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On the Cover
Students, faculty and staff enjoy the newly landscaped Scott Quad, now flanked by Broad Hall, as well as the familiar Scott, Fletcher, Avery and Bernard Halls.

Editor Anna Ganahl  Managing Editor Tere Strombotne Contributing Editors Sheryl Gorchow Stuart, Elisabeth Duran Copy Editor Mary Edwar­d­sen Editorial Assistant Carol Faibus Design Lime/Twig Printer Inland Litho. A member of The Claremont Colleges, Pitzer College is a private liberal arts institution committed to values of interdisciplinary perspective, intercultural understanding, and social responsibility. Participant is published two times a year by the Communications Office and welcomes comments from its readers. Address letters to Participant Editor, Pitzer College, 1050 N. Mills Avenue, Claremont, CA 91711.
I invite you to celebrate Pitzer College's thirtieth birthday with this unique collection of stories and images. I think that you will enjoy remembering these moments in Pitzer's past and seeing how vibrant and strong our still-young college is today.

The place and time of Pitzer's beginning—Claremont, 1964—are the college's uncommon birthright. Emerging in the midst of the other five Claremont institutions, we were born to the inheritance of a great university. The Claremont Colleges, then and now, stand with a handful of other institutions as the wealthiest and most prestigious in American higher education. Pitzer's professors—then and now—are drawn from the most qualified in the world. Pitzer's facilities—well, if not quite then, certainly now—are among the most distinctive in the world.

At the same time, Pitzer was empowered with a strength unique even among the Claremonts because it was born in the '60s. This moment in time heralded the social transformations and cultural transactions that we now know will escalate in the 21st century. Our birth date deeply implanted the values of social concern and academic adaptability as Pitzer's distinctive habits of mind. Now, in the '90s, we know that these habits are essential for our students and the important work that they will do. Along with an appreciation for the wisdom of diverse cultural traditions, they must learn the skills to create new and just social groups and to comprehend ever-emerging new fields of knowledge.

As you will see in this special, anniversary issue of Participant, our students, with the personal care of present-day faculty, are learning these skills.

Thank you for joining us in this celebration and for being a part of the continuing story of this amazing college.

Marilyn Chapin Massey
President
BECERRA TO SPEAK AT COMMENCEMENT

The Honorable Xavier Becerra, representative, 30th district, Congress of the United States, will speak at Pitzer College's 31st commencement, May 14. Congressman Becerra serves on two standing committees in the House of Representatives: Judiciary and Educational and Economic Opportunities. Becerra is also a regional Democratic Whip, a member of the House Parliamentarian Group, and a member of the Congressional Hispanic Caucus.

7th Annual Beverle Houston Memorial Prize

Unlike her previous experiences at the Academy Awards ceremony, Jana Sue Memel '75 was awarded the 7th Annual Beverle Houston Memorial Prize minus fanfare or formal wear. Memel returned to Pitzer last November to accept the prize at a dinner hosted by the faculty awarding committee. A screening of Memel's Oscar-winning short film, "Ray's Male Heterosexual Dance Bar," followed.

In 1987 Memel, along with Jonathan Sanger and Hillary Ripps, founded Chanticleer Films, a Hollywood-based production company with more than 60 half-hour films and seven feature-length films to its credit. Chanticleer is best known for its "Discovery" program, a series of showcase opportunities for film industry professionals who wish to cross over into directing. The internationally syndicated films appear frequently on Showtime Network and at film festivals worldwide. Most recently, Memel created the "Directed By" series for Showtime, a series of half-hour films directed by well-known actors. Memel and Chanticleer Films have been nominated for six Academy Awards for Best Live Action Short and have won twice.

Memel's career as an executive producer of feature-length films began several years ago. Memel films currently in post-production are "Down Came a Blackbird" for Showtime and "Human Touch" for MCA. Other films produced by Memel include "So I Married an Ax Murderer" and "Dice Rules." After graduating from Pitzer, Memel earned a law degree from UCLA in 1978. She began her motion picture career at the William Morris Agency.

The Beverle Houston Memorial Prize is named in honor of the late Professor Beverle Houston, who originated the film studies program at Pitzer before becoming chair of the department of critical film studies at USC. Houston was a much-published scholar in film criticism and an integral figure at film conferences and festivals worldwide. (SGS)
Nichols Gallery Opens with Baldessari Exhibit

The Nichols Gallery opens with an inaugural exhibit of work by Southern California conceptual artist John Baldessari. This is the first West Coast exhibition of the 21 studies, on loan from the Brooke Alexander Gallery in New York, and the first time they have been shown with their large-scale counterparts, loaned by the Eli Broad Family Foundation. The exhibit continues through mid-May.

The painted photographs in the exhibit incorporate fragments of literature, movies and art books and help make sense of the myriad messages, information and images of mass culture. “John Baldessari has been very influential both as an artist and a teacher,” said art Professor Michael Woodcock. “A way to teach art is through the demystification of the work by revealing the art-making process. The preliminary drawings and collages in this exhibit carry the viewer to the four large finished pieces by demonstrating Baldessari's meditative sorting technique. Images are mulled over and over again until they are collaged into the final selection that is then ‘blown up’ to the finished size. Seeing finished art work in the same show with preliminary work illustrates one way the artist 'thinks' and suggests new levels of meaning both in the works themselves and in our personal experience of the images and the diverse media Baldessari draws on as source material.”

Born in 1931 in National City, near San Diego, Baldessari has taught at California Institute of the Arts for more than 20 years. His work has been widely exhibited in Europe and New York and was the subject of a major retrospective at the Museum of Contemporary Art, Los Angeles, in 1990.

Located in Broad Center, Nichols Gallery honors Sheila and Jack Nichols, parents of Alexandra Nichols '91 and donors of the leadership gift for the space. An additional gift of $50,000 was provided by the Elsie de Wolfe Foundation. (AG)
Move your hands a little to center it," says Heather Toles '97 to 12-year-old Angela De Nigro, who is smoothing a large gray glob of clay on a potter's wheel. Toles, an art and women's studies major, is one of more than 50 Pitzer College students serving internships associated with classes taught by Pitzer faculty at the City of Ontario's downtown education center. The new program brings students and faculty to the city, where the college seeks to provide opportunities for students to gain practical experience in classroom subjects at the same time that it supports the city's efforts to address problems often associated with demographic change.

"It's an open forum if they want to come," said Toles of the at-risk students who visit the ceramics studio. "I think it builds a safe environment for them to express themselves artistically. Before we started, people tried to scare us out of doing it, but the kids are amazing."

"I usually play pool and talk to people," said De Nigro, a seventh-grader. "But this is fun."

"I really believe that art can save lives," said Pitzer art Professor David Furman, who helped start the ceramics class. "If you create a situation where a kid finds a voice he or she hasn't been able to access, the potential for growth is really enhanced." EXCERPTED FROM AN ARTICLE BY ANNE M. PETERSON FOR THE DAILY BULLETIN.

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New Trustees. Pitzer welcomes five new members to the board of trustees.

Congressman Xavier Becerra represents the 30th district, including parts of Los Angeles, in the U.S. House of Representatives. He is a member of the Congressional Hispanic Caucus and sits on the committees of Education and Labor, Judiciary, and Science, Space and Technology.

Maureen Lynch '77 is vice president in charge of researching gas and oil reserves for the commodities exchange of New York firm Morgan Stanley and Company, where she has served since 1988. She also has chaired Pitzer's Alumni Annual Fund.

Diane Mosbacher '72 is regional medical director for San Mateo County. She holds a Ph.D. in social psychology from Union Graduate School and an M.D. from Baylor College of Medicine. Her film, "Straight from the Heart," was nominated for an Academy Award in the category of documentary short subject.

Eugene Stein is executive vice president and a director of the Capitol Guardian Trust Company in Los Angeles. He is a director of Temple Sinai of Glendale, Calif., and a member of the board of advisors for the UCLA Graduate School of Management.

Won Bong Sull is chairman and chief executive officer of Taihan Sugar Industrial Company, South Korea. He is currently director of the Korea Foreign Trade Association and the Korea-United States Economic Council. He holds a master's degree from Polytechnic University in Brooklyn, New York, and a law degree from Yonsoi University, Seoul. His son, Yoonho Sull, is a Pitzer sophomore.
Conflict Resolution Studies Expand

The Inter-Ethnic Conflict Resolution Project continues to garner support and attention. Featured in the spring 1994 Participant, the program received a $45,000 grant from Southern California Edison to continue its efforts in the Alhambra Unified School District and to begin a similar project in the Pomona Unified School District.

The project aims to coordinate and evaluate programs that address inter-ethnic tension in the two school districts at all grade levels. The grant also establishes a Conflict Resolution Studies Center at Pitzer. The center will provide information on conflict resolution efforts and networking resources to public schools and communities facing inter-ethnic conflict.

Susanne Faulstich '81, the new project coordinator, reports that interest in the project among faculty and students is high. Twenty-nine students worked with Pomona High School for the project last fall. For one student, Sandra Velasco '94, the involvement led to a job offer from the school district. (SGS)

Seymour Named New Dean of Faculty

Susan Seymour, a member of Pitzer's anthropology faculty since 1974, has been appointed dean of faculty. She is also a member of Pitzer's Asian studies and gender and feminist studies field groups as well as the international/intercultural, Third World and education programs.

"As we celebrate our 30th anniversary," Dean Seymour commented, "we are being at once self-reflective and dynamic. It is my role to facilitate this process and to help find the resources needed for successful ongoing programs as well as to encourage change."

Dean Seymour has conducted field work in India, Pakistan, Korea, Japan and British Columbia. She is presently completing a book based upon nearly 30 years of research with families in Bhubaneswar, India, in which she examines caste, class and family structures in a rapidly urbanizing town as they affect women's roles and statuses. A second book, "Women, Family Structure, and Education in India," was published in 1994.

Other activities in progress include a co-authored book on the effects of maternal employment upon college women in Asia and an article on caste for the Encyclopedia of Cultural Anthropology.

Dean Seymour has written extensively and spoken at conferences throughout the world on gender and class issues in India and other Asian countries. She holds a Ph.D. in anthropology from Harvard University and a B.A. from Stanford University. (AG)
Most Likely to Succeed

Lucy Cortez '97 and Juan De Lara '96 plan on getting the most out of their education while helping to strengthen Pitzer's sociology concentration as participants in the American Sociology Association's MOST program. Minority Opportunities Through School Transformation selected 11 undergraduate sociology departments nationwide, including those of Pitzer and Pomona, to participate in the three-year program.

