnell Center.

"Ode ll McConnell was a major supporter and benefactor of Pitzer College," said Acting President Paul B. Ransom. "His energetic leadership during Pitzer's early years was responsible for winning the College many important friends, trustees and donors."

McConnell was a prominent Los Angeles attorney and a dedicated philanthropist. He was born in Helena, Montana and served in the Navy during World War I. He was a graduate of Yale University and Harvard Law School.

With a passionate interest in botany and gardening, McConnell served as a trustee of the Men's Gardening Club of Los Angeles, Descanso Gardens, and of the California Arboretum Foundation. He was instrumental in securing the Beverly Hills estate of Virginia Robinson for the Los Angeles County Arboreta System.

The Boy Scouts of America, the Los Angeles Music Center for the Performing Arts, and Pepperdine University are among the many organizations besides Pitzer College that have benefited from McConnell's support.

Services for McConnell were held at May 13 at Emmanuel Presbyterian in Los Angeles.

New VP for Institutional Advancement

J. Terry Jones assumed his new duties as the College's first vice president for institutional advancement on September 1. Jones will be responsible for the College's fund raising and external relations programs, and also will oversee the College's Office of Development and Alumni Relations and the Office of Public Affairs. Jones comes to Pitzer from the University of California, Irvine, where he served as director of the University's successful $100 million capital campaign. Prior to that he was vice chancellor for university advancement at the University of California, Santa Cruz. Jones has worked in higher education since 1968 and is an active member of CASE.

New Focus for Field Group

The former "women's studies" field group changed its name and its focus last spring, according to Lourdes Arguelles. "We are now 'gender and feminist studies'--that encompasses a lot more," she explained.

Arguelles says the change was meant to broaden the field and bring it in tune with changes taking place in higher education and in feminist scholarship.

"We will be developing a more systematic dialogue with faculty and students in the emerging fields of gay, lesbian, and bisexual studies and men's studies," she said. "We will also pay closer attention to discourses on gender from communities of color. I believe these changes will profoundly affect the theories and the practices of the field group."

Wachtel Wins Primary

Professor of English Al Wachtel beat down two opponents in the Democratic primary for the 28th Congressional seat in June's election. Wachtel faced incumbent David Dreier on November 3 and made an excellent showing in a tough fight, but was unable to overcome Dreier's incumbent advantage in a predominantly Republican District. Dreier is a CMC alumnus.

Visit from Ivan Illich

Internationally acclaimed theorist and social critic Ivan Illich visited Pitzer College for the week of April 21 through April 28 to meet with faculty and students and to give two public lectures.

Illich, 66, reads and speaks a dozen languages and has taught and lectured throughout the world. He is the author of several provocative books, the most well known of which are De-Schooling Society, which makes a broad attack on educational institutions, and Medical Nemesis, which challenges the medical establishment and calls for a re-thinking of our attitude towards sickness and health. His most recent book is, Reflections in a Distant Mirror. In these works and others Illich is a radical critic of the dehumanizing nature of many aspects of modern society.

"Illich is a person who embodies Pitzer's educational objectives," notes Barry Sanders, professor of history of ideas and English at Pitzer, who helped organize the visits. "He is truly international and intercultural. His writing has always been informed by a strong sense of social responsibility."

Illich's visit was sponsored by the Pitzer Printed Word and the Durfee Foundation.

Miller Gives Tour

Pitzer trustees got the personal touch at their board meeting held at the Southwest Museum in May. Sheryl Miller, professor of anthropology, conducted a personal tour and presentation of "Life in the Hopi Way," which she researched and designed. According to Miller, nearly all of the 250 pieces in the exhibit came from the museum's own collection of Hopi material that had been stored away. The artifacts, many from the turn of the century, gave viewers a sense of ongoing Hopi life.

Atherton Dinners

In April Barbara Duden, a Fellow at the Institute of Cultural Studies is Essen, Germany, visited Pitzer to speak at an Atherton dinner on "Seeing the Unborn: Reflections on the Impact of Technology on Women's Self-
Perception." Professor Uden has taught at Pitzer College, Caltech, and in the program of Science and Technology at Pennsylvania State University. She is author of *The Woman Beneath the Skin: A Doctor's Patients in 18th Century Germany* (Harvard Univ. Press 1991).

**Welcome to New Staff**

Several new staff members join the Pitzer community this year. They include Victor Egitto, registrar, Lisa Meyer, director of admission, and Mary Edwardsen, executive assistant to the president.

**Seniors Celebrate at Lucian's**

Faculty and staff celebrated with graduating seniors at a potluck party held at Lucian and Jane Marquin's home, an event that is an annual tradition. Once again, Professor Steve Glass shared his knowledge of wine as he poured glasses, and everyone enjoyed the fancy home cooked specialties.

**Pitzer Respond to Verdict and Riots**

In April the Pitzer community responded to the Rodney King verdict and ensuing riots by organizing a rally and teach-in. In addition, many faculty members used their classes as a forum for discussion. "At a time when our world makes little sense, discussions among ourselves and efforts to support those whose neighborhoods are directly affected may help in important ways," said Acting President Paul B. Ranslow.

**Henry Kaiser to Visit**

James Bogen, professor of philosophy, and Don Brennels, professor of anthropology, have been awarded the Salathe Fund to bring Henry Kaiser, guitar player and composer, to campus next spring for a lecture demonstration and musical performance with local musicians.

**Sheryl Miller**

Sheryl Miller, professor of anthropology, had an article, *Life in the Balance: The Hopi Way* published in the *American Indian Art Magazine*. The article described her recent exhibit of the same name at the Southwest Museum.

**Glenn Goodwin**

Glenn A. Goodwin, professor of sociology, had a short article titled "The American Political Scene: A Personal View" published in the *Association for Humanist Sociology Newsletter*.

**Richard Tsujimoto**

Richard Tsujimoto, professor of psychology, co-authored an article titled "A New Comparison Group for Research on Child Sexual Abuse" which was accepted for publication in *Child Abuse and Neglect: The International Journal*. His collaborators on the article were Karen Hyland '91, and Margaret Hamilton, assistant professor of psychology.

**Jill Benton**

Associate Professor of English Jill Benton reports that a paperback edition of her biography * Naomi Mitchison: A Century of Experiment in Life and Letters* will be distributed in the United States by Pandora/Harper Collins in September. The book, about an English author whose life spans the twentieth century, has already been released in England.

**Harry Pachon**

Harry Pachon, Kenan Professor of political studies and Chicano studies, had his article "Latino Elected Officials in the 1990s" published in June by *I.S.: A Journal of the Americas–Political Science Association*.

**Robert Albert**


**Lourdes Arguelles**


Arguelles also completed editing a special issue of *Lesbian Theories on Signs* with Gloria Anzaldúa and Elizabeth Kennedy as co-editors, and an issue of *California Sociologist* entitled *Culture and Conflict in the Academy: Testimonies from Teachers of Color*, co-edited with Gloria Romero.
Light and Space

An exchange of Visits and Visions between Pitzer and artist James Turrell

About 25 years ago James Turrell was sitting in an art history class at Pomona College looking at slides of famous paintings when he noticed a funny thing about his attention span: He realized that his mind kept wandering from the images being projected on the screen to the stream of light coming from the projector.

“I realized then that I didn’t want to create art that was about light—I wanted to work with light itself,” recalls Turrell. “I’m interested in taking light and literally materializing it so that you feel the light is physically present as material inhabiting space.”

Thus began a fascination with light as an art material that today makes Turrell an internationally acclaimed artist. He has been awarded two National Endowment for the Arts grants, a Guggenheim Fellowship, and a MacArthur Foundation award. The New York Times has called him one of the five most important artists working in the United States and Europe, and the New Yorker magazine has described him as “the most spiritual artist working in America.”
"He seems to be able to manipulate ordinary elements—
a frameless window, an electric bulb, a skylight—and fill rooms
with light in a way that creates for the visitor the experience of
heightened emotion, even of ecstatic revelation ..." wrote the
New Yorker critic.

The things Turrell can do with light seem uncanny. His
reputation in New York was first established by an exhibit at the
Whitney Museum in 1980 at which he filled several rooms with
smoky, mysteriously colored light and made walls appear where
there were no walls. Three viewers became so disoriented that they
lost their balance and fell through Turrell's art.

"James Turrell uses light as his medium, and he, and places in the
world, glow because of it," declares Pitzer Assistant Professor
of Art Michael Woodcock. "His work has profoundly influenced
artists all over the world. Roden Crater, his best known work, has
been called a modern Chartres Cathedral."

**Returning to Claremont**

Last year Turrell returned to visit the Claremont Colleges as part of an exciting Pitzer field study project organized by Woodcock. The project began as a
casual telephone conversation between Turrell and Pitzer student Marti Meyerson, and grew into a class headed by Woodcock that brought the artist to Pitzer several times and also took 13 Pitzer students to see Roden Crater near the artist's home in Arizona. As part of the class, Turrell designed an original light installation that Pitzer students and other volunteers built on The Claremont Graduate School campus. The entire project

*left* Keira Troxell and David Jessup install supports for benches.

*(below)* Leigh O'Malley getting ready to brace north wall.
“Celestial Vaulting.” Students lying over berm of crater can see entire rim of crater.

(right) Chris Michno paints interior of installation.

(below) View of construction as seen from CGS art department roof.

was documented in a 65-page catalogue that Pitzer students wrote, illustrated, and published. During his first visit to Pitzer in November 1991, Turrell introduced the community to his work with a slide show, a lecture, and a series of informal talks.

For the artist, who earned a degree in psychology from Pomona in 1965 and a master’s degree in art from the Claremont Graduate School in 1973, coming back to Claremont was an emotional homecoming. Turrell was happy to note that three of his favorite teachers—Roland Reiss, Carl Hertel, and Dick Barnes—were still at the Claremont Colleges. But in many ways the town had changed a lot. He noted the disappearance of orange groves, the burgeoning development of the college campuses, and the invasion of tract homes. And he saw that Pitzer is now an established member of the Claremont Colleges.

“Pitzer just began when I was in my junior year,” he noted, recalling his college days, “but I do remember the beginning of Pitzer. I went to Pomona, this arrogant neighbor of yours, and
really had a great time here—that I remember fondly.”

After meeting the artist, a number of Pitzer students expressed an interest in going to Arizona. Woodcock, Professor Carl Hertel, and student Ariel Harrison started the difficult task of putting together an application process to choose which students would participate. It wasn’t easy.

“We could only take about a dozen students and all the applications that were turned in were strong,” recalls Woodcock. Twenty-four applicants filled out a questionnaire and wrote an essay and then were interviewed by Woodcock, Hertel and Harrison.

In the end, the committee chose a group of 13 students from eight different disciplines (see box).

After weeks of planning, during winter break Woodcock and Suzanne Zetterberg, senior development officer and alumna, loaded the group into two four-wheel drive trucks and two cars and took off for the two-week adventure.

During part of the trip the students were accompanied by CGS professor and art critic Dick Smith, who later wrote an article for Artweek about Turrell and the trip. The group also was visited by other members of the Pitzer community including Hertel, Acting President Paul Ranslow and his wife, Stephanie, Vice President for Development Carl Bandelin, and Professor Don Brenneis.

**Roden Crater: Bulldozer Art**

One of the principal purposes of the trek to Turrell’s ranch in the Arizona desert last winter was to experience Roden Crater—a project he has been working on for ten years and will probably continue working on for at least ten more. The crater is a 700-foot-high 400,000-year-old extinct volcano, one of about 400 in the area, that the artist bought in 1976 and since then has literally bulldozed into a celestial observatory from which to view the ever-changing light of the sky.

