

Pitzer College

PARTICIPANT



Pitzer's First Rhodes Scholar

C O N T E N T S

VOL. 29, NO. 1

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On the Cover

Juan De Lara '96, Pitzer’s first Rhodes scholar, has worked closely with faculty advisor Nigel Boyle and other mentors to develop a double major in sociology and labor studies.

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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 91711-6101.



Focus on the Faculty

I am proud to report that Pitzer College has again made national news: Senior Juan De Lara was chosen to receive a Rhodes Scholarship to study at the University of Oxford in England; and Alexander Astin, a noted researcher on higher education, named Pitzer as one of the 11 colleges in the country rated outstanding in the areas of both teaching and faculty research. These distinctions may be no surprise to the Pitzer community, but they are important public tributes.

No issue is more central to the current debate about the value of higher education than the relationship of teaching and research. Traditionally, the quality of our colleges and universities has been judged on the quantity of faculty research. In the past five years, it has become ever more clear that faculty members who are devoted to research as a top priority are not necessarily the most qualified to teach college students. We have not debated this either/or of teaching or research at Pitzer; it has been an unquestioned assumption that these two activities are equally important and inseparable. Yet, what we have been taking for granted, according to Astin, is rare among colleges today.

As I reflected on this recognition of Pitzer's uniqueness, I realized we have been honoring an often overlooked truth: knowing, and communicating that knowing, are inseparable acts. To communicate, to teach, one must know one's audience. The Pitzer faculty's desire and ability to learn who our students are—their worlds, countries, languages, neighborhoods—are the linchpins that hold together their teaching and research.

Juan De Lara's election as a Rhodes Scholar is a great achievement for Juan and, at the same time, a testimony to Astin's recognition of Pitzer. In this case, Nigel Boyle, Jose Calderon, all members of the sociology field group, and many other professors took time for Juan, finding him as important and exciting as their own research. Indeed, Juan and Nigel teamed up in an innovative course entitled "Labor and Politics" to examine labor unions and to seek more just conditions for workers.

We are a privileged college—with professors like Nigel and students like Juan. What a place!

Marilyn Chapin Massey

President



External Studies Print and Clay Project

“Intercultural Geometries,” a tile mural now installed in the Gold Student Center, is one of two projects recently completed as part of the Intercultural Perspectives Through Art project, funded by a grant from the National Association of Foreign Student Advisors (NAFSA) Cooperative Grants Program. International and American students were paired, and worked together on sets of six tiles and on linoleum block prints. The tiles were combined to form a mural, and the prints have been made into bookplates. The project was designed to promote intercultural understanding through the universal language of art.



Alumni College

Miss those stimulating conversations with Pitzer faculty and friends? Join alumni for the Second Annual Alumni College featuring faculty lectures and seminars.

Alumni College takes place on Saturday, April 27, during reunion weekend and is open to alumni from all years.

Explore this year’s theme of “Love” through an interdisciplinary approach with Professors Mita Banerjee, Don Brenneis, Betty Farrell, Steve Glass, Glenn Goodwin, Kathryn Miller, Sheryl Miller, Peter Nardi, Ellin Ringler-Henderson, John Rodman, Barry Sanders, Susan Seymour and Michael Woodcock. The day promises to provide provocative discussions without the worry of an exam!

Sojourner Truth Lecture by Renowned Artist Elizabeth Catlett

Internationally renowned sculptor and painter Elizabeth Catlett delivered the 1995-96 Annual Sojourner Truth Lecture last fall. Catlett, born in Washington, D.C., in 1919, is the granddaughter of North Carolina slaves. She is celebrated for her revolutionary artistic vision which aims, according to the artist, to "present black people in their beauty and dignity for ourselves and others to understand and enjoy." The artist's work, which is acclaimed for its powerful images of black women, has been the subject of numerous books, articles and documentary films since 1943.

The Sojourner Truth Lectureship was established in 1983 to honor the achievements and contributions of outstanding African American women in the U.S. It is named after Sojourner Truth, a slave from New York, who became a well-known activist and orator. (TS)

Ranee Morales '98 Mixes Sports, Academics and Social Commitment

Pitzer sophomore Ranee Morales is used to tackling things head-on. So last year when this freshman "walked on" and won a starting position on the women's Sagehen softball team, those who know her well were not surprised. After all, Morales was a four-year letterman in volleyball and softball at Nogales High School in La Puente, Calif.

The starting spot Morales won was centerfield. Her new challenge for this season, which began on February 10, is a move to the infield as the starting shortstop. "I'm a perfectionist," says Morales. "I was really comfortable at centerfield. I'm going to have to work even harder now."

Morales is optimistic about the Pomona-Pitzer team's prospects for this year. "We have a lot of returning players, a great new coach and a positive attitude. I think it's going to be a great season," she reports.