Work started last summer when sophomore Cortez attended a six-week seminar at Texas A&M. De Lara, a junior, attended a similar session at Michigan State University. The students explored issues of race and ethnicity, methodology, and the profession of sociology. After the summer, MOST participants returned to their respective campuses with new insights and ideas about making sociology more inclusive of the perspectives of minority groups.

"We learned that our department was more advanced in multiculturalism than sociology departments elsewhere," De Lara said, "but there's still serious work to be done." He and Cortez will work with faculty advisors Ann Stromberg and Jose Calderon to mainstream scholarly work authored by people of color into a variety of disciplines. (SGS)

FAREWELL, ZONIA

Housekeeper Zonia Perera's long-time association with The Claremont Colleges ended in February when she retired from her duties as housekeeper for Sanborn and Bernard Halls after 29 years.

Immigrating from Cuba with her husband in 1966, Zonia joined the maintenance department at Pitzer College one year after the college opened. When staffing was cut five years later, she transferred to Claremont McKenna College, where she stayed for 16 years. In 1986, she returned to Pitzer.

Crediting the warmth and friendliness of students and staff, Zonia never felt the urge to seek employment elsewhere. Describing her job as "hard work," Zonia, who speaks with a lively Cuban accent, emphasized that she likes to work around "young people."

Moving to Mission Viejo to be near her son and infant grandson, Zonia, now widowed, is looking forward to spending time with her family, and expresses gratitude to everyone at The Claremont Colleges for so many great years. (AS)
Ranslow Appointed President of Ripon College

Paul Ranslow has been named president of Ripon College in Wisconsin. Ranslow, who joined the Pitzer community in 1984 and served as acting president in 1991-92, will leave his position as vice president for admission and special projects at the end of June.

Ranslow earned his bachelor’s degree at Pacific University in Oregon, where he later served as director of admission. He earned his master’s degree from Springfield College in Massachusetts and a doctorate in education from Harvard University.

While Wisconsin’s climate may need some adjusting to, Ripon shares many traits in common with Pitzer. Founded in 1851, the national independent college enrolls a small, diverse student population. “Both my wife, Stephanie, and I found the community to be open, caring and dedicated to the highest standards of education in the liberal arts,” Ranslow said.

The Pitzer College community wishes Paul Ranslow great success in his future presidency. (SGS)

Economy Center

David Clarke Burks, editor of “Place of the Wild,” spoke at the November opening ceremony for the Claremont Ecology Center, located in the Grove House on the Pitzer campus. Established by Pitzer students and Assistant Professor of Environmental Studies Paul Faulstich ’79, the center has sponsored several service trips, including one to the Mohave Desert to help restore a riparian habitat, and a night-time field excursion with students from Claremont’s Sycamore Elementary School to nearby Bernard Field Station.

The center also is sponsoring renewed efforts on campus to recycle paper and other waste. Action groups of students, faculty and staff will encourage the purchase of environmentally sound products such as supplies and cleaning products, as well as effective recycling and composting practices on campus. In addition, the center is building a collection of resource materials and information regarding environmental issues, and will present workshops and lectures throughout the school year. (AG)

Pitzer Models Diversity

Pitzer is one of 20 colleges throughout the country to be selected by the American Association of Colleges and Universities as a model for other institutions of ways to successfully incorporate diversity into the curriculum. Pitzer faculty and administrators will work for two years with their counterparts at Blackfeet Community College, Montana, and Carleton College, Minnesota, to develop and implement curricular change that is inclusive of diverse racial, ethnic and gender perspectives. (AG)

Sojourner Truth Tradition Continues

Delivering her address, “Every Black Woman Should Wear a Red Dress: Recovering the Vision of African American Womanhood,” La Francis Rodgers-Rose, Ph.D., spoke to a five-college audience for the 1995 Sojourner Truth Lecture March 2. An accomplished scholar with more than 25 years of teaching experience, Professor Rodgers-Rose has distinguished herself as a clinical sociologist and author. She has written and lectured extensively on the black family, cultural diversity, parenting and youth motivation.

In 1983, Professor Rogers-Rose founded the International Black Women’s Congress, where she serves as president. The international, non-profit grassroots organization works to address the needs of women of African descent around the world. (SGS)
Look, Ma, I’m Cooking!

Like a cherished family recipe, its exact origins are shrouded in myth and mystery. But following several years of growing pains, the Sanborn Hall food coop is cookin’ again.

The current meal cooperative, enrolling 12 students, remains a student-run enterprise, with key decisions voted on by members, according to co-coordinator Elizabeth Holm '97. "It's like an extended family," says Holm. "There is a real sense of community when you cook for other people."

Co-op members prepare their own breakfast and lunch, rotating responsibility for communal dinner. Holm cites dining hall fatigue and special dietary needs as common reasons for applying to the co-op.

"Besides, it's really a great opportunity. You learn how to deal with conflicts, how to talk to someone about a problem, like if someone is not showing up for meals," says Holm.

Michael Tessier, Pitzer's director of residential life, believes that it's rare to find students living on campus in traditional residence halls who are not required to purchase a dining hall meal plan.

"The more living options you give students, the happier they are," says Tessier. "The idea is to build a community in a dorm, rather than a hotel atmosphere. To do that, students have to have choice, have some level of diversity in their options."

For all its success, however, Sanborn's co-op poses little threat to the McConnell dinner line, which continues to serve the vast majority of Pitzer's 588 resident students.

"Students who go off the meal plan may eventually go back on—it's a lot of work," says Tessier. (ED)

IN MEMORIAM

Professor of Biology Robert Feldmeth

The Claremont Colleges lost a long-standing member of the community with the death last summer of Robert Feldmeth, professor of biology since 1970.

Feldmeth died of liver cancer at his home in Upland on July 10. He was 52. Hundreds of students, faculty, staff and alumni attended a July memorial service in Bridges Hall of Music, where Feldmeth was eulogized as a teacher, scientist and activist.

Feldmeth, who held a Joint Sciences Center appointment shared with Scripps and Claremont McKenna Colleges, specialized in marine biology and natural resource management. His innovative approach to environmental problems emphasized their connection to political realities, economic forces and scientific data. He was a pioneer in the development of fish agriculture systems—now commonly used to combat world hunger—traveling to Ecuador, Morocco and other Third World countries to introduce fish farms in underdeveloped areas.

Professor Feldmeth is survived by his wife Judy, sons Joshua and Damon, stepchildren Paige and Brad Inman, and his mother, Madora Feldmeth. A scholarship fund has been established at CMC in his name. Contributions may be made in care of the Robert Feldmeth Memorial Scholarship Fund, CMC, 500 East Ninth St., Claremont, CA, 91711. (ED)

Bea Matas Hollfelder Creative Writing Scholarship

Bea Matas Hollfelder '87 has given Pitzer writers and poets a boost. Hollfelder, who concentrated in English as a New Resources student, has established the annual Bea Matas Hollfelder Creative Writing Award to recognize and encourage students who show commitment to English, creative writing or world literature. The recipients, one to be selected each spring by the creative writing faculty, will each receive a merit scholarship. (SGS)
Thirtieth Anniversary Challenge

In honor of Pitzer's 30th anniversary, eight alumni trustees are challenging all Pitzer College alumni to increase their annual gifts by $30 or more. The trustees have created a $30,000 Challenge Fund to encourage donations. Here's how it works: All alumni are asked to increase their yearly gift by $30 or more in 1994-1995. The increased amount will be matched, dollar for dollar, by the Alumni Trustee Challenge Fund.

Steven Lindseth '80 and Sheri Huttner Rapaport '78 are Challenge co-chairs. Other alumni trustees participating include Nancy Rose Bushnell '69, Deborah Bach Kallick '78, Maureen Lynch '77, Anita Ortega-Oei '75, Deborah Deutsch Smith '68 and Rebecca Sokol Smith '70.

During the fall alumni phonathon, nearly half of the alumni donors took the "challenge" and increased their giving. "The response has been great! We are off to a great start," said Kerry McCartney, acting director of annual giving.

New Gifts and Grants

MELLON GRANT. The Mellon Foundation awarded a $1.3 million grant to The Claremont Colleges to help faculty incorporate new technologies into their teaching. The four-year grant will fund the Mellon Project, designed to increase the awareness of new technologies for teaching and encourage faculty to apply these technologies in their classrooms. Preference will be given to educational programs that cut across individual disciplines and schools. Harvey Mudd College will administer the grant. (SGS)

IRVINE GRANT. The James Irvine Foundation has awarded the college a $400,000 grant for faculty development. A portion of the money, $300,000, will be used to fund Irvine Enterprise Awards to faculty in support of their efforts to integrate academic course work with appropriate field experience. The remaining $100,000 will be used to support faculty in educational technology. (SGS)

TRUSTEE GIFTS. During the past months, Pitzer trustees have given generously. Among these are gifts from life trustee Eli Broad to an endowed scholarship, which now totals $500,000, and the creation by Judy Avery Newkirk of a "charitable remainder trust" which will yield one of the most significant gifts ever made to the college. (AG)

Collaborating Across Cultures

Students from the five colleges are joining across cultures and disciplines to create art. The year-long Intercultural Perspectives Through Art project pairs international students with United States students in collaborative art projects to explore and express intercultural values. Art was selected as the vehicle for intercultural understanding because it permits the discovery of common personal cultural ground without the obstacles intrinsic to language-bound communication.

Tom Manley, assistant vice president and director of External Studies, developed the project with art Professor Michael Woodcock and Carol Brandt, Pitzer's international student advisor and assistant vice president of the Program in American College English. The project's goals are to show the enrichment that occurs in cross-cultural interaction; to highlight the contributions of international students in the community while strengthening their connections to the community; and to enable returning external studies students to continue intercultural exploration.

An exhibit and project catalog are planned this semester. Intercultural Perspectives Through Art is funded by the National Association of Foreign Student Advisors and the United States Information Agency through the NAFSA Cooperative Grants Program. (SGS)
PUBLICATIONS, EXHIBITS & SCREENINGS

DAVID FURMAN'S (art) ceramic sculptures were featured at the Schneider Gallery, the New Art Forum Expositions at Navy Pier and at the Functional Art Expo, all in Chicago. Furman’s work was included in “Small Works,” Elaine Horwitch Gallery, Scottsdale, Ariz.; “Visual Fictions, Sensory Deceits: A History of Trompe L’Oeil,” Fresno College Art Gallery; the 13th Annual Art Auction, Laguna Beach Art Museum; and the Museum of Art at Washington State University in Pullman, Wash.