When completed, Turrell says, there will be 12 chambers inside connected by tunnels, steps, and walkways. Each chamber will receive the constantly changing light of the sun, moon, and stars, and, according to Turrell, the effect will range from the very subtle to the awe-inspiring quality of a great cathedral.

“Roden Crater leaps to a cosmic level involving the capture of light emitted from celestial bodies and focusing that light in small spaces inside Roden Crater,” asserts Pitzer student Chris Michno ‘91, one of the students who went on the trip.

Turrell sees the crater and its carved out spaces as an eye or a camera—a thing that sees, explains CGS Professor Smith. “What it sees is not objects, but imageless light, so the object becomes our own act of perceiving.”

One of the most important perception experience of the crater is a physical phenomenon called “celestial vaulting.” Under certain conditions the human eye perceives the sky as a curved finite dome—seeing it from inside the huge bowl-shaped crater greatly enhances this tendency.

“It was the most magical moment of the trip for me,” exclaims Michno, of the first time he laid down on a small ridge in the middle of the crater, dropped his head over the edge, and found the sky had turned into a big bubble.

“It’s like a lens,” Patty Greenwald ‘92 adds. “The whole crater becomes a lens and you have to lose your focus for a while.”

**Meeting with Mentors**

But the trip to the crater wasn’t an isolated event. Turrell’s work is influenced by a wide range of disciplines—from archeoastronomy, to aerial photography, to Native American spirituality, to archeology—and before taking Pitzer students to see the crater, Turrell had them meet with a number of his friends and mentors.

There was Richard Walker, an astronomer, Dick Wiser, an aerial photographer, Gene Sekaquaptewa, a Hopi elder, and Dorothy House and Pat Stein, both scientists at the Museum of Northern Arizona.

“Turrell frequently discusses this as the ‘approach’ to experience, a term full of meaning for him from his piloting of airplanes,” says Smith, explaining that before Turrell became famous, he supported his art by working as an aerial cartographer and restoring vintage planes, activities he now enjoys as hobbies. “He wanted our approach to Roden Crater to be as full as possible. Rather than simply drive to the crater and climb up into the bowl, Turrell arranged for our approach to be framed by an intense series of experiences.”

The group took excursions to the Grand Canyon, Wapatki (an

*View of Roden Crater as first seen by the Pitzer group.*
ancient archaeological site) the Hopi Mesas, and Arcosanti (an architectural commune).

“The idea of geologic history began to impress itself upon our understanding of the land,” says Michno. “Turrell’s art puts ‘land’-scape in its proper context, that of environmental studies and psychology—and her interest in perception and cognition.

Close Quarters

Another vital part of the “approach” to the crater was the fact that the group all lived together during their stay. “That kind of bonding is extremely important,” declares Professor Hertel, who has led a number of field study classes during his years at Pitzer. “Bonding among learning particular skills and a particular body of knowledge creates a community that students won’t forget. This trip fits in with a long Pitzer tradition of community learning.”

And the students agreed. It was hard to get used to the different dynamics of the group, and some say there were times when they would have gladly left had they not been snowed in.

“We all learned to share,” said Greenwald. “We worked out all the details of living and cooking.”

“We learned how to work with people who have different spirits and personal orientations in order to get things done,” Michno added.

Building an Aperture to the Sky

When they got back to Claremont, the field study class began the second phase of the Turrell project—documenting their experience in writing and illustration for a catalogue and preparing to install an original Turrell light piece somewhere on campus. While the students scribbled down anecdotes and carved out linoleum blocks to make prints, Woodcock took the artist around campus to search for the perfect place for the on-campus installation.

“We spent hours looking into every nook and cranny on campus,” says Woodcock.

Originally, the piece was planned for the East Mesa on Pitzer’s campus. But after several back and forth exchanges between the city planning department and a serious look at the expenses involved—a new site was chosen: an alcove in the center courtyard at the art department building at CGS. This site provided excellent light, and it would cost much less money to build and dismantle.

The final design Turrell came up with was a huge aperture to the sky—a 22’ by 19’ by 23’ rectangular structure with a 10’ by 14’ opening in the top. Halogen bulbs inside generate a light that meets sunrise and sunset at the aperture. “One of the ideas is about what happens when artificial and natural light touch,” says Woodcock. “That experience is very subtle, but within the subtlety quite powerful. Another idea that Turrell mentioned many times was the importance of the viewer—that each person’s specific experience was an important aspect of the entire work of art.”

The design of the installation was assisted by architect Sean Paradeine, Pitzer students, and alumna Nancy Judd. Construction took two-and-a-half weeks, and was done by Pitzer.

Students

Thirteen students from a wide range of disciplines went on the Arizona trip. They were chosen through an application and interview process.

Julia Alper ’93, Pasadena, literature, critical theory
Kathy Chan ’94, Glendale, environmental studies and psychology
Joshua Crawley ’94, Portland, environmental studies
Patty Greenwald ’92, Claremont, literature
Athena Hahn ’93, Montclair, art
Marit Meyerson ’92, Dallas, art history
Chris Michno ’92, Claremont, political studies
Leigh O’Malley ’92, Claremont, political studies
Mary Rawle ’92, Upland, art
Carrie Rubenstein ’94, of Stamford, Conn., studio art and psychology
Amity Sandage ’92, Cupertino, anthropology and environmental studies.
Chris Schooler ’92, Colorado Springs, organizational studies and psychology
Keira Traxell ’93, LaVerne, art

Sponsors

Pitzer Academic Events Committee, the Compton Foundation, the Ross Foundation, the Darfee Foundation

the crust of a satellite in a solar system that is part of an evolving universe or series of universes.” For many in the group, the richest aspect of Turrell’s “approach” to the crater was the visit to the Hopi mesas, where they learned about Hopi history and culture. Roden Crater lies along a 75 mile line that extends from the San Francisco Peaks to the Hopi villages northeast up on the mesas. When the Kachinas come dancing across the land as clouds, bringing their gift of rain to Hopi corn, they pass right across the rim of Roden Crater.

“Turrell’s work is consistent with the Hopi paradigm in putting a cosmic perspective on our place within the universe,” Michno adds. James Turrell majored in psychology at Pomona, and the artist incorporates that training into his art as well. “I was very interested in how he took psychology and applied it to environmental art and merged the two into what he needed,” says Kathy Chan ’94. That combination of seemingly dissimilar fields fits right into Chan’s studies at Pitzer—
Day trip to Grand Falls.

students with assistance from Craig Baumhofer, Turrell's studio assistant, alumnus Devon Hartman, his partner Bill Baldwin, and others from Hartman-Baldwin Construction. Other construction volunteers included: Griff Roberts, John Thomas, Bill Lundby, Roger McLeod, David Jessup, and alumnus Taylor Gilbert.

"Both Arizona and the building of the installation were much bigger than we expected," says Woodcock thinking back on the entire project. "Living and working together over six months was a complex hot house environment. But now that the art is built, written, carved, printed, and edited, we have an extraordinary public art piece in Claremont, two posters, a catalogue in its second printing, and more than 20 fine art prints. All this documents an incredible interdisciplinary and communal adventure."

(above) Students screw on exterior plywood panels.

(right) Putting aperture in place.
**On Campus**

**Harry Pachon—Man of the Year**

Harry Pachon, Kenan Professor of political studies and Chicano studies, received the "Man of the Year" award in April from SER, a national Latino public service organization, for his work promoting U.S. citizenship among immigrants.

Also in April, Pachon gave the plenary presentation on "Latino Politics in the 1990s" at the Tomás Rivera Conference at the University of California, Riverside. And Pachon was interviewed by CNN in April for the "Inside Politics" program on the topic of Latino politics.

Students in Pachon's Latino politics course last spring participated in the mayoral election in Baldwin Park, which resulted in the election of one of the nation's youngest mayors, Fidel Vargas, 23.

**Jacqueline Levering-Sullivan Works on Book**

Jacqueline Levering-Sullivan, director of academic writing and instructor in writing, is working on a novel for children (the young adult category) called *Orphans of the Heart*. The story is about a young girl who must deal with the changes that are brought about by WWII and the separation of her parents. An added loss is the internment of her best friend in a Japanese internment camp.

In May Levering-Sullivan read a paper on Edith Wharton's novel *The House of Mirth* at the American Literature Association Conference in Washington D.C. The paper was titled "A Quickened Intelligence of the Heart: A Reappraisal of Gerty Farish in *The House of Mirth.*"

In July she read a paper, "The Writing Program Administrator as Evangelist," at the annual Writing Program Administrator's Conference.

**Judy Grabiner Gives Math Lectures**

Judy Grabiner, professor of mathematics, gave two lectures at the Annual Pi Mu Epsilon Student Conference hosted by St. John's University and the College of St. Benedict in Minnesota in April.

One lecture, "Descartes and Problem-Solving," focused on how Descartes' new methods, which we call "analytic geometry," were used to solve geometric problems vastly harder than anything tackled earlier. The presentation included some discussion about how these methods related to Descartes' philosophical writings on "Method." Grabiner says she has discussed this topic with students in her Math 108 "History of Mathematics" class.

The second lecture, "How Did We Come to Live in a Non-Euclidean World?" was about the history of non-Euclidean geometry and some of its philosophical implications, a topic which students taking her Math 1 course will recognize.

**Michael Woodcock and Fine Art Books**

Michael Woodcock, assistant professor of art and visiting artist, has been awarded the Printed Word Fund to organize an exhibit and discussion of fine art book design, printing, collaboration, and publishing in association with the publication of his and Professor Barry Sander's book, *1492 or 3* in the fall.

Woodcock is planning a series of events including two art exhibits, a printing demonstration, and a panel discussion.

**Ann Stromberg Scholar in Residence**

Ann Stromberg, professor of sociology, will be "Scholar in Residence" at Pitzer next spring. Freed from all committee work, she will teach only one seminar focused on her research on foster parents who care for medically fragile children. Students will do field research or internships related to vulnerable children in American society.

Stromberg's less academic adventures this year have included dogsledding in the cold of northern Minnesota and canoeing with 17 Cadette Girl Scouts on the Colorado River. They lived outdoors and learned how to cross country ski, snow shoe, and dogsled. They fed and cared for the dogs, saw the Northern Lights, and built their own snow shelter.

**On Campus**

**Faculty Focus**
She repeated the Descartes lecture at the Mathematics Honors Day at Pomona College on May 2.

In May Grabiner gave a lecture to the Skeptics Society (a California organization related to people who publish the periodical Skeptical Inquirer). The lecture was titled "The Use and Abuse of Statistics: A View from the Classroom." Other speakers in their once-a-month series this year included the magician James Randi, the philosopher Richard Popkin, and the astronomer John Mosley.

In July she gave two lectures to math groups involved with minority students. At Cal Poly Pomona, she talked to teachers about statistics and at Cal State L.A. she talked to pre-college students.

**Knight Foundation Grants**

Kersey Black, assistant professor of chemistry, Margaret Mathies, professor of biology, and Peter Nardi, professor of sociology, have been awarded Knight Foundation Faculty Grants for curriculum development involving computers and new library services.

**Ringler-Henderson on Sabbatical**

In the fall, Professor of English Ellin Ringler-Henderson and her husband will be sharing a sabbatical and taking a two-and-one-half month car trip around America to visit all the places they have never seen. In October, they plan to stop briefly at the Connecticut getaway cottage of Mandy Mecke and Mary Ann Zeman ’71 and in November they plan to "invade Ann Maberry’s well earned privacy in Oklahoma."