MARK FREEMAN (film/video) presented his documentary “The Yidishe Gauchos” at the New Mexico Jewish History Society’s seventh annual meeting in Taos, N.M., and at the University of Judaism in Los Angeles last fall. Also last fall, his most recent work, “Down to Earth—Adobe in New Mexico,” was premiered in Santa Fe, N.M., and later screened at the Southwest Museum in Los Angeles.


SALLY RASKOFF’S (sociology) research on teenage volunteers was published recently in the Nonprofit & Voluntary Sector Quarterly and presented with co-author Rich Sundeen (USC) at the annual meeting of the Association for Research on Nonprofits and Voluntary Action.

CONFERENCEs, SPEAKING ENGAGEMENTS & APPEARANCES

HARVEY BOTWIN (economics) appeared last September on BBC television to discuss the meaning and significance of the 1959 Cadillac. RUDI VOLTI (sociology) also was interviewed about the 1965 Mustang for “Top Gear,” hosted by Quentin Willson.

DAVID FURMAN moderated a panel on “Students’ Art Work Responding to Professors’ Assignments” at the National Council on Education for the Ceramic Arts annual meeting in Minneapolis last fall.

PAUL FAULSTICH ’79 (environmental studies) coordinated a symposium on “The Ecology of Rock Art” for the 1994 International Rock Art Congress which explored issues of human ecology as illuminated through the study of rock arts.

GLENN A. GOODWIN (sociology) organized and presided over a session on social psychology at the

LIGHT RECEIVES NIA MERIT AWARD

Leah Light has received a MERIT grant from the National Institute on Aging to continue her study of direct and indirect measures of memory in old age. Standing for Method to Extend Research In Time, MERIT supports researchers who have a history of productivity and accomplishment.

Light, who works with graduate and undergraduate students in her Broad Hall lab, will receive approximately $1 million during the five-year grant period.

A member of Pitzer’s psychology faculty since 1970, Light began her studies on cognitive aging in 1980. Her work has helped to dispel the widespread belief that all memory deteriorates with age. In fact, Light has established that only some aspects of memory change, while others remain relatively unaffected.

Light’s research helps to establish a baseline measure of memory in normal aging. By understanding what changes are basic to aging, scientists are able to understand better the progress of age-related illness, such as Alzheimer’s disease.

In addition to research and teaching, Light continues to publish in her field and has authored or co-authored 34 publications in the past 14 years. She is a Fellow of the Gerontological Society of America, the American Psychological Association, and the American Psychological Society. She currently serves on the editorial boards of Psychology and Aging, Discourse Processes and the Journal of Experimental Psychology: Learning, Memory, and Cognition. (SGS)
annual meetings of the American Sociological Association last August in Los Angeles.

In collaboration with LOURDES ARGUELLES (gender/feminist/Chicano Studies), NIGEL BOYLE (political studies) organized a series of panels on “The Changing Face of Labor in Southern California” as part of the “Pitzer Forum” last fall.

JUDY GRABINER (mathematics) presented “Yo Ho Ho and a Barrell of Molasses: Maclaurin, Mathematics, and Society in Eighteenth-Century Britain” at Harvey Mudd College last fall.

SUSAN SEYMOUR (anthropology) presented a paper as part of the panel “Women, Education, Family & Social Change in South Asia” at the Western Conference of the Association of Asian Studies last October at The Claremont Colleges. Seymour also presented “Changing Family & Gender Systems: Insights from Longitudinal Research in Bhubaneswar, India” at the First Annual South Asian Women’s Conference last October at UCLA.

LORA WILDENTHAL (history) presented a paper, “Reflections of Deutschium from the Colonies,” last October at the German Studies Association meeting.

**HONORS & AWARDS**

This spring DAVID FURMAN was the sole juror for “The Clay Cup, V” at the Museum of Art, Southern Illinois University, Carbondale.

“1492 or 3,” a book that MICHAEL WOODCOCK (art) and BARRY SANDERS (history of ideas/English) collaborated on, won an award of merit from the Los Angeles Bounce and Coffin Club for fine art book design and promotion. The book is being exhibited in the Western Books Exhibition tour, which included Honnold Library last February.

PETER NARDI (sociology) was selected by the Los Angeles Police Commission to serve as one of 48 civilian hearing examiners on the Los Angeles Police Department Boards of Rights.

ROBERT ALBERT (psychology/emeritus) has been named series editor for ABLEX Publisher’s Creativity Research Monograph series.

SUSAN SEYMOUR was elected to the board of directors of the Society for Psychological Anthropology for a three-year term.

NIGEL BOYLE is one of a group of Claremont scholars awarded a $350,000 NEH grant for a “German Across the Curriculum” initiative. Boyle is on primary caretaker leave caring for the baby recently born to him and Vanessa, his wife. He is the first male Pitzer faculty member to take this leave.

JOSE CALDERON (sociology/Chicano Studies) was appointed to serve a three-year term on the Committee on Teaching and was elected to a two-year term as an officer of the Latina/Latino Sociology Section, both for the American Sociological Association. In 1994, Calderon received a Community Service Award for advancing unity between the Latino and Asian communities from the Southern California Chinese American Education Association.

GLENN A. GOODWIN was appointed to the Committee on Standards, Freedom of Research Publication, and Teaching of the Pacific Sociological Association for a three-year term.

**RETIRING FACULTY**

This spring, Lee Munroe, Al Schwartz and Clyde Eriksen join the ranks of the college’s professors emeriti.

Professor of Anthropology Lee Munroe, one of Pitzer’s founding faculty members, will continue his research on cross-cultural human development and teach on a part-time basis. Over the years, Munroe and his wife, Professor Emerita of Psychology Ruth Munroe, received numerous research grants, including several from the National Science Foundation, to pursue their joint research on socio-behavioral factors across cultures. Their joint research has led to dozens of published articles and several books.

Al Schwartz, professor of sociology, joined the faculty in 1965. He has been active in all phases of the college’s development. Over the course of a varied Pitzer career, Schwartz served as dean of faculty in 1971-77; dean of students in 1977-78; and special assistant to the president, 1982-83. Through it all, he continued to teach and serve as a popular commentator for the media on the sociology of Super Bowl viewing and other favorite American past-times. His areas of expertise include construction of social and personal realities; crowds and fads; sports; and deviance.

Clyde Eriksen, professor of biology and director of the Bernard Biological Field Station of the Claremont Colleges, came to Pitzer in 1967. His areas of teaching and expertise include ecology, especially aquatic physiological aspects and applications to land management; aquatics; and invertebrate biology. In addition to his scholarly research and publishing, Eriksen lent his expertise to the U.S. Forest Service as a consultant on ecological affairs.
“It was an exciting, challenging, and ominous era in which we began. An assassin in Dallas had destroyed the American symbol of youth and hope. Powerful stirrings in the South and many Northern cities foretold the coming violence in Newark, Selma, and Watts. Just as our first class was coming to Pitzer, Katherine Towles, dean of students at the University of California, Berkeley, closed the campus ‘to all student political action.’ President Johnson and British Prime Minister Alec Douglas-Home had recently endorsed each other’s policies in Malaysia and South Vietnam. And, on Sunday, September 20, 1964, in Claremont, California, the first students were to arrive at Pitzer College.”

Looking Back

30 YEARS WITH THE FOUNDING FACULTY

We have tried to capture some of the excitement, anticipation and hope of the founding faculty in this collection of remembrances, summarized well by classics Professor Steve Glass: “It was as if someone said, ‘You can be one of the maybe 20 people who are going to start a college. Why don’t you ... create the college of your dreams?’”

Initial Hirings

Lew Ellenhorn, professor emeritus of psychology, remembers, “Lois [Langland] called and asked would I be interested in coming out here ... and meeting some of the faculty. There was this ... school called Pitzer—which I’d never heard of—a woman’s college. I said, ‘Well, I’m not about to teach at an all-women’s college in a precious little town like Claremont.’”

Ronald Macaulay was in Argentina when he met up with Valerie Levy, a friend who had just been hired by a new school called Pitzer. Six months later, he received a telegram stating, “Offer two-year position as assistant professor of English and linguistics.” It was signed, “John W. Atherton, President.”

“I was delighted to get the offer and did a little dance around the sofa when it arrived. However, I was quite clear in my own mind that it would be foolish to accept. I had aspirations to get into university teaching in Britain, and I did not see that Pitzer College would help me much in this regard. ... Little did I know that at Pitzer I would find out what teaching is really like.”

Lee Munroe, professor of anthropology, and his wife Ruth were finishing up degrees at Harvard when Lee was approached by John Atherton. President Atherton asked what he would teach undergraduates in a school of social and behavioral sciences.

“I answered, statistics. I think it’s a way of organizing, of thinking straight about the world—
whether you become a scientist or not. I still teach it, and I still try to get its usefulness across. Anyway, I was very pleased that John Atherton heard me give this kind of sermon and yet was still willing to send a teaching contract.” The Munroes relocated to Claremont, Lee to found the anthropology department, Ruth to teach psychology. They have spent the intervening decades teaching and conducting research together. Newlyweds when they arrived, the Munroes hold the distinction of being Pitzer’s most enduring partnership.

FIRST IMPRESSIONS

Dan Guthrie’s first impression came from an early faculty meeting. “I felt that I didn’t know much about liberal arts colleges and that we should see what had been done already,” the professor of biology says. “They wanted to think about it theoretically. For example, we debated for half a day on the grading system. Then someone realized it had to fit in with the other colleges. So they invented the current system—different yet the same.”

Meg Mathies, professor of biology, was impressed that the faculty were so vocal and so actively involved in early curricular discussions.

Sociology Professor Al Schwartz saw an “academic heaven” with “extraordinary students and comradeship among faculty.

“Those were heady times, the first six or seven years. We were trying to create an institution that reflected the ideals of the people who came together at that time. Our good fortune was that we had the human resources to build a community.”

PITZER’S IDEALS

Lucian Marquis, professor emeritus of political studies, notes, “It was the sixties, with impulses to become a community on the one hand, but to do your own thing on the other.”

The initial goal was to create a social science-oriented college, explains Schwartz. “We quickly incorporated a number of other goals: to try to create a participating community; to develop educational experimentation; to resist traditional disciplinarity; to encourage the widest expression of opinions and positions; and to enable students to shape their lives and make the world a better place.”

The school had a kind of social missionary zeal, a belief that social science would cure the ills of the world, recalls Professor of Political Studies and Environmental Studies John Rodman. That approach, he adds, was naive.

“I look at the college the way I look at the Grove House. I’m not a vegetarian, but I like that five days a week you can have a vegetarian meal there. It adds character to the place. Social work in South Central Los Angeles is not my cup of tea, but I like that it is part of the college’s character.”

THE COLLEGE’S FEARS

The faculty were critically aware of what they stood to gain—and to lose. The risk drew them closer. Glass calls it “survival fears.”

Macaulay agrees. He describes a kind of war-time spirit in which the faculty felt they were fighting for survival in a not totally friendly environment. He concedes that this perception was, perhaps, more imagined than real.

“A new college has fears of somehow having to fit in—you’re the new kid on the block,” Glass says.

“The direction Pitzer took was a surprise to our sister colleges,” Macaulay says. “Faculty members felt very strongly that all their actions were under close scrutiny from the other colleges. Sometimes their criticism was justified because the experiments were not always well thought out and did not always succeed.

“This helped to create a strong affinity among our faculty. No matter how much we’d argue among ourselves, there was a readiness to close ranks to the outside and defend the college.”
THE ISSUES ON CAMPUS

The new college opened at a time of radical social change. “There were really ... important problems out there,” Schwartz says. “The Vietnam War [and] the assassinations of Bobby Kennedy and Martin Luther King made the world appear a dangerous place. Yet the students exuded hope ... They trusted the world enough to walk around in bare feet.”

Ruth Munroe says she tried to engender the idea of student “spiritedness.” “For instance, [female] students were required to wear skirts to dinner,” she recalls. “I told them to put on bathing suits and go stand in line until they fed them.”

But the social pressures weren’t always divisive. While other colleges were debating whether to teach black studies, for instance, Pitzer had what Allen Greenberger, professor of history, describes as a “Let’s do it” attitude. “Pitzer wanted to set it up and then figure it out,” Greenberger says.

THE STUDENTS

In the eyes of the faculty, the early students were “wonderful,” “free and loose,” “reflective” and “adventurous.”

Psychology Professor Emeritus Bob Albert says, “The great thing about Pitzer is that we could take someone who thought of himself or herself as marginal and in two or three years really do something [for] them. It was what education could do, should do.”

“They were going to a new college without any established reputation,” Leonard Dart, professor emeritus of physics says. “They had their own ideas about setting up the college.”

Meg Mathies observes that as a science teacher, she may have seen students who were generally more serious, which may not have been totally representative of the entire student body. “Or maybe the truth of it is that there is no such thing as a representative Pitzer student, and the group then was as diverse and individualistic as they are today.”

COMPARED TO OTHER INSTITUTIONS

Pitzer was an academic experiment that everyone involved relished. “Our [early] meetings were wild and wonderful,” Atherton says. “The faculty were only too well aware that they were starting something from scratch and they had a wonderful opportunity not only to teach in a new place but to design the program they were going to teach in.”

Werner Warmbrunn, professor emeritus of history and director of the college’s history and archives project, believes that what distinguished Pitzer was the concept of community governance. “Our desire was to have students participate as much as possible in areas of campus life. Accusations of apathy [came from] the idealists. If out of a group of 100 only 80 showed up, there would be accusations of apathy.”

Pitzer was fortunate, Greenberger says, because it had the balance of its sister schools to help it keep its feet firmly on the ground. Pitzer compared itself to the schools across the street, an exercise that he says was both negative and positive. It stopped the college from becoming extreme. While other experimental colleges like Johnson and Franklin Pierce folded, Pitzer survived.

“We’ve been here 30 years and that’s supposed to mean a great length of time. It isn’t really,” Glass says. “It’s still a very young college. The worst thing you can do is to assume a proprietary view of the college that you helped found. You have no right to that. The college is a living entity and it’s going to change.”

“It was as if someone had said, Why don’t you ... create the college of your dreams?”
President Massey and Alumni Council President Anita Ortega-Oei ’75 Discuss Pitzer’s Future

What does our 30th anniversary mean to the college?

We can think of turning 30 as a coming of age—a “30-something,” so to speak. We are still very young, very vibrant, but we are old enough to face the many critical social and cultural questions that are before us. It’s a time to accept maturity without letting go of the spirit and energy that founded Pitzer.

In what ways has Pitzer changed, and in what ways has it remained the same?

The Los Angeles Times ran an article about a poetry reading at the Grove House held in honor of [the late Pitzer Professor] Bert Meyers. It spoke of how unique Pitzer is among American colleges for recognizing Bert’s genius and for hiring him without the ordinary formal academic credentials. I think Pitzer has held onto its original academic flexibility, which can find such genius, recognize such brilliance. Pitzer’s intellectual life has not, and must not, become ossified.

Pitzer students have always tended to look out for the people who couldn’t look out for themselves.

Yes, the theme of advocacy for those oppressed has been there all along. The way in which that issue manifests itself may change, but that’s still how our students are expressing themselves today. Pitzer has been consistently committed to social justice.

Where are we now and where are we going?

Pitzer was certainly born in the right decade! Now we are at the forefront of higher education. There is a growing recognition of the need for higher education to do what Pitzer has always done: educate its students to appreciate a multicultural world, to create a global society. Without question, the world needs citizens who are educated to assume social responsibilities and know how to integrate theory and practice.

What role do you see for Pitzer within The Claremont Colleges consortium?

I think that we will be considered a more full-fledged, mature member. And, I personally am proposing that we collectively approach fund-raising for the essential technology in the 21st century. It is critical that the whole consortium work toward preparing for the future in this area.

Do you see Pitzer influencing The Claremont Colleges in terms of social responsibility?

Social responsibility is already an issue at each of the colleges, but I see Pitzer again leading the way. Professor Emeritus Carl Hertel has talked about our needing to identify a gathering force—an energy, bringing people and groups together while respecting differences. I think Pitzer is finding that creative gathering force, and we can model its effect for other colleges.

How can alumni be helpful to Pitzer?

For Pitzer to be 30 means that alumni and alumnae are mature enough to become owners of the college in new ways—as trustees and donors. It is becoming ever more important and possible for alumni and alumnae to be the support that sustains the college over time. Pitzer has done amazingly well for being so young. Think of what we can do as we mature!
When Judy Grabiner first came to Pitzer in 1985, she was asked what she thought a math professor ought to do. Her answer: Explain what mathematics has to do with everything else.

Yet proving math’s utility isn’t possible with one’s mind is not ‘mathematical.’ Usually, that’s not the case. They’re coming to mathematics psychologically injured.”

Thus Grabiner, named last fall to the newly endowed Flora Sanborn Pitzer chair in mathematics, makes a habit of teaching to different learning styles.

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Her study of mathematics around the globe has convinced her that not only individuals approach mathematics differently: entire cultures do as well.

Take the example of the mathematical proof. As taught in every American high school, the familiar style of the ‘indirect proof,’ whereby one assumes something is false, was developed by the ancient Greeks. As such, it is a product of their culture. The Chinese, according to Grabiner, have geometry proofs that are different in content and style but roughly equivalent in result.

“If we understand the pedagogical consequences of that—if we can see different ways to approach the enterprise of the proof—it means that those 30 students in your class all think differently. What’s productive for one may not be productive for the others.

“When I teach, I see that some students are quite visual in their way of thinking, while some
find formulas more useful. I can then stop and say, 'For those who think analytically, here is a way you can derive the answer. ...' The many different ways of thinking that different types of human beings can bring to the problem can increase the power and success of mathematics. It’s an argument also for cultural diversity in the approach to mathematics.”

Grabiner shows her students that a culture invents its mathematics to solve problems it deems important. She cites Islamic mathematics and the religious imperative to pray toward the direction of Mecca. Mohammed and his followers wanted the ability to locate the city’s exact direction on the sphere. In doing so, they founded spherical geometry. “They weren’t interested in introducing spherical geometry,” Grabiner concludes, “but in solving this particular problem, they did.”

Grabiner has created a course offering a cross-cultural perspective on mathematics that never-

“...The many different ways of thinking that different types of human beings can bring to the problem can increase the power and success of mathematics.”

and non-Euclidean geometry. Math 1 is taught in the fall to coincide with elections, so that its section on probability and statistics provides students with a “window into the political world.” The third component of the course requires participants to link mathematics to their own lives by turning in an analysis of a real world problem each week.

Judy Grabiner holds the newly endowed Flora Sanborn Pitzer professorship in mathematics. Established by the Pitzer family, the professorship commemorates the life of Flora Sanborn Pitzer, the late wife of Russell K. Pitzer (1898-1978), founding member of Pitzer’s board of trustees and for whom the college was named. Their son, Kenneth S. Pitzer, is a life member of the board, and his son, Russell M. Pitzer, is a current trustee.

Russell M. Pitzer says his family, in establishing the professorship, “wanted to memorialize Flora Sanborn Pitzer’s interest in and dedication to teaching math,” referring to Mrs. Pitzer’s years as a high school math teacher. “I’m sure my grandmother would have been delighted that someone as thorough and innovative as Judy has been named to this post.”

“I call it the high-level use of low-level skills,” says Grabiner. “Take the mathematics you know and use it.” Buying a car—mastering the complexities of payment levels, interest rates and loan terms—is a perfect example, she argues, of “a little bit of knowledge empowering you in life. Or calculating the cost per square foot when you’re buying flooring. Along the way, I encourage them to become more sophisticated, but the point is, [students] can do these things, and [the course helps them] get into the habit of doing it.”

Finally, students survey how mathematics is used in an area of personal interest. Grabiner has had students tackle geometrical optics in photography, hydraulic braking systems in high performance cars, and the economics of the film industry.

“I could never come up with this range of subjects,” she marvels. “They are bringing a level of expertise far beyond what I can bring. I help them, they help me. When I have to, I send them off to my colleagues, as when [Professor of English] Al Wachtel helped one of my students look at science’s influence on poetry.

“No one comes out of Math 1 thinking mathematics has no part in life.” What’s more, they add considerably to their mathematical skills: Grabiner estimates that “90 percent of the students learn 90 percent of the math.

“It is the most successful thing I do at Pitzer.”
"Memory is not an innocent thing. Memory has an agenda, however unconscious," history Professor Allen Greenberger told students in "Memory and History," a class he and psychology Professor Leah Light taught last fall. That is not to say that all memory is suspect, he adds. The course examined how the psychological concept of memory in the individual may elucidate the group memory which is history. Students began by investigating experimental and clinical studies about how people remember things, then read diaries and biographies before moving to historical accounts.