Says Ringler-Henderson: "I look forward to reacquainting myself with the areas of New England and Washington D.C. that I explored with a number of Pitzer students during the summers of 1975 and 1976, and of course to showing off my alma mater, Wellesley College, to my husband." Her sabbatical will also be devoted to designing a new course in 18th and 19th century Western European literature in translation, exploring the works of Voltaire, Goethe, Flaubert, Ibsen, Tolstoy, et. al.

**Yamane to Study Japanese Labor**

Linus Yamane, assistant professor of economics, received the Shimomura Fellowship to spend six months researching the Japanese labor market at the Japan Development Bank in Tokyo.

He also presented a paper on "Sectoral Shifts and Coordination Failure" at the Eastern Economic Association meeting in New York last March.

**Calderon Presents**

The League of United Latin American Citizens (LULAC) awarded Assistant Professor of Sociology and Chicano Studies Jose Calderon a California District Director Award at the LULAC state convention in May.

Calderon presented several papers during his first year teaching at Pitzer College.

In February in Los Angeles he presented “The Politics of Coalition-Building” at the Service Employees International Union (SEIU) Western Region Civil and Human Rights Conference.

Also in Los Angeles in March he presented “Social and Political Perspective on Language Rights” at a conference of the United Teachers of Los Angeles.

Calderon went to San Diego in April to give a paper titled "Harnessing the Strength of Diversity: Building Effective Multi-Ethnic Coalitions" at a plenary session of the 77th Annual National University Continuing Education Conference.

He also travelled to Pittsburgh to give two papers at the 87th Annual meeting of the American Sociological Association in Pittsburgh. The papers, “From Racial Conflict to Multi-Ethnic Coalition-Building in a School District” and “Sources of Urban Conflict” were presented at a special panel on the aftermath of the verdicts in the Rodney King incident.
Car Culture Gets Coverage

The new course “Cars and Culture” developed last year by Harvey Botwin and Rudi Volti has received a great deal of interest. Botwin reports that a number of students from each of the Claremont Colleges signed up for the course. Articles about the class appeared in Auto Week magazine, the Riverside Press-Enterprise, and The Inland Valley Daily Bulletin.

Third World and New World Order

Lako Tongun, assistant professor of Third World and political studies, and members of the Third World cluster have been awarded the Forum Fund to hold a conference this fall on “The Third World and the New World Order.” The conference will be organized in association with several new courses: contemporary political and social movements in the Third World; gender, spirituality and ecology: case studies from the Third World; introduction to Latin American literature and film; and women in the Third World; change and development.

Hertel “Phases In” Retirement

Carl Hertel, professor of art and environmental design, will be working his way toward retirement this year and plans to teach only in the spring.

Hertel, who has been at Pitzer since 1966, will be traveling to China in September to attend an international Q-Gong conference with Sharon Snowiss and visiting professor Si-Tu Jie. There they will present papers and discuss a sister college situation with the College of Traditional Medicine in Shanghai. Hertel says he will plan an international Q-Gong conference at Pitzer sometime in the spring.

He will spend the rest of his time painting and writing at his home in Placitas, New Mexico. Hertel has a studio about seven miles west of his home in an old convent school in Bernalillo. His space is the former office/library of the Mother Superior. He reports that along with a few artists’ studios, the old school also houses a psychologist; a reflexologist; bio-magnetic massage therapists; an herb store; a drugstore; a barbershop; the offices of ‘LaVida Buena;’ and a small restaurant called Savor of Thyme.

“The ghosts of nuns and the murmur of Hispanic and Indian kids creaking and crashing through the old hallways make for an interesting shift from my Scott Hall office,” he notes.

Is Humanist Sociology a Myth?

Glenn A. Goodwin, professor of sociology, directed a Ford seminar in spring 1992 on “Underlying Epistemologies of Persons of Color.” Six faculty members participated. “The seminar proved to be exciting and informative for all of us,” said Goodwin. “I am using some of the readings and insights from this seminar in my courses for next year.”

In August Goodwin attended the annual meetings of the American Sociological Association and the Society for the Study of Social Problems in Pittsburgh.
Goodwin will be on sabbatical in the fall and will be working in his office “beefing up” a couple of courses and writing academic papers. He will travel to Portland, Maine, in October to present a plenary address on the issue “Is Humanist Sociology a Myth?” at the annual meeting of the Association for Humanist Sociology.

The Pacific Sociological Association recently appointed Goodwin chair of the Committee on Teaching for 1992-93. The association covers all the western region of the U.S.

Robert Albert

Professor Emeritus Robert Albert recently has been elected president of the Division of Psychology and the Arts of The American Psychological Association. Albert also gave an invited speech, “Sensitive Periods in a Developmental Model of Eminence,” at the August meeting of the American Psychological Association, Washington, D. C.

David Furman

Professor of art, David Furman, has been asked to create a ceramic art work for the American Craft Museum, New York City. The work will be part of an exhibition/auction in November entitled, “Off The Wall,” and will benefit the Museum’s special projects.

Last spring his work was exhibited at the John Natsouhas Gallery, Davis, California, the Ferrin Gallery, Northampton, Maine, the Faith Nightingale Gallery, San Diego, California, and the Winfield Gallery, Carmel, California. During the summer his work was featured at the Kirkland Art Center, Kirkland, Washington, the Kavosh Gallery, Sun Valley, Idaho, the Elaine Horwitch Gallery in Santa Fe, New Mexico, and the Tortue Gallery, Santa Monica, California. In November he will present a slide lecture on his work to the art department at New York University.

Carl Hertel has been working on a number of site pieces in Placitas. This piece, made of plastic water bottles, sunlight, and moonlight is located in the Blue Cow Wash in the Upper Mojave Desert. It is titled “Light/Water Wall.”
TOWARDS DIVERSITY

Thank you, President Ranslow, distinguished faculty, parents, friends, and graduates. Thank you for inviting me to speak. It is an honor to be here, a very special privilege.

I always enjoy my visits to Pitzer, and while the college has changed in the 21 years since I graduated, special friendships and the essence of the school have endured.

Yvette, Mary, Abbey, do you remember the first day we arrived here in the fall of 1967? Pitzer was a college for women; almost brand new; founded in 1963, committed to many ideals, including the ideal and practice of racial and cultural diversity. Our class represented the first serious implementation of that commitment. In all, I think there were about 12 African-American freshman in our class. Plus three black students who were here when we arrived. Two of the three were from other countries.

Diversity is a laudable idea, but in practice we all struggled, the individuals and the institution. We learned that creating a diversified environment, one that reflects the diversity of our nation, is not enough. We learned that understanding, sensitivity, and acceptance do not occur automatically.

In fact, the very first incident of prejudice and insensitivity involved an African-American freshman from South Central Los Angeles. Today, she describes herself in 1967 as having been idealistic, accepting of everyone, optimistic about college and meeting new friends of every color. I know that when she arrived she was caring, sweet, and trusting. Her roommate was a white freshman from a wealthy family, I think from Oregon. I never knew her. Many of us never spoke a word to her for as long as she was here, because her parents demanded that the African-American girl be moved out of the room the two girls shared; and Pitzer complied. They told our friend to pack and move. You can’t imagine the long lasting hurt, damage, and betrayal felt by that young African-American girl.

From that time to very recently in her adult life, all many people saw in her was hardness and anger. Few understood that her harsh facade was borne of a very deeply felt hurt. All of us were hurt.

After that, the institution and the individuals continued to struggle with the newness of the college and its diversity. We struggled for the survival and success of our new college and its goal of a diversified student body. We hurt each other—not on purpose. We helped each other—when we could. We separated ourselves. We joined together. We made mistakes and we learned from our mistakes. Our struggle forged lasting bonds and links to our future.

By graduation in 1971, Pitzer was co-ed. We had come through the civil rights movement, the war in Vietnam, the peace movement, the assassinations of Robert Kennedy and Martin Luther King, Jr. There was Woodstock, Black pride, Black Power, Flower Power, and Hair. Men & women wore short hair, long hair, straight hair, kinky hair. Hair was a symbol of our generation’s liberation.

Parents hated our hair. I used to wonder what my children would ever want to do to their hair that would cause me grief. I don’t wonder anymore; I just pray we won’t argue about it.

I appreciate your indulging me in this bit of nostalgia about life 21 and 25 years ago. But, the past is certainly relevant to our present as we ponder the fact that after 25 years, racial and cultural prejudice, perceived and real injustice, poverty and despair still exist.

Also, there have been dramatic demographic changes in our cities.
According to the U.S. Census, in 1960, the total population of Los Angeles County was 6,038,771 people.

- 80% Anglo
- 9.6% Latino
- 7.6% Black
- 1.9% Asian/American Indian
- 0.1% Other

By 1990, 8,863,164 people lived in Los Angeles County.

- 40.8% Anglo
- 37.8% Latino
- 10.5% Black
- 10.5% Asian/American Indian
- 0.2% Other

Moreover, in one elementary school in the Los Angeles Unified School District, more than 40 languages are spoken.

Greater diversity, but from all reports and accounts, intolerance, insensitivity, and apathy persist.

They persist in our institutions, in our communities and within ourselves.

Yes, within ourselves and we must recognize and admit that our backgrounds, orientations, experiences, frames of reference, family, ethnicity, culture—all of these things—dictate and affect how we see and perceive other people, and how we treat people.

- Do you trust law enforcement officers?
- Are you afraid if confronted on the street by a group of African-American teenagers?

• What assumptions do you make about homeless people, about Hispanic males congregating on corners hoping for a job?

• How do you react when three families move into the two bedroom single family residence next door?

• What if you are that African-American boy confronted by the police for no reason? As a white, do you believe such a thing can happen?

My son Aaron called me one Sunday afternoon. He had attended a Raiders game at the
Los Angeles Coliseum with his father. He said, "Mommie, the worst thing just happened to me. I can’t believe it happened. I’m still upset. I know you told me it could happen but I never believed it would happen to me."

“What happened, Aaron?”

“Well”, he said, “I went to the concession stands and then I went over to a large dumpster to throw away some trash, and there were these two white policeman standing near the trash can. The three of us were the only people in the area so I know they were talking about me, and I know that on purpose they spoke loud enough for me to hear them.

“One of them pointed toward me and said, ‘What gang do you think that one runs with,’ and they looked at me and laughed and he said ‘Maybe Blood, maybe Crip.’”

My son was hurt. And I hurt with him.

Even though they were mistaken, the two officers probably wouldn’t consider themselves racist. In fact, they were probably quite proud that they could identify a young gang member—a threat to society. However, their mistake, posturing, and bragging was at the expense of a vulnerable, impressionable, 12-year-old, who thought of himself as an individual who would be judged on his own merits. Aaron’s only mistake was that he wore a Raiders jersey and blue jeans to a Raiders game.

A year ago, the captain of a San Fernando Valley police division didn’t think he was biased when he told black parents that police officers had a right to stop African-American teenage boys who attended an exclusive private school. You see, he said, brown skinned children are the same color as some gang members and police have a right to check them out. But, don’t worry he told the parents; your sons can carry my card.

The captain thought he was doing the families a favor. The parents wondered why American citizens should have to carry passes in their own country. Minor and major indignities are suffered by many people. Such indignities persist and continue to do great damage to our individual and collective psyches.

Moreover, our individual and collective attitudes shape our institutions, particularly our judicial institutions.

As a superior court judge, I am assigned to the dependency court. I handle cases involving abused and neglected children. I believe that this is the most important assignment in our court system.

We deal with families and children and our work has wide ranging impacts not only for the people who appear in our court, but for our communities and the future of our children as well.