The continuity of historical memory is as important to collective well-being as the continuity of personal memory is to the individual, contends Greenberger. Yet both are prone to change. "Our memories constantly evolve," notes Light. "Goals, prior life experiences and biases affect the ways in which we perceive and remember events."

The reasons why those beliefs change—the "agenda of memory"—may be significant in themselves. Clinical psychology defines beliefs as indicators of a person's sense of self; a historical slant on an event may tell us something about the values of a specific group of people. Yet the mutability of memory does not negate the existence of a reality itself. "Different perspectives on the same event may have legitimacy," says Light, "but the real event is there. Reality is crucial, for example, in accusations of incest." By understanding how memory works, we may be able to come closer to identifying actual experience. Both history and psychology are concerned with the ways in which we work backward to events that actually took place in the past.

"Our methods differ: Historians can't perform lab experiments," acknowledges Light. But psychological findings can shed light on historical memory, says Greenberger, "and the class raised questions for each of us about the questions our disciplines should be asking."

Interdisciplinary study—the collaboration of scholars from different fields to explore a particular topic—is becoming increasingly popular throughout American higher education. The movement is in concert with a bigger picture: the 20th century inclination to see the world in the relativistic terms of contemporary science rather than the absolute categories of the Enlightenment.

As a former director of research at IBM and visiting lecturer at MIT puts it, "God did not create the universe according to the departmental structure of research universities."

Complex topics benefit from the scrutiny of multiple perspectives, and many predict that future research will be strongly interdisciplinary simply because no one person can be expert in all the specialties involved.

It is not surprising, notes Pitzer French and folklore Professor Harry Senn, that Pitzer has been at the forefront of interdisciplinary education. With its curricular interest in the social and behavioral sciences, Pitzer addresses challenging issues that cross many disciplines: Immigration, for example, has sociological, economic, historical, psychological and political implications.

"Indeed," asserts Professor Dan Segal, whose appointments at Pitzer are in anthropology and historical studies, "while individuals at many institutions are doing interdisciplinary work, no institution is doing it more than Pitzer."

"Lost and found" fliers posted throughout campus one weekend early this semester were actually a design project for "Crossroads of Art and Politics," taught by art Professor Michael Woodcock and political studies Professor Jack Sullivan. The class examines ways in which politics affect art and, in turn, the role art may play in public life. Art may point out social problems, observes Sullivan, glorify good or hint of change to come.

Examining the dynamic between art and politics, students will consider such controversies as the Vietnam War memorial in
BY ANNA GANAHL

Washington, D.C., a federally commissioned public sculpture in New York City by Richard Serra that was removed due to public outcry, censorship issues in the photography of Robert Mapplethorpe, and 17th century paintings by Rubens commissioned by King Charles I, in support of a regime that ended with civil war and his decapitation.

Students will practice pamphleteering, create linoleum block prints, and parade sandwich board messages throughout campus. “We don’t know how people will react,” says Sullivan. “Campus response may signal that the artist is not important, or it may reflect outrage.”

The point, says Sullivan, is to get the students to see that disciplinary lines are conveniences. “Physics, music and history are logical—or at least familiar—ways to carve up the world. But there are other ways as well. This class urges art majors to think about art beyond just doing it, and demonstrates to political studies majors that you can move out of your discipline yet bring it with you.”

Says Woodcock, “I’m not sure that there is such a thing as political art, or maybe that the ‘Art’ in ‘art’ can be political. Part of my education here at Pitzer is examining my own ideas and how they do or don’t work.” Concludes Sullivan, “It’s good for students and faculty to have the experience of disciplines confronting each other. Art and politics are intertwined in the world. Only in the academy are they not connected.”

As an institution inventing itself in the mid-’60s, Pitzer was able to speak to fundamental values of the era. In a spirit of egalitarianism and a willingness to look beyond traditionally circumscribed purviews, faculty and administrators developed self-governed field groups in place of traditional academic departments. The system was intended to deflect political clashes over budget allocations and other territorial issues, and to encourage interaction among disciplines, whether through collaborative teaching or excursions into fields related to or beyond an initial area of training.

The organizational structure was reflected within the campus buildings themselves. Members of the college’s nine original field groups occupied offices interspersed among academic buildings in which administrative staff and classrooms were also located. “There was an intentional effort,” says Dean of Faculty Susan Seymour, who joined Pitzer’s anthropology field group in 1974 and is a member of Asian, women’s and Third World studies and international-intercultural and education programs as well, “to mix faculty so they could talk to one another and collaborate in courses and research.”

With several cross-disciplinary courses already underway, a 1972 grant proposal to develop a pilot program in interdisciplinary studies stated, “Pitzer College believes that the focus of education should begin to shift away from individually taught courses, grounded in a single academic discipline, toward a system of collaboratively taught interdisciplinary programs of study—thus providing students the opportunity to weigh evidence, develop theories, gather data, and receive a broad
education in matters not artificially isolated by academic disciplines." Such a program, its authors declared, would prepare students not only for graduate study but for careers in business, social or civil service, as well as fulfilling personal lives.

Presently, Pitzer's educational objective of interdisciplinary perspectives, formally articulated in 1989, may be achieved through a range of courses, including those in interdisciplinary programs devoted to subjects such as science and technology, education, the Third World and social responsibility.

“Pitzer is way ahead of institutions more newly-arrived to interdisciplinary study.”

“In the deep, dark depths of the soul, it is always three o'clock in the morning,” says sociology Professor Glenn Goodwin, quoting F. Scott Fitzgerald. “Existential literature,” he says, “calls sociologists' attention to things we do not normally pay much attention to: the suffering, anguish and angst viewed by much of sociology as deviant rather than normative. Literature gives us insight into the human beings who comprise groups,” says Goodwin, who contends that sociology must be willing to incorporate insights from the humanities into its inquiry. Philosophy and history, according to Goodwin, are perceived wrongly as being too “soft” to contribute to the sciences. Even fiction, which is by definition “non-truth,” is nevertheless often “very truthful.”

On the other hand, says literature Professor Ellin Ringler-Henderson, who has taught “Existentialism: A Literary and Sociological Phenomenon” with Goodwin since 1972, sociologists ask questions that literary scholars would not normally ask, thereby enriching understanding of the work. “Glenn looks at the function of society in shaping the characters,” she notes. “He brings sociological theories to an analysis of the literature.”

Literature, she observes, embraces many disciplines: philosophy, history, sociology and psychology, as well as aesthetics. It is a “natural laboratory,” a self-contained object to which those interests may be directed. The course demonstrates to students that isolating questions by disciplines can only occur artificially. Literature isn’t separate from sociology, any more than sociology is separate from the philosophy of such figures as Locke and Hume who shaped it as early as the 18th century. While literary criticism dissects a work of art into elements such as language and character, sociology looks at the forces that impact the action of a work, then asks questions about the function of the individual in the society in question. “In this class we explore the different approaches of our disciplines,” concludes Ringler-Henderson, “and see how related they may ultimately be.”

Though Pitzer has long supported interdisciplinary teaching by recognizing professors who co-teach and solicits financial support through grants such as the James Irvine Foundation’s allocation for “release time” to develop new courses, the venture remains a challenge. Co-teaching is very time-consuming, contends sociology Professor Betty Farrell, requiring faculty to work together to interweave multiple approaches into a syllabus and read new material in other fields. The freedom implicit in the field group structure itself can make it difficult to get things done, acknowledges Dean Seymour. “Faculty may become fragmented by managerial and pedagogical participation in several groups. You simply can’t give equal time to each,” she says, adding that in addressing the challenges of managing “the wonderful array of programs faculty have created and support,” Pitzer is “way ahead of institutions more newly-arrived to interdisciplinary study.”

While Pitzer faculty would disagree with academicians who equate venturing out of one’s field with a lack of discipline, most agree that interdisciplinary teaching with colleagues or mastering another field is extraordinarily demanding, and Farrell and Segal believe there is further potential in interdisciplinary teaching yet to be realized.

“We’ve gone beyond the ‘smorgasbord’ approach,” asserts Farrell, referring to the practice of bringing faculty into the classroom as guest lecturers to present different perspectives on the same topic. The next step, she declares, “is much more interesting and much harder. We need to create a whole new stew. What questions and approaches does a particular combination of disciplines produce that are different from the old disciplines?”

In search of a “whole new stew,” Pitzer faculty have formed a seminar group for which they and colleagues from The Claremont Colleges discuss readings on designated disciplines. “We need collectively to appreciate the history and methods of each discipline in order to know how to combine them most effectively,” says Farrell. The group will conclude the year-long study with new ideas for interdisciplinary teaching.

“Interdisciplinary teaching reinvigorates the process of critical inquiry. We can do this by ourselves, but how much more exciting to get new perspectives from the people we work with. For students, interdisciplinary education provides more intellectually exciting courses, with multiple perspectives to help them understand and more effectively participate within a complex world.”
Pitzer students are encouraged to take their education beyond the walls of the classroom—to learn and then to test their knowledge in the “real world.”

Today’s Student Activists

by David Zahniser

The 20 high school students are jammed into the tiny office on a thoroughfare where crime, drugs and prostitution have driven away many of the auto dealerships and department stores that made it a premiere retail strip in the 1970s.

Inside the office, things still look a little like the 1970s: textured oranges and browns cover the upholstery; folding chairs are crammed together in the rear. The teenagers—all of them Latino—speak in whispers. They are here to learn about college, and by the time the first adult begins talking about Pitzer College, located only a few miles away, they become totally silent.

Suyapa Portillo ’96 doesn’t talk to the group about reading lists or midterm exams. Instead, she tells of her weekly journeys into Los Angeles, where she works with Hotel Employees Local 11. She describes her research on wage equity and her pride in knowing that her mother, a housekeeper in the predominantly Latino neighborhood of Highland Park, belongs to the same union.

“Things like that have really opened up my eyes and made me realize that I’m part of an even bigger world than I thought, and that’s one of the most valuable experiences you’re going to get from higher education,” she tells the group.

It is a testament to Pitzer that the meeting, sponsored by the college’s Early Academic Outreach Program, serves as a guidebook for the road to college as well as a celebration of community participation. One student describes her research on the effects of toxins on the residents of Wilmington, a community in south Los Angeles crowded with oil refineries. Another, Juan De Lara ’96, reminds the group—some of whom are the first in their families to attend college—not to forget their roots.