This is the most important work that I have ever done and I have made a commitment to stay in this assignment that has been described as follows in the Report of the Judicial Council Advisory Committee on Gender Bias in the Courts:

“The juvenile court is generally regarded by other judges and participants, as well as the public, as having a lower status than civil and
Acting President Paul Ranslow congratulates commencement speaker Emily Stevens '71 at a reception on the Grove House lawn.

Further discouraging the interest of judges in seeking a juvenile court assignment."

The Report also concluded that: "... the path to understanding bias can be blocked by a series of obstacles that impede progress. The first obstacle to judicial understanding of bias is personal resistance. Sometimes judges fail to take the issue of... bias seriously because it implies a lack of impartiality; an implication that is difficult for judges to accept. Judges may not understand or may ignore the life experience of those whose lives are so different from their own."

Clearly, understanding and tolerance must begin with acceptance of our own biases and the realization that we are each responsible for educating others and for helping to eradicate bias and intolerance within the institutions that serve all of the people who live in our communities.

I selected Pitzer College in part because the 1964-65 catalogue contained an open letter from then president, Dr. John W. Atherton, which read:

"To all young women interested in joining an exciting new college devoted to exploration and discovery in the social and behavioral sciences and liberal arts we at Pitzer College extend a cordial invitation."

I didn't consider the cultural diversity of the campus, and there was nothing in the catalogue with that issue. However, Pitzer's 1967-68 catalogue, for our freshman year, addressed the College's position on diversity as follows:

"Pitzer makes every effort to provide a student body of diverse ethnic, cultural, geographical and socio-economic background."

For the year we graduated, the 1970-71 catalogue contained the same statement.

But, the general goals of the past have evolved into six very specific educational objectives, and these objectives reflect a growth and understanding that make me very proud of my alma mater. Two of these objectives have a special significance for me. The first is intercultural understanding.

"Through learning about their own culture and placing it in comparative perspective, students come both to appreciate other cultures and to recognize the ways that their own thinking and actions are influenced by the culture in which they live."

The second objective is Concern with the Social Consequences and Ethical implications of Knowledge and Action.

"Through examining the social consequences and ethical implications of the issues they explore, students learn to evaluate the effects of individual actions and social policies and to take responsibility for making the world we live in a better place."

These two objectives recognize that with diversity must come education, understanding, sensitivity, and action.

I hope that each of you will internalize and incorporate these objectives. I hope that you will remember that helping and giving to others never diminishes but always enhances. I hope that in 20 years you will still be committed to making this world a better place for all of us and that you will have enduring friendships and people to thank for enriching your lives.

Thank you Allen Greenberger, Lucian Marquis, Werner Warmbrunn, Yvette and Mary my roommates, for enriching my life.
Each year, an outstanding senior is chosen by a committee to give an address to his or her class. This year's speaker was Masseo Gonzales, whose field study concentration was Chicano studies.

In light of the recent conflicts in Southern California, perhaps Pitzer College has reason to be proud of its reputation as a leading liberal arts institution, emphasizing diversity in its student body, in its curriculum, and in its faculty. Diversity is even stressed in one of Pitzer's educational objectives for the students—intercultural understanding. So as we come together today—students, parents, friends, faculty and administration—to say farewell to Pitzer's graduating class of 1992, perhaps there isn't a more appropriate theme to reflect upon than the issue of "diversity." But let me premise my reflection with a little story which actually happened a few months ago.

It was a Tuesday morning in early March and I had just discovered that seniors would have the opportunity to try out for the senior graduation speech. The suggested topic would be diversity. While driving to a location here on the Claremont Colleges, realizing I needed to order some items for graduation, I was pondering whether I should try out for the speech.

I couldn't help but think that the issue of diversity and the discussion of race, class and gender had received enough attention. One hears about diversity on our campuses, in our classrooms, in the newspapers, and it seems to have become a sort of academic and political buzzword.

Still undecided whether I should try out for the speech, I parked my automobile, entered the store and proudly began ordering the necessary material for graduation. I say proudly because though I did drop out of high school—unfortunately like so many other Chicanos during my time—I made an effort to return to school. I took the G.E.D., did well through the community college and state university system, then transferred and was now graduating with a fairly decent G.P.A. from a fine institution like Pitzer College.

As I was filling out the data on the order form, however, I couldn't help but notice the salesperson assisting me leaning awkwardly over the counter, obviously observing that my degree was in "Chicano studies." Looking up, perplexed at the attention I was getting, I was suddenly humbled by what followed. In an innocent, yet obviously disgusted way, the salesperson asked me, "you spent four years doing that?" Well, I must admit, I was hurt. But more than hurt, I was angry. Angry that perhaps people still do not understand the importance of respecting and studying culture. Angry that perhaps too much emphasis is put upon technological and scientific inquiry, and too little directed...
toward social and cultural analysis. Angry that perhaps people still do not understand what it means to be diverse, to recognize that we live in a world of failing human relationships, where inequality and manipulation and racism still exist, and that we—the human race—are the losers in the end.

The following reflection is dedicated to this person, and to all those who for whatever reason still do not understand what it means to be diverse.

To be diverse is to be open-minded, to see that perhaps your way, or my way, is not the only way.

To be diverse is to look honestly around us, to acknowledge that perhaps the world doesn’t have to have so much violence and suffering. To be diverse is never to justify human misery.

To be diverse is to be aware of our history, and to acknowledge that it was not so long ago that people were routinely segregated, and discriminated against, and even murdered because of the color of their skin, the culture they belong to, or the language they spoke.

To be diverse is to realize that our present is shaped by our past, and that the social evils of our time are not unfortunate accidents, but results of historical injustice. It is not enough merely to attain racial and gender quotas, but to change attitudes and ensure that quotas will never be needed again.

To be diverse is also to realize that we all have within us the victim and the perpetrator, the oppressed and the oppressor. And that justified anger unchecked simply perpetuates the cycle of abuse and violence.

To be diverse is to realize that your soul is no bigger—or smaller—than my soul, and that we are all created with fundamental rights, not the least of these is the opportunity to express our full human potential, regardless of what country, or neighborhood, one might be born in.

To be diverse is to recognize that the world is much smaller than one might think, and that honestly upon our unique social and historical responsibility, in creating a more just society. For faculty, it may mean something simple like being concerned not so much with what you teach as how you teach. For administration, concerned not so much with popularity when making decisions, as personal integrity. For parents, perhaps being diverse is not trying to control your child’s future, but courageously letting go of it.

And for us graduating seniors? Perhaps to be diverse is to realize we now have a license to learn; and that a liberal arts education is meaningless if it does not lead to action and a newfound faith. A faith not simply in a God, or more
On Campus

by Mariel Garza

On a sunny spring afternoon, David Perez stands in front of a podium at a youth conference in Fullerton facing the toughest audience—hundreds of high school students. Clad in dark sunglasses, baggy pants with suspenders, a black Raiders jacket, and a pair of handcuffs dangling from his back pocket, he hardly looks the part of a college administrator.

But that’s exactly the point. Perez, the director of Pitzer’s Early Outreach Program, is someone with whom these teenagers can readily identify. And that makes it easier to drum home the message he has, not just for these assembled students, but for every “at-risk” youth.

The message is that education—not gangs or drugs or early pregnancy—is the key, that college is not an unobtainable dream. “Trip out on this,” he tells them. “You are the future.” Each and every one of you is beautiful. Each and every one of you is special. Each and every one of you has so much potential.

“This is a message that many of these students may not have ever heard,” he said. Four years ago, Pitzer established the Early Outreach Program as a way to reach out to local at-risk students and give them college exposure so they have more choices than they get from the mean streets outside.

The program was first headed by Henry Watkins, who was director for two years. Then in July 1990, Perez took over the helm. Perez came from Cal Poly Pomona where he received his B.S. in social sciences and then worked in various administrative positions, including director of multicultural programs.

In addition to his hours spent with Pitzer’s Early Outreach Program, Perez speaks often at colleges and conferences, spreading his uplifting message. Perez’s voice is so powerful because, as a former “at-risk” student himself, he knows what pressures these kids face from home, from school, and from their peers.

More often than not, “at-risk” students are recruited by gangs and drugs rather than colleges and universities. Perez aims to change as much of that as he can.

In the Pomona Valley, in which Pitzer sits, the statistics are grim. One out of every three children lives in poverty, according to Perez. “For many of these students this program is a way of helping them stay alive,” Perez said. “In south Pomona, they are exposed to a lot of older people who are in gangs and on the streets. This is giving them a sense of hope that there are alternatives.”

Before Perez’s speech in Fullerton last spring, an excited high school student approached him to say hi. Paula Camacho from Tustin High School had seen Perez speak last year at the same conference and was thankful he decided to return.
Early Outreach director David Perez visits Southridge Middle School in Fontana to discuss “College Myths.”

The students timidly ask Perez questions that might seem silly to college students. But as Perez tells his students frequently, the only dumb question is one that isn’t asked.

“That’s a good question,” Perez beams in response to one student’s query about college life. “Get DOWN!”

The class breaks up in giggles. Near the end of the class period Perez asked the students to take a sheet of paper from their folders and write about the most valuable thing they’ve learned from Early Outreach.

Most mention that they now realize that college is accessible, and almost everyone notes that he or she is now planning on attending college.

She used to be involved in gangs, she said, and Perez’s words struck her deep, made her rethink her future and her present.

“She makes you think about what you’re going to do,” Camacho declared. “He wants us to be proud of ourselves.”

It is Friday morning and in the library at Southridge Middle School in Fontana, a city plagued with steadily increasing gangs, crime and drugs, about 30 students have gathered for their regular Early Outreach meeting.

Today the students are talking about college, particularly about their recent trip to Claremont to tour Pitzer’s campus for a day.

“The most valuable thing that I’ve learned from Early Outreach,” writes 9th-grader April Jackson, “is that it doesn’t matter if I am rich or poor, slow or fast, dumb or smart, boy or girl, or what color I am. I can still have a college degree and there will be people there to help me out if I have any problems or any questions. I should try my best to stay in school and go all the way to college.”

Pitzer’s Early Outreach office is two small rooms on the main floor of Mead Hall. With the help of more than 20 student volunteers, Perez and his assistant Norvetta Stromiles Williams manage to reach hundreds of students through on-site activities, a newsletter, and visits to Pitzer’s campus. Williams joined the office in January 1992 after a leave of absence from the College where she had formerly worked in the dean of students office since 1968.

Sometime in the future, Perez would like to create a summer bridge program where young students could spend up to a month on campus, living in the residence halls and attending at least two classes.

Meanwhile, Perez is working to secure a bright future for as many troubled youths as we can. It isn’t easy, he says, but few things worthwhile are.

A note from Rachel Valdez, an student from Southridge Middle School, pretty much sums up what Perez and Pitzer are accomplishing through the Early Outreach Program.

She wrote: “Thank you for coming to SMS and talking to us about college because if you hadn’t come probably no one would have talked to me about college.”
Statistics tell only half the story when it comes to counting work, according to MacArthur Chair in Women’s Studies Lourdes Arguelles. When scholars and government bureaucrats determine a country’s Gross National Product, they count up the total market value of all goods and services produced by a nation during a specified period. Or at least, that’s the theory. According to Arguelles, however, a lot of bending and lifting, planning and executing, and plain old sweat—in other words, a lot of “work”—is left uncounted by the statisticians.

The work is not counted for several reasons, the most important being that the workers are not paid. “These uncounted, unpaid laborers—most of them women—contribute to society,” Arguelles notes. “But their efforts are not recognized by the number-crunchers.”

In April, Arguelles and Margaret Prescod, organizer with the Wages for Housework campaign, assisted by students, faculty, staff and grassroots activists, organized a major conference on the Pitzer campus that looked at ways to change the way the numbers are computed.

The conference, “Counting Women’s Work: Activism and Academe,” was free to the public and attracted more than 150 people. An arts and crafts program focused on counting invisible work was made available to children accompanying conference participants.

The Pitzer conference was the first such event since 1985 when the final conference of the United Nations Decade for Women mandated that governments count women’s unwaged work in all labor statistics data and GNP figures.

Panelists to the conference came from as far as Guyana, Nova Scotia, London, and Delhi. “It was a truly grassroot, intercultural, and international conference,” recalls Arguelles, who moderated the three-day event. “We heard many voices that are not often heard in the academy.”

Keynote speakers were Selma Jones, founder of the International Wages for Household Labor Campaign and coordinator of the International Women Count Network; Wilmette Brown, author of Black Women and the Peace Movement and Roots: Black Ghetto Ecology, who led the delegation that won the UN mandate in 1985; and Andaiye, a well-known activist in the Caribbean who co-founded Red Threat with the famous Marxist theorist Walter Rodney.

Seven professors from the Claremont Colleges also participated, including Pitzer Professors Linus Yamane, Agnes Jackson, Jose Calderon, Sue Houchins, and Ruthie Gilmore.

According to Arguelles, students were involved in all phases of planning the conference. “Planning was both painful and exciting,” she observes. “The planning process itself was an incredible experience as academics, students, and grassroot activists began the difficult process of learning to work together.”

According to keynote speakers Brown and James, the majority of women’s work goes unpaid and uncounted everywhere in the world. Cooking, cleaning,
Keynote speakers at the conference were Wilmette Brown, Lourdes Arguelles, Selma Jones, and Andaiye.

chauffeuring, doing laundry, caring for children and other family members—all of this work takes a toll on women and deserves to be counted, they say. Even in developed countries with modern conveniences, housework can take hours each day. In the Third World, women can toil up to eight hours just cooking one meal, often without running water or electricity.

The ultimate goal for many activists is to not only "count" housework, but also to pay women for it. The first step, however, is to force statisticians to recognize "invisible" work.

U.S. Representative Barbara-Rose Collins (D-Mich.) responded to the U.N. mandate by introducing HR 3625, "The Unremunerated Work Act of 1991," which would require the U.S. Bureau of Labor Statistics to conduct surveys of unpaid work, calculate its monetary value, and include it in the GNP. Collins could not attend the conference, but she sent Sherry Newton, her legislative assistant, a message, which was read to the conference by Prescod.

"Isn't it ironic that the labor laws require employees to work a maximum set of hours per week while working mothers pull double and sometimes triple shifts every day of their lives," Collins said in her written statement.

"Then we're off to work to earn what is usually a very low wage, then we come back home to the children where we must play the role of listener, cook, cleaner, and playmate."

The bill is being examined by the Labor-Management Relations Subcommittee and will be reintroduced next session, according to Collin's Washington office.

According to Arguelles, the theme of the conference, "Counting Women's Work," will continue in a new course at Pitzer coordinated by Prescod and including guest lectures by activist-scholars involved in various aspects of the counting women's work campaign at the national and international levels.
We find ourselves in a time when issues related to race and ethnic relations have moved to center stage. Not only have we witnessed Los Angeles burning, but we have been exposed to similar incidents in New York, Chicago, Houston, Philadelphia, Miami, Oakland, Denver, and Phoenix. Various Eastern European countries at this moment are caught in bloody wars between ethnic factions. On the campuses, we find ourselves in the middle of ongoing debates over the meaning of diversity and the validity of affirmative action. The faces of Willie Horton, Rodney King, Tawana Brawley, Allen Bakke, and David Duke (to name a few) hang over this discourse.

Placing Blame

In the debate about ethnic and racial conflict, there are those who blame people of color for failing to assimilate. This tendency follows the character of pre-1970s social science literature that gives weight to cultural factors as being the primary force that influences collective action. People of color and other ethnic groups are compared to European immigrants. If all groups had followed the European example, the argument goes, everyone would have achieved the same social and political successes.

Traditional conservatives, manifested in individuals such as Clarence Thomas and Linda Chavez, call for a "pull-yourself-up-by-the-bootstraps" approach with little emphasis on the historical and systemic factors which have kept people of color segmented at the lowest levels of the social stratification ladder. But others disagree. In response to the assimilationist perspective, they argue that more emphasis should be placed on the structural and systemic barriers to equality. Rather than blaming any individual for his or her problems, this perspective finds strength in diversity.

Sociologists, such as William J. Wilson, argue that the problems of people of color are more a function of class than race and that a broader social-reform agenda is needed that goes beyond affirmative action. Wilson proposes moving away from liberal strategies based on distinctions between the interests of racial/ethnic groups to "race-neutral programs" such as "full employment strategies, job-skills training, comprehensive health care, reforms in the public schools, child-care legislation and prevention of crime and drug abuse."

Course Studies Debate

Pitzer students get a chance to grapple with the complex arguments proposed by both sides in my course as well as other "Race and Ethnic Relations." The course begins by examining important concepts, issues, and theoretical perspectives in the field. It proceeds by identifying the underlying historical, political, and economic foundations of racial/ethnic conflict and cooperation. While the primary focus is on the major racial and ethnic groups in the U.S.,
"In a sense, we are all students and teachers,"

says Jose Calderon.

"The challenge is to learn from each other, to share our knowledge, and to critically analyze where our experience fits in with what others have written before us."

attention is also allocated to the context and character of U.S. immigration patterns and the intersections of class, race, and gender.

In this class, as in all my classes, there is a constant interplay between what is theoretical and what is concrete. While it is important to grasp the contemporary literature on race and ethnic relations, it is just as important to create a dialogue with the literature. I attempt to create the atmosphere for this dialogue by acknowledging that each individual in the class brings a world of experiential knowledge with them. In a sense, we are all students and teachers. The challenge is to learn from each other, to share our knowledge, and to critically analyze where our experience fits in with what others have written before us.

Real Life Issues

To develop dialogue and to bring the theoretical and concrete together, I use various devices. Each time the class meets, I bring a copy of the daily newspaper and share an article and/or articles that focus on a controversial issue having to do with race and ethnic relations. This never fails to bring out varying perspectives on up-to-date critical race relations issues. At the same time, it is a good way of sparking the discussion in the direction of the readings for the day. Last spring’s class, for example, got into intense debates on everything from issues dealing with the appointment of Clarence Thomas to the Pitzer presidential search.

The class is treated as one big society and, as in the real world, it has structure and segmentation. I purposely divide the class into various types of discussion groups. One type is randomly selected and usually multi-ethnic. Another is divided according to various novels which deal with the everyday lives of the major racial/ethnic groups in the U.S. I have found that members of a particular racial/ethnic group tend to gravitate toward the novels written about their own group. This mixture results in exciting examples of both cooperation and conflict.

Discussion groups focusing on the novels are required to identify major themes and relate them to course concepts and life experience. Collectively, they must take the results of their dialogue and develop a class presentation which utilizes a creative medium.

Class Projects

Last spring’s class came up with some creative presentations which integrated critical dialogue and theory with life experiences. The first group, focusing on Toni Morrison’s The Bluest Eye, created a combination of original poetry, rap, and video to express their idea that “race is a pigment of our imagination.” The video included interviews of shoppers at a nearby mall. After being shown pictures of various women representing different racial/ethnic groups, shoppers were asked to point out the one that they thought was the most beautiful. The results of this creative exercise sparked good discussion on the role that society plays in the formation of ideas regarding race, class, gender, and sexual orientation.

The second group, utilizing Sandra Cisneros’s description of a barrio in The House on Mango Street, presented a video comparing Pomona’s barrio side of town to more affluent urban areas. The third group, which focused on John Okada’s No No Boy, used the medium of theater to present a play about the troubles that Japanese-Americans faced in the aftermath of Pearl Harbor. The fourth group, after reading Louise Erdrich’s Love Medicine, used poetry, film, and music to describe the relocation of Native Americans and the obstacles that they confront when moving from the familiarity of the reservation to the alienation of urban cities.

With critical dialogue as a foundation for the class, the atmosphere is developed for understanding others’ theories and for interpreting the reality of relations around us. Ultimately, we learn that it is not enough to know our reality. We must also go beyond being spectators to (at least minimally) feeling that we can be participants in transforming that reality.

The class ends as a practical beginning in drawing upon the strength of diversity to find commonalities in restructuring the institutions that oftentimes play a significant role in dividing us.
When it comes to portraying minorities, television gets a failing grade, according to a study devised by sociologist Peter Nardi for the Media Image Coalition. The two-year-old coalition consists of 16 ethnic, women's and media groups concerned about portrayal of women and minorities in the media. It was formed in association with the Los Angeles County Commission on Human Relations.

"Most minorities remain nearly invisible on prime time TV." That's the conclusion Nardi formed after reviewing what was said by 569 speaking characters on 56 prime-time dramas and sitcoms for one week last fall. The study looked at programs on the three major networks and Fox from October 28 through November 3, 1991.

Among the study's findings, Nardi reported, was that in general, characters on prime time dramas and situation comedies are "mostly male, white, single, heterosexual, in their 30s or 40s, and work in professional, managerial, or semi-professional, middle to high income jobs."

The study also showed that although the number of black characters on TV is relatively high in comparison with the general population, 17 percent vs. 12 percent, other minorities are "virtually invisible."

Of the 555 characters whose race was discernible, only two were Native American (.4 percent), three were Asian/Pacific ( .5 percent), nine were Latino (1.6 percent).

The nation's actual Latino population is 9 percent and the Asian population is 3 percent. These percentages are even higher in Southern California, home of the television industry.

Other groups were also underrepresented among the characters identified. "Few are over 60 years of age, virtually none are gay or lesbian, very few are seen as religious, and less than two percent are physically or mentally disabled," the report said.

According to Nardi, many groups were so underrepresented that it was difficult to do any in-depth analysis of the characters to see how they were portrayed. For example, there were only four gay men and one bisexual woman portrayed, barely 1 percent of the total.

Some minority groups that were analyzed often exhibited negative characteristics. For example, the study showed that although Latino and Asian were only about 2 percent of all the characters shown, they comprised more than 8 percent of those committing a crime.

One exception was that in general, African-Americans on the shows watched were portrayed positively, although they were more likely to be featured on sitcoms than on dramas.

The study showed that women on TV are more likely to be portrayed as divorced or separated than men (9.4 percent vs. 3.9 percent) and more likely to be portrayed as young. Women characters were seldom over 50 and often in their teens and 20s.

Nardi expressed concern about the way television portrays minorities. "The more television people watch, the more likely they view minorities in the way they are portrayed on TV."

The coalition called a press conference in the Screen Actors Guild headquarters in February to discuss its findings and make recommendations.

Among the recommendations, the coalition called upon the media to: "1. Create shows that include the rich diversity of people who make up the fabric of American society today. 2. Make visible diverse groups of people as regular, recurring characters, not just part of a special issue show. 3. Portray the diverse range of people in accurate and balanced ways."
In Our Own Words

Father Knows Less

The night before my six-year-old daughter’s first day in first grade, I told her a story. It revolved around the antics of two squirrels named Sam and Susan, old favorites from our bedtime fiction. I confess, I couldn’t resist shaping the plot around their first day at school, a day filled with small anxieties, a bit of hijinks, and a confrontation with a couple of would-be bullies. Naturally, Sam and Susan were triumphant (the miscreants ended up floundering in a swimming pool), and the squirrels returned home safely to regale their parents with tales of derring-do.

It didn’t occur to me until later that I had crafted this particular narrative for my sake as much as for Rebecca’s: my nerves needed quieting; I needed more reassurance than she did that she would flourish in and successfully negotiate the pitfalls of school.