“Go to class, apply for college, do the best that you can do. If you want to become a doctor or lawyer, do it. But just remember to allow yourself, even if it’s just a little bit of time, to help someone else,” De Lara urged.

As it begins its fourth decade, Pitzer College may well be entering a renaissance of community activism. More and more courses involve service-based fieldwork. Faculty are drafting a Social Responsibility Guideline for the curriculum handbook. And Pitzer students are scattered throughout the greater Los Angeles area, taking their studies into
Students speak out on the day’s political issues on and off campus.

“Students speak out on the day’s political issues on and off campus. School districts, health clinics, battered women’s shelters, political campaigns, labor unions and numerous other community groups.

With service-based learning comprising more and more of the curriculum, faculty and students see Pitzer heading into the forefront of what it calls “experiential learning.” One-fourth of the student body participates in community-oriented internships or fieldwork, says political studies Professor Nigel Boyle, who contends that Pitzer is one of only a handful of colleges to immerse itself so completely in good works.

“With service-based learning comprising more and more of the curriculum, faculty and students see Pitzer heading into the forefront of what it calls “experiential learning.” One-fourth of the student body participates in community-oriented internships or fieldwork,” says Boyle.

Sociology Professor Ann Stromberg sees the difference too. In the mid-1970s, she had one community-oriented class. She has three this year, with placements in boys homes and health clinics.

“We have a long tradition of doing this,” she notes. “[But] I do think we’re being more organized or focused on it.”

In Stromberg’s classes, student involvement comprises 40 percent of the total grade, calculated by reviewing weekly journal entries, holding regular interviews with volunteer supervisors and making sure that the hours of service are completed. Because she places a heavy emphasis on the readings and classroom discussions, Stromberg requires only four to six hours of service each week plus a trip to a health clinic on the US-Mexico border.

The benefit of fieldwork is that it amplifies traditional classroom learning by showing the impacts of public policy decisions and social problems. Textbook research on abused children, Stromberg points out, makes much more sense to students who have interacted with those children in real life.

“It really brings these findings home when you are working in a setting for abused children,” Stromberg explained. “You see those behaviors acted out. It gives a very human face to what we’re reading about.”

But are service requirements enough to prompt students to take that next step and go out on their own? For Jessica Clements ’95, the answer is an emphatic “yes.” After one semester working in a battered women’s shelter for Stromberg’s “Violence in Intimate Relation-ships” class, Clements decided to spend an extra semester volunteering with the shelter in Superior Court. “I’m putting into practice what I’ve learned in the past three years,” she explained.

Pitzer’s activism has been sparked also by an increased interest in the dramatic social and economic changes that have swept Southern California in the last decade. With changes transforming Los Angeles and its surrounding suburbs, the region has become a social laboratory for sociologists, psychologists, political sci-

Internships offer opportunities to encourage local primary and secondary students to prepare for a college education.
Students' effort on behalf of the Pitzer Arboretum's Farm Project transformed a campus parking lot into a community vegetable garden.

Even the staunchest advocates of community activism warn that it has its pitfalls. Friction can result from sending students from an academic institution into less advantaged communities. Some organizations, said Calderon, are leery of being placed under the microscope and then being abandoned once researchers get what they need.

"We've got to be very careful of not going into local communities with a patronizing attitude about their needs," Calderon cautioned.

Pitzer College seeks to head off those problems by establishing close ties with grassroots organizations. And Professor Nigel Boyle points out that faculty supervision is a necessity to insure that students are well-prepared for their work.

The student outlook may force Pitzer to go through some growing pains of its own. Armed with an interest in social reform, students are reevaluating the college's purchasing practices, recycling programs, hiring decisions and labor treatment.

Perhaps the nicest thing about community involvement is that it can flower in the smallest of places—even one corner of a dorm. Earlier this year, freshman Arley Sorg '98 grew disgusted that some students in Mead Hall didn't treat their home with the proper respect. They left garbage on the floor, and failed to put away newspapers. "I was sitting there thinking, People are trashing my dorm. How can I stop that?" says Sorg. "What can I do besides getting in people's faces, which usually doesn't work?"

Sorg came up with a dorm beautification project: an art contest in the front lobby with prizes. The winner picked up a $40 gift certificate from Rhino Records, Claremont, while residents began treating their surroundings with more consideration.

With that modest experiment under his belt, the freshman went on to organize a concert to benefit AIDS groups. And while neither project turned Pitzer College on its ear, both stand as small testimonies to activism at the most local level—a small tribute to a student body that applies classroom learning to seeking solutions for real problems.

"I'm not the sort of person to say that's just the way life is," Sorg acknowledged. "I think, What can I do to make it better?"
By now, the refrain is familiar: It’s time to end welfare as we know it. President Clinton and Congress propose making adult recipients of Aid to Families with Dependent Children (AFDC) work for their grants and placing a time limit on the number of months families may receive benefits. Most pundits put the odds in favor of this type of reform being enacted in 1995.

Clearly there is need for change. The current AFDC program is often bureaucratic and dehumanizing to recipients. It doesn’t help people out of poverty, and it is out of sync with American values regarding family, work and self-reliance. However, workfare and time limits are a simplistic prescription for a complex social problem.

Our national dissatisfaction with the welfare system stems from many factors, but one of the most important is the shift in public attitudes toward the role of women. AFDC was designed in 1935 so that women who were widowed or deserted by their husbands could remain at home to care for their children. In a society in which increasing numbers of women have entered the workforce, the objective of supporting poor women to remain at home has become antiquated. Public support for welfare has also eroded because the number of recipients has risen from about three million in 1960 to 14.3 million, while combined federal and state expenditures total $22 billion. And though the great majority of AFDC recipients are children, their parents are increasingly young, never-married women.

Since the 1960s, policymakers have tried to reduce AFDC dependency by making the program more employment-focused. Program strategies have ranged from strict “workfare,” in which AFDC recipients are required to “earn” their benefits by working in a government or community service job, to “human capital” programs offering education, job training and other services.

Strict workfare programs don’t help people find jobs in the private sector or get them off welfare, probably because workfare doesn’t teach marketable skills. Programs that focus only on education don’t get people off welfare either, perhaps because adult schools tend not to have strong employer linkages. The programs that do best in increasing employment and earnings and reducing welfare dependency tend to have these features: job search and placement services that help AFDC recipients find work in the private sector; education and skills training targeted to people who need it; support services like child care and transportation assistance; and program requirements that encourage everyone to participate (not just the most motivated people).

By emphasizing workfare, the reform proposed by the President and Congress ignores what has been learned about more effective service strategies. And contrary to some claims, workfare will not save the government money. As a researcher and a taxpayer, I would rather see funds going to support programs that get people off AFDC, not keep them busy while on it.

Similarly, the proposal to place a time limit on AFDC ignores what we know about the welfare population. A significant proportion of adult recipients—perhaps one in four—faces barriers to employment such as physical or mental health problems or low literacy. The current reform effort overlooks the fact that not everyone is employable, and not everyone can be absorbed into the labor market.

Welfare reform should focus on the services that can lead to real employment. Policymakers should address the needs of low-wage workers so that employment provides at least as much security as welfare. As meager as AFDC benefits are (the average monthly grant for a family of three is $380), a welfare check is more dependable than many part-time or temporary jobs. AFDC also comes with health care coverage, which few low-wage jobs offer.

It’s reasonable to expect AFDC recipients to take steps toward self-sufficiency. There are proven strategies to help welfare families achieve this goal. However, proposals that emphasize workfare and time limits won’t reduce the rolls, nor will they improve the life prospects of our nation’s poorest families.

Tom Brock is a researcher with Manpower Demonstration Research Corporation in New York.
SEVENTY-TWO
Davetta Williams
(Claremont, Calif.) reports she is pleased to have a chance to contribute to Pitzer College by serving on the Alumni Council.

Sandra (Pipp) Siegel
(Denver, Colo.) recently married Cliff Siegel, and their blended family includes three children and two cats. Sandra is on the faculty of the University of Colorado, Boulder.

SEVENTY-THREE
Sherwood Serbell-Best
(Ontario, Calif.) is an assistant professor at California State University, Los Angeles, in the Division of Special Education. Sherwood co-coordinates the credential program in physical and health disabilities.

Constance Brown
(Millwood, N.Y.) is single again and has returned to her maiden name, Constance Brown. Constance lives in Westchester County, N.Y., with her three children, Gregory, 15, Andrew, 14, and Liza, 9. Constance is a decorative artist, and her work frequently appears in design publications.

SEVENTY-FOUR
Penny Bloch White
(Los Angeles, Calif.) became a college student again at the age of 40. Penny is now halfway to a master’s in social work at USC and is working in the teen family planning unit at the Los Angeles Free Clinic.

Betty Ann Kolner
(Dolores, Colo.) sends a message to those in Phoenix. She has written and published a guidebook for bicycling the canal system and enjoying the canals of the Salt River Valley. The guidebook can be found at local bike shops. For those of you inclined toward grazing reform, Betty has designed a T-shirt, the sale of which (50 percent of profits) benefits the Southern Utah Wilderness Alliance.

SEVENTY-SIX
Sandra Eirls Brands
(Kalispell, Mont.) has earned her master’s in media communications at Webster University, St. Louis, and is now teaching journalism and English at Flathead Valley Community College, Kalispell, Mont.

Helen Ashby
(Cincinnati, Ohio) wants to hear some news from her suitemates: John Douglass, Jeff Carmel and Susan Hollander. Helen wants to know what happened to Howard, Felicia, Susan Riley and Walter.

Dolores Barrett
(Fullerton, Calif.) is still working as director of social services for the Salvation Army of Orange County. Dolores oversees an expanding department: two shelters and six offices countywide. A second child, daughter Madalene, has been added to their family.

Lynn Gallagher Tanner
(Ventura, Calif.) has taught special education at Fillmore High School for the past seven years and recently switched from spe-

A Few Good Books
ELLIN RINGLER-HENDERSON

Below is a brief list of some fiction I’ve enjoyed in the distant and not-so-distant past. Clearly, my list is arbitrary; and you may already be familiar with most of the authors and much of the fiction. In any case, why not drop me a line here at Pitzer and give me your reactions.