I especially needed reassuring when I walked with Rebecca into her new classroom the next day. We didn’t exactly stroll through the door but instead had to force our way in. The place was a madhouse, with too many kids and their parents pressed into too small a space. My doubts crowded in as well. The school was clearly unprepared for the demographic echo boom that the baby boom generation has produced. How would one teacher handle, let alone teach, all these kids?

At that moment, however, more immediate and pragmatic concerns took precedence. “Help Rebecca unpack her things,” my wife, Judi, shouted above the din; her progress into the room had been checked by the swirl of bodies. That we could manage, and so together we emptied Rebecca’s backpack, pulling out the day-glo orange lunch box and a manilla folder stuffed with the required address forms, permission slips and medical information. Next, from the grocery bag, came bottles of Elmer’s glue and a packet of yellow No. 2 pencils, an eraser, boxes of Kleenex, spiral notebooks and a roll of transparent tape. Each was stored,
Already close set of parent-child key transitions in his daily life: the
earl-y morning rush — the car never seemed to start — to catch the
commuter from Connecticut into Manhattan; his return, after our
lunch. In this classic, gray-flannel tableau of ’50s suburban life and
domestic arrangements, my
mother figured more centrally. I
wanted a more balanced
relationship for my own children
(and for myself). Quantity time
was the goal.

That took some doing. Two
years ago, for example, after
teaching in the morning, I
would leave the university to pick up
Rebecca at her nursery school at
11:30 a.m. On the way home,
we’d buy a bag of peanuts at a
nearby convenience store, nosh,
and recount our days. In an
excited voice she’d tell me of
“chase,” a game in which all the
kids would, well, chase one
another around the playground.
Or she’d proudly display art
projects: watercolor rainbows (her
favorite) or collages of twigs,
autumn leaves and acorns that still
adorn my office walls. My
recitations of grading papers and
talking with students were
mundane in comparison, but it
never seemed to matter.

Once home, we’d make lunch
and, while eating, read the
comics, from “For Better or for
Worse” to “Fox Trot”; while we
took our cues, I suspect, from
different aspects of these pithy
commentaries on North American
family life, it was in these small
moments of many details that we
were bound together.

These moments also built up to
my favorite: nap-time. It was
so, not because Rebecca would
fall asleep, but because I would.
We’d settle down either by
reading or telling a story, and
invariably in the midst of this, our
eyes would get heavier and
heavier. The next thing I’d know
I was resurfacing from a 30-
minute nap. That’s parental
quality time.

This idyll couldn’t last. By
mid-year, Rebecca was staying
awake longer than I was, and she
had little patience with my
pennant for dozing. If I nodded
off before finishing my story, she
would nudge me awake so that I
could wrap things up. I tried
subliminal messages, ending my
tales with Sam and Susan, or some
other imaginary character,
slapping into a deep, deep sleep.
To them all, Rebecca proved
increasingly immune.

Worse, by the time she turned
five in the spring she had banished
naps from her vocabulary. Which
meant that mine were a thing of
the past, too. One consequence
was that, like any child, I would
get feisty and irritable at the end

of the long day. “You need a
nap,” Judi would say. How true.

My cozy, mid-day ritual would
have ended the next August in
any event, for Rebecca attended
an afternoon kindergarten. Once
again, my schedule shifted to
match hers. Instead of picking her
up after school, I now raced home
from classes at 10:30 a.m. and,
two days a week, took her to
music or gymnastics, ate lunch
with the kids in her class and then
drove any number of them to
school. The previous year’s

I whispered
to her how
much we
loved her
and how proud
of her we were,
and I felt her
fierce squeeze
and quick kiss
in return.
intimacy was gradually set aside as her world widened.

I sensed this most sharply when we would pull into the school’s driveway. I wanted to walk with Rebecca and her friends to the playground, where class began. It would give me a chance to chat with other parents and the teachers and have a more extended goodbye. Rebecca had other ideas. She wanted me to pull up to the playground gate and have a teacher escort the kids out of the car. When the door opened—for she got her way—she’d shout, “Bye-bye, Da-da,” in mockery of recently-departed baby days, wave her hand, blow a kiss and be off. She was drawing lines in the sand.

Familiar territory

These lines have only expanded now that she is in first grade and travels to school on a large yellow bus. When its door snaps shut, I know I’ve become more observer than participant in the daily flow of her life; hereafter, what news I’ll receive about it will come in the form of reports from a foreign land.

For the most part Rebecca has adapted well, with only a flash or two of homesickness. How well became clear when, after the first

hectic hours of the first day, we received a call from the school nurse: Rebecca had been bitten by the class hamster. She hadn’t cried, the nurse reported, because, as she informed the nurse, she was used to being nipped by our cantankerous cat. Rebecca may have been in a new and different place, but it was not unfamiliar territory.

Indeed, in the succeeding days, as she proudly showed the bite to anyone who asked about it, it became a kind of badge, marking a rite of passage into her new world. I have no such bite, no outward, physical sign of change. Instead, I have had to use hers to point me on my way.

Coda

The way is unending. I know because a neighbor told me so. While on my early morning walk we pass on a hill, and she asks how things are going: “Trying to survive first grade,” I say. She laughs: “That’s nothing, Wait ‘til sixth.”

Char Miller teaches history at Trinity University in San Antonio, Texas.

If you would like to participate, please write us at:
Participant Editors
“Is Our Own Words”
Pitzer College, Public Affairs Office
1050 N. Mills Avenue
Claremont, CA 91711
ALUMNI REUNION PHOTO ALBUM
Presenting Reunion Gift Campaign checks: Jennifer Bale ’87, Kathleen Blunt Marmon ’72, Jonathan F. Graham ’82, Paul Ranslow, Acting President.
Taj Mahal Back

Cast your mind back to the late 60s, early 70s ... where were you? I know where a fair number of our alums from that era were, they were listening to Taj Mahal. Taj spent quite a bit of time at the Claremont Colleges and he was back on campus in February. In case you didn't know, Taj is a performance artist who sings and plays guitar. He is wonderful! Some of our Southern California alums, including Melissa Lebo '70, Suzanne Zetterberg '69, and Camille Lombardo '70, were able to join us for his SRO concert.

Sojourner Truth Lecture

On March 26, Pitzer was again proud to be a part of the Sojourner Truth dinner and lecture. More than 85 people joined Acting President Paul Ranslow in McConnell Center for a reception and dinner, prior to going over to Avery Auditorium to hear a presentation by Camille Billops, the 1992 Sojourner Truth lecturer. Billops is an outstanding black filmmaker whose films have received much acclaim and many prestigious awards.

Goodbye, Ann

In late May, Pitzer alums bid a sad farewell to our founding registrar, Ann Maberry. Deborah Bach Kallick '78 invited us over to her lovely home to present Ann with a token of our abiding appreciation and to have a great party! Close to 50 alums gathered to wish Ann well and tell their stories of the special way that Ann had treated them. Professor Allen Greenberger joined us to read some of the letters of appreciation that have been flowing in to Pitzer about Ann. Ann Maberry has touched each of our lives in a positive, loving manner. We are going to miss you a lot, Ann!

Annual Fund Grows

Maggie Habecker Vizio '68, chairwoman of the 1991-92 Alumni Annual Fund is pleased to report another year of growth for the Alumni Annual Fund. She extends her special thanks to all alumni donors, class representatives, reunion gift committees, and student phonathoners for their dedication and commitment to Pitzer.

This year $205,139 was raised from 1,049 donors. This represented a 10% increase in dollars raised over the previous fund raising year.

Each year more alumni choose to support Pitzer through the Alumni Annual Fund. Even during difficult economic times, alumni support has continued to grow. Alumni support will ensure that Pitzer continues as a unique institution and will guarantee that future students will experience an even better Pitzer.

Showdown at the Smith Saloon

On June 27 we formally welcomed our new president Marilyn Chapin Massey into the fold with a bang-up party at Chad and Corinna Smith’s home (Chad is the Chairman of our Board of Trustees). The Showdown at the Smith Saloon was the brainchild of Corinna Smith, Dennis Smith '84, Camille Lombardo '70, Mike Smith '86, Anita Ortega-Oei '75, Nancy Rose Bushnell '69, Sandra Sigman '78, Stanley Casselman '85, Suzanne Zetterberg '68, and Melissa Devor '78. More than 150 alums, parents, friends and trustees danced, ate, gambled, listened to country music, took in a gorgeous view and had a fun time. We raffled off prizes, with Linda Landau '68 our grand prize winner of a week-long trip for two to Cabo San Lucas.

Congratulations, Linda! And welcome to Marilyn Chapin Massey!

Reunion Bash

Reunion was held May 29, 30 and 31. As you know by now, we have been holding reunion in conjunction with CMC and Scripps for the last five or six
years. And we have a ball! Catching up with old friends from the other campuses, attending events everywhere, checking out old haunts and new buildings, talking to faculty members, eating, laughing, playing ... It's always a wonderful experience.

Members of the classes of 1967, 1972, 1977, 1982 and 1987 came back to Pitzer this year. The weather was perfect, we won the 5 K race for the third time in a row, and the food and music were great. Many of our favorite professors joined in the festivities; John Rodman, Dan Segal, Tom Ilgen, Lew Ellenhorn, Lucian Marquis, Allen Greenberger, Harvey Botwin, Werner Warmbrunn and others. Reunion is a great time to renew old friendships and to make new ones. For your reunion, bring two friends and relive your years at Pitzer!

Plans are already underway for next year's reunion for the classes of '68, '73, '78, '83 and '88. The dates are April 30, May 1 and 2, 1993 to coincide with the inauguration of President Massey and the ground-breaking for our new buildings. Put the dates on your calendar and start rounding up your friends. Make your calls now to get people ready for a great time together!

Please call Melissa Devor at (714) 621-8130 about your intentions to attend and be a part of the festivities. Any assistance, recommendations on events, names of faculty members you'd like to invite, etc. will be gratefully acknowledged and included.
THE SCOOP

Class of 1968

MARSHA TADANO LONG (Olympia, Washington) is amazed at how her education and past work experiences have melded together and provided her with a solid set of skills in her present position as assistant director for professional licensing. "Each day is a challenge!"
HARRIETT CROSBY (Washington, D.C.) founder and president of the Institute for Soviet and American Relations, writes that "the Soviet Union has become a Commonwealth but we continue to do environmental exchanges with all 15 republics. Challenging times."
LINDA TREMELLING LANDAU (Irvine, California) is still working for the Severin Dunderman Museum in Irvine, a collection devoted to the work of French avant-garde artist Jean Cocteau. Linda's two daughters, Christine and Susan, are both in high school. Linda will be going to Cabo San Lucas as Pitzer's first place winner at the Smith Saloon Showdown! See story on page 40.

Class of 1969

HELLEN NESTOR (Cote d'Ivoire, West Africa) announced that her daughter, Anita Huba Nayayo, graduated Magna Cum Laude in Economics and French, May 24, 1992, from Luther College, Decorah, Iowa and has been admitted to pursue post graduate studies in agricultural economics at McGill University, Montreal, Canada. At Luther College, Anita was recognized for academic honours. Phi Beta Kappa, Omicron Delta Epsilon, Henry O. Talle award and the Wall Street Journal award.

SUSAN PHILLIPS CUSHING (Homer, Alaska) is teaching watercolors in the elementary schools. She also is writing and illustrating children's picture books and is a mother of three boys.

Class of 1970

BETSY BROWN BRAUN (Pacific Palisades, California) has a new position this year. Betsy is director of Stephen S. Wise Temple Nursery School. It is a very large school—275 children and 40 teachers and Betsy says it is very full time! Betsy adds that "it was time to have more distance between me and my three adolescents!"