Earlier novels you may have missed:
Jane Austen, “Northanger Abbey”
George Eliot, “Felix Holt, the Radical”
Henry James, “What Maisie Knew”
Sara Orne Jewett, “The Country of the Pointed Firs”
Ivan Turgenev, “The Torrents of Spring”
Willa Cather, “A Lost Lady”

More recent books I’ve liked a lot:
Julian Barnes, “Staring at the Sun”
A.S. Byatt, “Possession”
Barbara Kingsolver, “Pigs in Heaven”
Margaret Atwood, “The Robber Bride”
Peter Hoeg, “Smilla’s Sense of Snow”
Yasher Kamal, “Memed, My Hawk”
Roddy Doyle, “The Van”
cial day class to resource. Three years ago, she joined a trend-setting women’s barbershop chorus and has been performing staged shows of Broadway showtunes, complete with sets, choreography and a wide array of costumes, with 65 chorus members.

Shireen Alafi (LaCosta, Calif.) is co-publisher of “Los Angeles Radio Guide.” Her business partner, Ken Jacoby, is also her partner in marriage. Together they launched “San Diego Radio Guide” last year.

SEVENTY-SEVEN


Cheryl Polk (Battle Creek, Mich.) is one of 45 individuals selected by the W.K. Kellogg Foundation for Group XIV of its Kellogg National Fellowship Program. As a consultant for the University of California, San Francisco, Cheryl provides guidance to day care providers and psychotherapy to children and their parents. She performs clinical day care and home setting assessments of children from infancy to age 5. Cheryl is also a psychologist with Vlata Jenkins-Monroe & Associates in Oakland, and a consultant for the Stuart Foundations and the San Francisco Department of Social Services.

Deborah Sandler (Martinez, Calif.) announces a new addition to the family and reports she is still practicing family law and playing folk music and sings when she has the time.

SEVENTY-EIGHT

Bob Barry
(Brooklyn, N.Y.) became a full-time professor of art at Long Island University’s Brooklyn campus last September. Bob currently is teaching ceramics, sculpture and working with senior exhibitions. “Cliff Benjamin, where are you? Call me, 718-369-1072.”

Charlie Savoca
(Santa Cruz, Calif.) is in private practice as a licensed acupuncturist, using acupuncture in programs for addiction in jails, perinatal programs and a community clinic.

Candace (Barker) Bergmann
(La Canada, Calif.) just celebrated her daughter’s second birthday and is working the early morning shift as a news editor at KCAL. Candance also plans to return to school part time.

Olga Elisa Young
(Ontario, Calif.) earned a master’s in counseling from Cal State Los Angeles and is working on her dissertation for a Ph.D. in public administration at the University of La Verne. Olga has worked at Citrus College, Glendora, for the last nine years as a college counselor. She sometimes teaches psychology and sociology in the evenings.

SEVENTY-NINE

Kristina Russell Schwartz
(Culver City, Calif.) after 10 years is still happily employed as director of college guidance at Crossroads School in Santa Monica. She and husband Morgan enjoy traveling and are remodeling their home.

Ellen Chaplan and Mickey Jannol
(Van Nuys, Calif.) are busy trying to keep up with three very active boys and trying to fix up their home after the damage done by the earthquake, which left them all shaken.

Madeline McReynolds
(Claremont, Calif.) who is with the Wisbech Society and Preservation Trust Ltd. in England, had an essay published on the Peckovers, a prominent Quaker banking family in the 18th and 19th centuries. The essay will be sold in Peckover House, a National Trust property, and other locations. The work grew out of her research completed for the National Trust as part of her master’s degree in historic resources management and museum studies at the University of California, Riverside.

Adi Liberman
(Encino, Calif.) has left his post as executive director of Santa Monica-based Heal the Bay and is now director of development with Amerigon Inc., a company in the electric automobile industry. He will continue with Heal the Bay as a newly elected member of the board of directors.

EIGHTY

Susan Ranslow Solorzano
(Culver City, Calif.) writes that daughter Jasmin is a sophomore at Sarah Lawrence College and loves it as much as Susan loved Pitzer!

William Vallejos
(Alhambra, Calif.) married Patricia Valenzuela (Scripps ‘80). They live with their 22-month-old son Michael and their two chow chows. Bill earned his M.P.A. from USC in 1984, and his J.D. from UCLA in 1987, and is a senior associate in the Los Angeles law firm of Burke, Williams & Sorensen, where he practices municipal law. He is the president of the Chicano-Latino Alumni Association of The Claremont Colleges and would love to hear from Pitzer friends.

Scot Liepack
(Bondurant, N.Y.) is working on a number of articles which he hopes to publish sometime next year. Scot loves what he does and says Pitzer remains his “intellectual home.”

Karen A. Staben
(Willamina, Ore.) and husband Paul, their three kids, golden retriever, a cat and a goldfish have all moved to the Northwest. They have a small farm with a creek and more work to do but are very happy that they’ve made it to the “country.”

EIGHTY-ONE

Robert S. Koppelman
(Gainesville, Ga.) is glad to be finished with graduate school! He received his Ph.D. in English from the University of Oregon in December 1993 and is now an assistant professor at Gainesville College, an hour from Atlanta.

Jon & Diane Parro
(Los Angeles, Calif.) proudly announce the birth of their second child, Cameron Champ Parro, born November 3, 1994.

Julie Duffin Fountain
(Youngsville, N.C.) was married in September 1992 and lives out in the “sticks” with husband Gill, five dogs, six cats and 30 chickens. Julie still works as an environmental scientist at Research Triangle Institute, but does not do any science. “Hello to old co-operators, wherever you may be,” she writes.

Susan C. Hale
(Los Angeles, Calif.) wants her Pitzer pals to know she survived the Northridge earthquake. Being shaken out of her red-tagged apartment at the epicenter proved a “blessing in disguise, for it motivated me to move to one of L.A.’s queer neighborhoods: Silverlake,” she writes. Susan continues to teach philosophy at Cal State,
Northridge—"now a bunch of trailers in a dustbowl with no library. I'm delighted that being a Pitzer alum allows me to use The Claremont Colleges libraries, so I can continue my research in the philosophy of mathematics and queer theory."

EIGHTY-TWO

Rona Koss Carroll
(Belmont, Mass.) is an instructor in surgery at Harvard Medical School and along with husband Tim Carroll (HMC '80) and daughter Jessica welcomed the birth of Matthew in May 1994.

Kathleen R. Bracy
(Santa Ana, Calif.) is deputy director for research administration at the UCI Career Center. Kathleen was delighted to hear recently from Bill Sias '78; just visited with both Sandy Aseltine '81 and Lynn Perlis '82; and sends "congrats" to Eve Schwartz '80 on the birth of her second child.

EIGHTY-FOUR

Betty A. Tudor
(Claremont, Calif.) writes that Pitzer is doing a great job and "It's an honor to be a Pitzer alumna."

Kathleen Allen
(Los Angeles, Calif.) is living in Silverlake, doing photography and working as an environmental organizer for a community group in South Central Los Angeles. Kathleen enjoyed seeing folks at the 10-year reunion and hopes everyone is well.

Donelson S. Berger
(San Francisco, Calif.) reports that Jane and Nina are doing just fine and that Randy Steckler '84 recently married Tamara. "We flew into San Francisco for the Rolling Stones concert and had a blast," she writes. Donelson would like to hear from Pitzer alums.

EIGHTY-FIVE

Micaela Shea
(Santa Barbara, Calif.) moved from Los Angeles to Santa Barbara three years ago and works for the City of Santa Barbara Fire Department. Micaela is starting a practicum project for a master's in organizational management at Antioch University and plans to graduate in June 1995. "A warm hello to class of '85 and hope to see you at the reunion."

Lynne E. Miller
(Ontario, Calif.) loved teaching anthropology at Pitzer during the fall and was sorry to see the semester end. Lynne will be going back to Venezuela for another year with her monkeys!

Rosa Lundborg
(Issaquah, Wash.) and Mark Lundborg have settled into their home in Issaquah. Rosa is an advisor for the University of Washington, Boxwell. Anyone is welcome to call.

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Songs My Econ Text Never Taught Me

KRISTI KING ETCHBERGER '81

When Kristi King Etchberger '81 was a student in Harvey Botwin's economics classes, it was sometimes difficult to imagine theories discussed in seminars applied to real life. Take Econ 120, titled simply "Economic Development." It's one thing to read about the theory and process of economic growth in less developed countries. It's quite another to present a deal to a major bank that would fund a partnership between Texas and Mexican cattle ranchers in order to develop modern ranching techniques south of the border.

As an analyst for a Los Angeles brokerage firm specializing in Latin American equities, Etchberger doesn't just read about development in Mexico—she's part of the process. That expertise recently found her quoted in the business pages of the Los Angeles Times, where Botwin saw her name and took the opportunity to call and catch up with his former pupil.

After leaving Pitzer, Etchberger worked for a time in the stock market, then returned to school to earn a master's degree in business administration from the Wharton School of Business. She then took a job with Chase Manhattan Bank. Her career, as well as personal travel plans, took her all over Latin America, and eventually to Chase Manhattan's Mexico City office.

"Gradually, I became frustrated," Etchberger says. "I don't blame the bank for wanting to make money. ... They were doing a lot of debt-for-equity swaps at the time, seeking to make quick money and fast profits, and those were not exactly my motivations."

Not wanting to transfer back to New York, Etchberger went to work for a Mexican industrial company and became active with the Union Evangelical Church, where she found more of an outlet for her desire to "reach out and help." During that time she met her husband Jeff, an American businessman. They returned to the U.S. so that Jeff could enter Fuller Theological Seminary in Pasadena. Etchberger went to work part time with the institutional brokerage firm D. A. Campbell. The position evolved into a full-time commitment. The couple have two children, Matthew, 3, and Joshua, 1, and live in Yucca Valley, Calif., where Jeff is the pastor of a local parish.

"I almost went into the ministry myself," Etchberger says. "But as it is now, one of us pays the bills and the other fulfills that calling. God calls us to all kinds of work, and my life has evolved into what I feel my role should be." (ED)
Leslie Baum Banigan
(Port Orchard, Wash.) works out of her home as office manager for a small electronics manufacturing company. She and her husband live on a mini-ranch in a very rural area of Port Orchard. Leslie is active in water quality projects and works with two grass-roots teams studying salmon streams in the local area. She also continues her musical training by singing with community choirs and recently sang the soprano duet lead in Vivaldi's "Gloria."

EIGHTY-SIX
Ann Simun
(Long Beach, Calif.) began a clinical psychology doctoral program at Pepperdine University last September. Ann is working part time in the Los Angeles Unified School District at a South Central L.A. high school.