Class of 1973

OLIVIA ABRAHAM (Philadelphia, Pennsylvania) writer, was recognized by The Departments of Health and Human Services, Region III, for an HHS IMAGE AWARD. The citation read "In recognition of her effective communication of important information on essential health and human service matters to her readers, primarily in the African-American community."
Congratulations Olivia!

Class of 1974

LAURA PEIRCE RAYMOND (Rancho Cucamonga, California) writes that much has happened since she left Pitzer almost 20 years ago. Laura lived in the Bay Area for about 10 years, until she was talked into going back to graduate school at Carnegie Mellon University, School of Urban and Public Affairs. Laura received a Master's in 1986, and married John Raymond a few days later, then moved to Holyoke in western Massachusetts with John when he graduated in 1987. Their son, Alexander Phelps Raymond, was born there September 3, 1989, and is the joy of their lives. Laura and John moved back to California in March of 1990, when John took a job with Main Street Upland as their Executive Director and sole (at the time) employee. Laura was hired to work at Scripps College in the Development Office as the Director of Development Research in November 1990 and loves her job. Laura was involved in the steering committee for the 25-year Reunion of Concert Choir singers planned for Reunion Weekend, May 29-31, 1992 and saw many old friends then.

KATHERINE PETERS (Fullerton, California) vocalist with The Metro Ensemble recently received funding to create a new theatre piece for singer-actress and jazz ensemble. The new work, sponsored by grants from the National Endowment for the Arts and the Los Angeles Department of Cultural Affairs, is the third collaborative project between the group's founding members, which include Katherine, composer Edward Barnes and choreographer Kimi Okada, and will feature a text derived from interviews Barnes is conducting with young women convicted of murder. The as yet untitled work will premiere in late summer 1992. A CD of The Metro Ensemble's "Old Aunt Dinah's Sure Guide to Dreams and Lucky Numbers" will be released this fall.

Class of 1975

ROBIN (RICHMAN) GROCH (Concord, California) just received tenure at San Ramon High School in Danville, California teaching freshman science. Robin says " someday I will be allowed to teach upperclass(men) students." Robin cannot believe Ann Maberry has retired and says "Ann is personally responsible for helping me qualify for my teaching credential."
She sends Ann her best wishes. On the personal side, Robin's kids are getting older—Lara is 14 and going to high school in the fall, David is 13, and her baby is already 2. Robin adds "I just can't believe it's been 20 years since I started at Pitzer."

JUDY GRIESSDEIECK (Haneck, New Mexico) is currently working as a freelance photographer in Minneapolis, New Mexico—working for magazines (Fortune, US News, Smithsonian, National Geographic) and newspapers (LA Times, USA Today) and books (Circle of Life, At the Rim, Day in the Life of Italy, etc.).

ANN MCNAMARA DUCLOS (Middlebury, Vermont) sends her long distance regards to any Food Co-op Food Junkies (Holden Hall 72-'74) and wonders if any of you still eat soybeans...?

DEVON L. BATES (Santa Cruz, California) is getting his masters degree in social psychology from UC Santa Cruz this fall, focusing on multicultural representations. Devon adds "glad Pitzer is so multicultural and diversified these days. I feel proud of Pitzer and want to do more alumni events in Bay area."

JAN (COREY) KHOURI-SEBASTIAN (Teaneck, New Jersey) would like to notify classmates of the death of Debbie Feinbergrecht in October 1990 from cancer—"perhaps it is best that none of us know our future". She
left behind a husband, a young son and many dreams.

Class of 1976

MARK CORKERY (Tustin, California) has started at the National Institute for Educational Planning in 1988 after five years at Boston University. Mark’s position will be academic counselor and instructor. NIEP provides college counseling, college admissions planning, and college campus tours. Mark started in Boston and returned to Orange County in 1989 and is now based in Irvine.

MINDA FRIEDMAN (Sherman Oaks, California), husband Bob and son Joshua are alive and well in Sherman Oaks. Bob is a litigation partner at Greenberg, Glusker, Fields, Claman and Machtinger. Minda gave up the law for parenthood, and adds “being a Mom is harder” and is also writing fiction.

Class of 1978

BOB BARRY (Brooklyn, New York) is still teaching and making ceramic sculpture. He has been promoted to academic advisor at Long Island University Brooklyn. Bob and his wife, Tina, have decided to stay in New York City a few more years. Bob says his daughter only has “16 more years before she attends Pitzer!”

Class of 1979

GARY GROSSMAN (San Francisco, California) is a licensed psychologist in private practice at Psychoanalyze Psychotherapy. Gary also lectures at San Francisco State University, Psychology Department, and on the clinical faculty at the University of California Medical Center, Department of psychiatry in San Francisco.

R. PARKER SEMLER (Denver, Colorado) and Katherine Gold, 1981 were married in Blue Hill, Maine on September 7, 1991. Congratulations!

JANET SUSLICK (Bromma, Sweden) and her husband Mats have moved to Stockholm (Sweden’s capital) from Northern Sweden (near Lapland). Janet is the editor of a popular science magazine about nature after having worked as a journalist at daily newspapers for seven years. Janet moved to Sweden in 1979 right after graduation from Pitzer. Janet adds “old friends are welcome to visit our address.”

GREGG HOWARD (Tempe, Arizona) attended Arizona State University after leaving Pitzer and received a B.A. in English in 1985. He returned there to get his M.F.A. in creative writing, which he finished in 1991. At this time, Gregg is working as an educational resources coordinator on the Pima Indian reservation near Tempe, where he still lives. Besides pursuing his writing, Gregg’s long range career goal is to teach writing and/or literature, preferably at someplace small with at least some of the qualities that he fondly remembers at Pitzer, but found totally absent at Arizona State University.

Class of 1980

FRIEDA PATTERTON (Pomona, California) writes to let us know that she always enjoys receiving and reading the Participant. Frieda says it keeps her abreast of activities at Pitzer and “it is with a great deal of pride that she finds her name in the alumni list of the Class of 1980.” Recalling the occasion of her graduation, Frieda thinks she was the oldest graduate to date from Pitzer. And attending her graduation, among other family members, was her 2-week-old grandson, which was her first. Her presence made it a memorable occasion and Tyler is now 12 years old. Frieda says it all seems like such a short time ago.

ANDY HUEY (St. Louis, Missouri) married Allison Alexander in St. Louis, on February 1, 1992. Arthur Brown ’80 and Scott Ladd ’81 (Pitzer) attended the wedding.

Class of 1981

JOANNE McGrady STERN (Los Angeles, California) has had several jobs since graduating. Joanne is now a bankruptcy paralegal at Loeb and Loeb in Los Angeles. She has been married to “wonderful Anthony Stern” since November 1986. Joanne and Anthony have a son, Devon Patrick, born October 17, 1990. Joanne would like to say “hi” to Joann Inges, Mike Filigeoiyi, Eve Schwartz, Steve Munroe, Stuart Smith, Doug Garant, David Shopinsky and Kathy Bracey. Also a “hello” to Glenn Goodwin.

Class of 1982

SYDNEY CHAMBERS (Spokane, Washington) writes that in the last year, he and his partner, Carolyne Myall, both librarians, have co-authored and presented at national women’s studies conferences two papers on the positive aspects of librarianship as a female-intensive profession.

MATT WALLACE (San Diego, California) writes “hello to all” and reports seeing Kevin Flood and Ann Dupont in San Diego by happenstance. “Thanks for info in Participant.”

Class of 1983

BETSY HOOPER-ROEBROOK (Simi Valley, California) and Tom Rosebrook were married February 29, 1992. Lisa Bourgeault and Tom Brock (both ’83) were in the wedding and Maricela (Mercado) Mitchell and Professor Sheryl Miller were present at the wedding.

Class of 1984

CHRIS PERKOWSKA (Las Vegas, New Mexico) is still in New Mexico enchantment practicing rural medicine.

ROBERT HAAS GOLDBERG (Los Angeles, California) on October 6, 1991 was married to Karen Haas in Greystone Park. Their family name is Haas Goldberg.

JULIE ROSENBERG (Washington D.C.) writes that she is still at Environmental Protection Agency but now working on developing the new acid rain program authorized by the 1990 Clean Air Act Amendments. Julie says it is a fascinating program that uses market-based incentives to curb air pollution and adds that the work is challenging, rewarding, and even fun. Most importantly, Julie adds, “I’ve seen a number of Pitzer friends in the last several months. This summer Richard Barton ’81 and Richard Chute ’85 each came through town for conferences.”

ERIN ELIZABETH RILEY BORDER (Moreland Hills, Ohio) is assistant professor at Lorain College/Post Doc.-Ohio State University. Erin finished her Ph.D in Entomology from Washington
State University. A community analysis of 700 + arthropods which took her quite a bit longer than expected. She is still doing triathlons and hopes to move back to the west coast sometime in 1993. A special “hello” to Dr. Newt Copp—thanks for the inspiration!

JAMES F. DICKIE (Paris, France) passed away on May 26, 1992. James graduated from Pitzer, has taken several classes at Pomona, and was also in the semester abroad program in Athens in the fall, 1983, where he and his wife, Caroline (Koher '84) met. James knew many Pomona students and faculty and was very fond of the Claremont Colleges. Caroline asks that anyone wishing to contact her, please do so. Her address is: 2 Place J.B. Clement, 75018 Paris, France.

KATRELYA ANGUS (Sierra Madre, California) would enjoy hearing from her fellow Pitzer alumni. Katrelyea remains in contact with Nancy Rose Bushnell, Matilda Sommerfield, and Bernadette Jones Palombo and would love to hear from Chris Perkowska, Richard Chute, and Nira Phongsri.

Class of 1985

NATASHA GOODWIN PRIME (Los Angeles, California) was married a year ago and has just started an MSW Program at California State University, Long Beach. She loves it, finds it "fascinating," and is doing "incredibly well" in the program. At the same time, she is continuing to work with homeless children in Hollywood.

TIFFANY CARROLL (San Diego, California) recently graduated from University of Puget Sound Law School and just passed the California Bar (first try!). She is currently working as an attorney for the United States Department of Justice (bankruptcy law) in San Diego. Tiffany sends greetings to all.

SADANAND B. SULE (Bombay, India) writes after having gone up and away in the elevator business with Otis Elevator in Farmington, Connecticut, Bombay and Madras, India and San Francisco, has now moved to Singapore as regional business development manager (Far East) for Berger Paints, a United Kingdom based company. Sadanand got married in March 1991 to Supriya Pawar also from Bombay and adds "married life is great, I would highly recommend it!"

Class of 1986

ROWAN SOLOMON (Fremont, California) is the director of tennis for Club Sport of Fremont, a new health club with several thousand members. Rowan's spare time is spent playing guitar.

NEIL W. NORTON (Baton Rouge, Louisiana) is working for Fifth Generative Systems, a software company in the Bayou. Neil says he loves the South. He has a vegetable garden and brews his own beer. The competition is mostly in California. "Am I a traitor?" Neil adds: "I do miss my friends, the ocean, and mountains."

Class of 1987

JENNIFER BALE (Albany, New York) married Jake Kushner on July 18, 1992, in Portland, Oregon. Lisa Turner ('87) was maid of honor, Lance Auer ('87), Charlotte Whittey Milan ('87) and James Milan ('82) attended the wedding.

Class of 1988

CHRISTOPHER FORREST CALVIN (Czechoslovakia) writes that after graduating from Yale in the Spring with a degree in international economics, he has gone to Czechoslovakia on a Yale-sponsored fellowship as a visiting lecturer in economics for the current school year. Christopher says he spends time spreading his Lehman/Botwin-influenced free-market doctrine to innocent Czech undergraduates and spending his hard-currency stipend on too much good Bohemian beer. Christopher will also be working in the late spring and summer for an American consulting company in Prague. Christopher has taken a flat there, and welcomes anyone passing through the greatest city in Central Europe to stop by.

JOHN L. ALSPAUGH (Chino Hills, California) writes “having a great time, wish you were here.”

MIRISA MUNOZ GONZALEZ (Alameda, California) married Michael Gonzalez (Pomona '85) in Claremont on February 29, 1992. Marisa is working as a personnel analyst for the State Compensation Insurance Fund in San Francisco.

CARRIE WICTOR (La Puente, California) writes that for the last three-and-a-half years, she has been at the Children's Museum at La Habra, in scenic northern Orange County. Thanks to an IMS grant, Carrie has been the curator of education for the last six months, doing exhibit and outreach programs, decent collections care. Carrie sends her sympathies to Becky Clech '91 at the Huntington. “I've never met you, Becky, but I'd like to.” Carrie would like to know if any alums have connections to the Russian community in Los Angeles? If so, please call her at work, 310/691-4464 as they are doing an exhibit on Russian art for spring of 1993.

“To my Holden suite mates—hi girls!” To Mark Forman '86, “I hear they have ducts out there on Capitol Hill. Aloha my friend. To Barbara Grant Ninde '88 — ‘I’m still finding Max hairs.”

DAVID SLOCUM (Weehawken, New Jersey) describes he and Kim Clouser '90, as typical Pitzer grads, working in fulfilling and completely underpaid jobs. They moved to Weehawken and love it. David and Kim both hope to move on to graduate school as soon as they have an inkling as to what they want to do.

Class of 1989

COLIN EPSSTEIN (Los Angeles, California) reports that he has recently been hired by Jim Henson Productions and found himself in the company of artists and performers that he has admired for a lifetime. “Believe it or not, there is life after college,” writes Colin. “Hi to all.”

TRACY ADAMS (San Francisco, California) is living in San Francisco. East Bay and working for Chevron. (Chevron Restoration Project.) Tracy is also studying Environmental Law and Regulations. She spends her “spare time” skiing, ice skating, and camping in Yosemite.

SHERRY L. GOSCHKE (Canyon Country, California) wishes to say “hi” and to let everyone know that she is getting married on September 12, 1992 to Bradford Terpak. Daphne Harvey '89 will be her maid of honor and
Karen Nilsen-Nelson ‘89, Michele Braverman ‘90, and Marianne Silberman ‘90 will be among her bridesmaids. Everything is going well. Sherryl is a division manager in Los Angeles with Syedan Management, Inc. Sherryl hopes to go back to school to get her masters in industrial psych next spring.

Class of 1990

TAMMY SCHACHT-BRISKIN (Reseda, California) writes that she married Paul (Wally) Henry Briskin on June 21, 1992 and then moved to Israel on June 23. Tammy’s husband will be starting cantorial school and will spend one year in Israel and then 3 years in New York. Tammy will be starting a Masters program in student personnel while they are in New York.

PETER LEAR (Milwaukee, Wisconsin) is presently a student at the Wisconsin Conservatory of Music studying guitar.

JACQUELYN KEGLEY (Valley Village, California) announced her engagement to Theodore Phlegar on May 23, 1992. Jacquelyn entered law school in 1990 and is currently beginning her second year. Her fiance recently graduated from the same law school, which is where they met. Jacquelyn will graduate in May 1993.

MICHELLE DOWD-LUKESH 90 (Boulder, Colorado) wanted to let classmates know that she is expecting her M.A. from the University of Colorado (in English lit.) early May and that she and her husband are expecting twins in June. Michelle will let all know when they both happen!

ETHEL M. PARKER (Claremont, California) has completed her M.A. in Education with emphasis in higher education administration at Claremont Graduate School in January 1992.

PHIL FRYKMAN (Redlands, California) earned an M.B.A. from the Claremont Graduate School in addition to his undergraduate degree in biology-chemistry. He is now in a joint M.D./Ph.D program at the University of Texas-Southwestern Medical School in Dallas, where he is studying with two Nobel Prize-winning scientists. Phil’s senior project focused on oxygen reperfusion, which is the damage done to body tissue by the sudden return of blood to an organ after the blood flow has been cut off. This is a serious problem in organ transplants.

Class of 1991

ROB SMITH (Lawrence, Kansas) is enrolled at the University of Kansas in the doctoral program in clinical psychology. Rob says he is eager to hear from old classmates.

EVAN MARGOLIN (San Francisco, California) is in his first year of law at SCU.

BRETT SPEER (Seattle, Washington) writes that “NYU Publishing School last summer taught me the importance of friends and surroundings over occupation. Seattle has provided me the perfect balance—close friends, beautiful surroundings, and a gratifying job as a graphic designer. Come visit.”

HOPE L. MIRELL (Claremont, California) is enjoying the M.A. program in art at Cal State Fullerton. Hope is engaged to Benjamin Harper of the Folk Music Store in Claremont. Hope also adds the comment: “Hire more women and men like Agnes Jackson.”


ANNE TURLEY (San Rafael, California) just bought a house in San Rafael and is pretty excited about that.

KIM NIEHOW (Lafayette, California) a biology major, was an outstanding teaching assistant for Joint Science and won a National Science Foundation graduate fellowship, the highest award an undergraduate student in science can receive. In her senior project, Kim studied the relation between a chemical receptor in the brain and behavior. She is now working toward a Ph.D in Neuroscience at the University of Illinois.

LYNNE KRISTOFFERSEN STALLINGS (Los Angeles, California) just celebrated her 1 year anniversary of marriage. Lynne has begun graduate school at U.S.C. for a Ph.D in Linguistics. She will be teaching one freshman writing course each semester for her teaching assistantship. Lynne is living on campus with her husband, Daniel, who is a resident director at USC.

JULIE FRANK ’91 (Southfield, Michigan) is completing her MSW at University of Michigan—she reports that her work is going very well and that she appreciates Pitzer even more, having done the “Michigan experience,” though the latter has itself also been rewarding, David Shapiro (’82) will leave his teaching position at Webster College to work in D.C. after June; Another alum—Vicky Sturtevant (’72) served with Julie on the C. Wright Mills Book Award committee for the national organization—Socty for the Study of Social Problems this past year—she did an incredible (usual “pittizerish!”) job on the committee—made us all proud.

Births

CLAIRE CHAPPELLE ROBERTSON ‘81 (Pasadena, California) this year celebrated the birth of a son, Nolon Andrew Robertson. Congratulations!

CHUCK SMITH ’84 (Chicago, Illinois) celebrated the births of twins, Timothy Andrew Smith and Chadwick F. Smith, III, born August 9, 1991. Congratulations to the Smiths!!!

AMY WEINSTEIN ’79 (Pasadena, California) and Dave Burke (Pomona ’78) announced the arrival of their daughter, Allison Weinstein Burke, born on March 17, 1992 at 2:23 a.m. and weighing in at 7 pounds, 8 ounces and 20 inches. Congratulations to Amy and Dave!

HEATHER ROCKHILL NELSON ’84 (New Castle, Delaware) is a mother again! Andrew James was born on April 3, 1992 and is a healthy baby boy—looks just like his dad (Allen Nelson, Mudd ’83). Heather’s daughter, Jennifer is 3. Heather is still a technical writer at Cimtek America. Robin would love to hear from the folks from the Folklore (and anyone else).
Please take a look at the list below. These are “lost” alumni from the reunion year classes of 1968, 1973, 1978, 1983, and 1988. We would like to re-establish contact with these alumni. If you know the whereabouts of anyone from this list, please let us know. Send the information to:

Melissa Devor
Director of Alumni Relations
Pitzer College
1050 North Mills Avenue
Claremont, California 91711

1968
Christina Appleton
Kathleen Ray Chernus
Betsy Ann Cohler
Diana Ross Dike
Diane Mooney Frisby
Virginia Lynn Hendrickson
Joan Marie Intorf
Linda Kugler
Margaret Wollen Lemmerande
Carol Lucan
Cornelia Perthou MacConnell
Maxine Martin
Raquel Moscote
Kathryn Oersoff
Lynda Wray Rose
Allison Scudder
Leah Soltar
Sherry Tunnel
Sarah Wiley

1973
Leslie M. Anderson
Stephen Anderson
Susan Anderson
Katherine McKee Boyd
Regino Chavez
William Coale
Elizabeth Tirk Coleman
A. Courtney Conner
Sharon Reid Cross
Velancia Mattingly DuPre
Christie Emigh
Rena Carroll Erlanger
Elizabeth Lebold Fenton
Josie Franco

1978
James A. Astorga
Susan Bentley
Nancy Bogue
Jane D. Bowman
Karen R. Britten
Katherine A. Burgess
Denis Cooper
Sean R. Craig
Tom East
Rodney M. Fujita
Amy Gerstler
Nancy Beth Goldfarb
Joseph Frank Goldman
Helen Gori

1983
Carolyn Gail Abrams
Deborah Archeck
John Baronian
Rene Boncan Benitez
Susan Bowen
Donald M. Campbell
Shelley Carr
Warren Clark
Ronald Renee Dixon
Douglas Warren Elliott
Samuel A. Estrada
Daniel George Evans
Herbert Joseph Evers
Kathleen L. Falter
Diane Shippiro Fellows
James Forest
Melanie Gruhn
Cynthia Harris
David H. Hover
Sam Howard
Thomas M. Johnston
Janice T. Kalman
Joshua H. Mackie
Alen David Newman
Kevin Michael Nowicki
Gregory Christopher Nunn
Darion Rapoza
John Maclachlan Reed
Mitchell Rubin
Michael Sachs
Diana Lynn Scheuer
Ruth Sheridan
Dion Sorrell
Martha Sosa
Wesley Morgan Stroben
Terrence P. Tippie
Lisa K. Turner
Kathleen Ann Wilmington
Korliss Pamela Wright

1988
Virgil Beck
Johanna Jean Clark
Christina Dominguez
Victor Elting
Shana H. Fischer
Berdn Franken
Robert Gans
Carla A. Guillarme
Randi Lisa Gurevitch
Deidre Hunt
Elaine Devi Kwee
Gloria Lemus-Castro
Jacqueline Liebman
David Robert Lilly
Linda Lowe-Golles
Ernest R. Marquez
Trias Nopianani
Rochelle Orchis
John Porter
Robin Porter
Libby Rossmoore
Marc Roy
Regan Edward Sarwas
Sirina Satman
Gretchen Lee Schroeder
Elizabeth Nol Simpson
David W. Slocum
Raynard Struck
Giwei Ying

CALLING ALL “LOST” ALUMS
Dear Friends,
Here is the section of Participant that allows you to participate! Where are you? What are you doing? Who have you seen? What are your plans? We want to know! Send us your news so we can keep everyone up-to-date on what’s happening with you.
If you have some great ideas for a gathering in your area, please let me know. Most of our best programs and events have been generated by your ideas!

Talk to you soon.

Melissa Devor '78
Director of Alumni Programs

Please forward to:
Melissa Devor '78
Director of Alumni Programs
Pitzer College
1050 N. Mills Ave.
Claremont, CA
91711-6121

GIVE US THE SCOOP

Name
Class Year
Address
City
State
Zip
Telephone

Announcements, comments, thoughts, messages, news:

Please forward to:
Melissa Devor '78
Director of Alumni Programs
Pitzer College
1050 N. Mills Ave.
Claremont, CA
91711-6121