Renee Brendel-Konrad
(Heidelberg, Germany) and husband are enjoying newborn daughter Leilani and son Kalei, 2; Renee is keeping very busy being a full-time mom.

Paulette Dolin
(Fort Collins, Colo.) is in the Feldenkrais Training Program and is an approved teacher of Awareness Through Movement. Paulette also is attending class in San Francisco twice a year.

EIGHTY-SEVEN
Eliza Bonner
(Houston, Texas) reports that she and Gina Hernandez got together and had a great visit. Maria D'Alessandro '87 stopped by for a visit and has plans to move to Houston. Eliza is about to increase her travels for work, all in Latin America. She also is competing in biathalons this year.

Wendy Lee Morris
(Rivervale, N.J.) is self-employed as a potter and clay sculptor. She writes, "If anyone is considering going into business for themselves, do it! It's great." In October, Wendy and husband Scott vacationed with Jason and Beth Steinberg '96 in St. Martin. This was Wendy and Scott's second trip to the Steinberg's family house and it was wonderful. "Hello to them, Susan Pratt '86 and Nancy Whalen '86," she writes.

Khalid Azim
(New York, N.Y.) received an M.B.A. from the Darden School at the University of Virginia, Charlottesville last May.

EIGHTY-EIGHT
Kimberle Chapman Zeising
(El Segundo, Calif.) completed her M.B.A. at UCLA's Anderson School of Management. Kimberle recently wed John Zeising, who is an aerospace engineer at Northrop and an excellent cook, and adds that several Pitzer grads participated in their wedding: Emily Gist, Jill Harbicht, Hector Martinez, Laura Martinez and Rebecca Pope. "Hello to everyone."

Graham Hendrickson
(Mt. Baldy, Calif.) and wife Ellen Malarky '87 announce the birth of their son Blake Allen in April 1994. Graham and Ellen are enjoying their new roles as parents.

EIGHTY-NINE
Joe Hills
(Springfield, Mo.) is married and working as an attorney with Legal Aid of Southwest Missouri. Anyone wishing to get in touch with Joe can write to him at 937 East Dale, Springfield, MO, 65603.

Kimberly May-Jew
(New York, N.Y.) received a teaching fellowship/graduate assistantship at New York University to pursue a Ph.D. in educational theater. Kimberly has lived in New York for two years, since graduating from UC Berkeley with a bachelor's in English. She sends best wishes to her Pitzer friends and would like anyone wishing to contact her to write to 33 Third Avenue, #5T3, New York, N.Y., 10003.

Collin Epstein
(Los Angeles, Calif.) is putting his hard-earned English degree to work as a computer animator. Even though it's not exactly what Collin expected in a career, he's having a blast.

NINETY
Andrew Kopperud
(Los Angeles, Calif.) proudly announces the birth of his son Bennett Clifton on June 27, 1994, in Pasadena.

NINETY-ONE
Olivia Burr Stutzky
(Chicago, Ill.) married Alan Stutzky on October 1, 1994.

Jim Coffman
(Claremont, Calif.) is self-employed as a silver and goldsmith and operates Tears of the Moon jewelry from his home in Claremont. Jim and wife Stephanie Davis had a daughter, Maya Jade Davis, on Jan. 17, 1994, the day of the Northridge earthquake.

Elizabeth Shields
(New York, N.Y.) has taken on a new job as deputy director of special events with the City of New York Department of Parks and Recreation.

Tammy (Perez) Moller
(Herten, Germany) has been living in Germany since December 1991, and experiencing married life since October 1992. Tammy is attending a graduate program in languages at the University of Essen and leading a "humble and quiet" life in the little town of Herten. Tammy would like to send "hellos" to Roni Cueva '90, Victor Sanchez '90, Marla Salcedo '91, Andrea Schneider '91, Elizabeth Romero '91, Dirk Dierking '91 and Linda Rouse '91. "Come on by, the beer is good!"

John Tedesco
(Rancho Santa Fe, Calif.) went into sales and account management with California Steel in Rancho Cucamonga after he graduated, but got tired of the smog and traffic, so moved to San Diego. For the past year he has been in mortgage banking and presently is a loan officer with AccuBanc Mortgage Corporation. His major was organizational studies, which he says he uses a lot now, since he is essentially "running his own show." He plans to start his own business soon. He says "hi" to Pitzer alums and invites anyone visiting San Diego to give him a call at 619-497-7770.

Adena Cohen
(Chapel Hill, N.C.) is studying health education at the School of Public Health at the University of North Carolina, "the #1 place to live in America," she reports.

David Pincus
(Milwaukee, Wis.) is working as part of an in-home community-based treatment team as a family counselor, playing ultimate frisbee for the Milwaukee Ultimate Club, and playing blues harmonica in local bars and going on dates—"single guy stuff."

Matthew Davis
(Gambier, Ohio) is director of multicultural affairs at DePauw. In his position, Matthew helps students learn about and challenge themselves, even branch out into new areas. Matthew says "I want students to find a comfort zone at DePauw so that
they can expand the boundaries of their experience and uncover talents and interests they didn't even know existed.

**NINETY-TWO**

Jacquelyn A. Kaster
(Encino, Calif.) graduated June 18, 1994, from UCLA School of Public Health with a master's of public health specializing in health policy and administration. She has accepted a position as administrative fellow to the CEO of St. Joseph's Hospital in Orange, Calif.

Jessica Hurley
(Portland, Ore.) is creative assistant in the creative and film department of Tyco Toys/View-Master, a job which Jessica says “fits in with my personality and majors.” She also has taken classes in auto mechanics, self-defense, jewelry design, African dance and first aid, and has been trained as a child abuse group specialist. She sends her best to Pitzer alums, friends and profs, and a special “hel-i-eww” to the Pitzer Floaties!

Celia Gruss
(Washington, D.C.) has signed a contract with Remark Records, a division of PolyGram. Her first single, entitled “How Could I Find Love,” has been selling well. She has made two important television appearances, the first on “Dance Machine” and the second on a Saturday night prime time show in France. Celia’s first album for Remark was due out last November.

David Glickman
(Oakland, Calif.) is living in the Bay Area and working as product manager for Apple Computer. His job includes a lot of traveling.

**NINETY-THREE**

Andrew Starbin
(Malibu, Calif.) attended the board of trustees meeting in November 1994 and heard about the plans for a new Claremont College. Andrew thinks the new buildings at Pitzer look “great.”

**NINETY-FOUR**

P.J. Becker
(Las Vegas, Nev.) currently attends law school at the University of Arizona and is “nostalgic for the ample free time that was available as an undergraduate at Pitzer.”

Andrea R. Zuellig
(State College, Pa.) is attending Pennsylvania State University, where she is enrolled in a Ph.D. program in clinical psychology. She adds “I love it, but it’s definitely a challenge, and I miss Pitzer’s small-school atmosphere. Hello to all the psychology profs and Lucian Marquis.”

Elba B. Alonso
(South Pasadena, Calif.) is attending graduate school at the University of La Verne to earn a master’s in education with a special emphasis in minority education.

**IN MEMORIAM**

April Zweig Howard ’72
Died May 22, 1994, of ocular melanoma. Following her graduation from Pitzer, April attended Northwestern and received her doctorate in psychology. She wrote a number of books and then decided to study for a law degree. She was awarded her J.D. from DePaul University and was a practicing attorney in Illinois at the time of her death.

**Packed With History and Surprises**

Reid Dworkin ’80

Reid Dworkin ’80 has a penchant for travel. He has visited the Middle East—“no other place has more history per square foot”—on six occasions. But the trip he took last June was an altogether new experience.

Reid and his father joined a two-week tour sponsored by the PAX World Service, a Washington-based peace advocacy group. “This was a real door-opener,” Reid explains of his meetings with U.S. Congress members and State Department officials; the foreign minister of Israel, Shimon Perez; chief PLO officials; military leaders in Jordan, Lebanon and Israel; and Syrian First Lady Mouna Heraoui.

The experience was an eye-opener as well, challenging preconceptions of pro-Arab and pro-Israeli travelers alike.

The group visited Hebron, the flashpoint of Israel’s West Bank. Standing within the relative safety of heavily guarded, barbed-wire-fringed walls in the Israeli settlement of Kiryat Arba, Reid recalls the comments of a former Knesset member and resident who, while advocating coexistence with the Palestinians, was skeptical about this particular administration’s peace agreement.

Of Beirut, still officially off-limits to Americans, Reid reports, “In some parts of the city, whole blocks were in ruins.” Vestiges of American presence included the burned-out shell of a 32-story Holiday Inn, the shattered U.S Embassy—now a dwelling for homeless people—and a twisted concrete slab, all that was left of a U.S. Marine barracks. Other parts of the city survive, flourishing in the shadows of debris.

About prospects for a lasting peace, Reid, an insurance defense attorney in San Francisco, remains ambivalent. “I went from pessimism to optimism back to pessimism,” he says. Alan Dworkin, Reid’s father, assumed a philosophic approach. In response to the various reactions among tour members, he concluded enigmatically: “What is, isn’t; what isn’t, is.” (SGS)
Pitzer College and our alumni are maturing together. As we celebrate our 30th anniversary, the growing ranks of our alumni are coming into their own, professionally and financially.

Trustee Steve Lindseth '80 is a case in point: County Line Limited, the Cleveland area company of which he is president, is thriving—and you've helped, if you picked up a Swivel Straight Christmas tree stand over the holidays. Earlier marketing successes for Steve have included the ear thermometer and Interplak toothbrush.

To celebrate Pitzer's 30th birthday and his 15th reunion year, Steve made a class gift reflecting his entrepreneurial spirit: a contribution of appreciated stock. "A gift of appreciated property makes you a three-way winner," he explains. "You receive an immediate income tax deduction for the current value of the stock, you avoid paying capital gains taxes, and most importantly, you have the satisfaction of making a substantial contribution to Pitzer College."

Trustee Sheri Rapaport '78—a Los Angeles attorney whose fourth child, Daniel Harry, was born in December—has also made a gift to the 30th Anniversary alumni campaign fund through her charitable foundation, to which she has contributed appreciated stock. She and Steve are co-chairing an additional 30th celebration: the Alumni-Trustee Challenge.

Check with your financial advisor if you wish to consider a gift of appreciated stock. For information about this or the Alumni-Trustee Challenge, please call 909-621-8130.

Pitzer College
Advancement Office
Alumni Office
1050 North Mills Avenue
Claremont, CA 91711-6121