An environmental studies major, Morales' winning attitude on the field is also evident in her academic life and career plans for the future. "I want to go straight to graduate school, either Humboldt State or the University of Washington," says Morales. "Then I'd like to work internationally in environmental studies—learn about different ecosystems around the world and how culture affects attitudes toward the environment. Then I'd like to be an activist lobbying Congress on environmental issues—and eventually an environmental advisor to a future president."

And yes, Morales does see a place for softball in her future. She wants to play on club teams after college and maybe even coach Little League. (TS)



PHOTO BY AXEL KOSTER

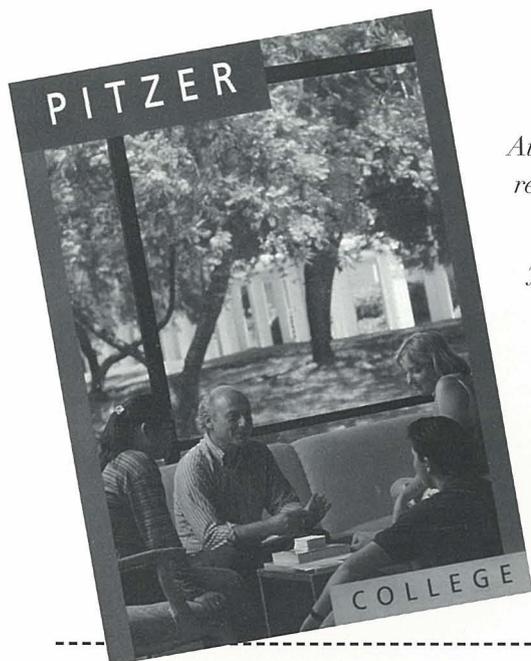
We Always Knew We Were on the Right Track

A new study names Pitzer one of the top 11 teaching and research colleges in the country. The study, conducted by the Higher Education Research Institute (HERI) of the University of California, Los Angeles, places Pitzer in the company of Bard, Bryn Mawr, Carleton, Colorado, Harvey Mudd, Occidental, Smith, Swarthmore, Wheaton and Williams Colleges.

The purpose of the study was twofold: first to determine if it is possible

for higher education institutions to emphasize both research and teaching; and second, if so, to discover what unique features allow those institutions to "have it both ways."

The results suggest that Pitzer and other selective, residential, liberal arts colleges come "closer than any other type in the American system to achieving a balance between research and students." (ED)



Come Home to Claremont

Attention, alumni from the classes of 1966, 1971, 1976, 1981, 1986 and 1991: Your reunion weekend is just around the corner!

The dates are Friday, Saturday and Sunday, April 26 through 28, 1996. Mark your calendar now and plan to attend this fun-filled weekend of faculty lectures, campus tours of the new buildings, parties, class dinners and all-around merriment.

Alumni from Pomona, CMC and Harvey Mudd will also be reuniting this weekend. Come see old friends, make new ones, meet current students and visit old haunts.

Call the Alumni Office at 909-621-8130 for more information or to volunteer your help.

Conflict Resolution: Pitzer Teams Up With the Public Schools

Pitzer College and Garvey Intermediate School in Rosemead, Calif., initiated an innovative partnership fall semester to reduce conflict and inter-ethnic tension at Garvey. Supported as part of a \$45,000 grant from Southern California Edison, Pitzer students worked with Garvey students to promote intercultural communication and respect for diversity and to develop practical solutions, including peer mediation. Additionally, Pitzer students worked extensively with 25 seventh- and eighth-grade students, training them in conflict resolution techniques. These "conflict managers" form the foundation of an ongoing peer mediation

program at Garvey.

Twelve Pitzer students, comprising a range of ethnic backgrounds, worked extensively over a three-month period with the Garvey students, meeting weekly in sessions at both Garvey and Pitzer.

Together, the students examined some of the obvious as well as more subtle stereotypes and prejudices which undermine social cohesion, and developed the techniques and skills of conflict resolution.

Pitzer students participating in the program were enrolled in "The Roots

of Social Conflict in Schools and Communities," a sociology course taught by Pitzer Professors Jose Calderon and Betty Farrell. The Conflict Resolution Project was conceived in 1993 by Calderon and Farrell, who initiated the program at three Alhambra, Calif., high schools. (AE)



PHOTO BY LINDA LEWIS



PHOTO BY MICHAEL HONER

Posters Chronicle Social Protest

Local, national and international issues are depicted in an exhibition of posters entitled “Los Angeles: At the Center and on the Edge,” on display through May 12 at Broad Center’s Nichols Gallery.

Reflecting the energy of people working for peace, justice and unity throughout the world, the posters address an array of political and social subjects of concern to Los Angeles artists of the last 30 years. They condemn the racism of the Japanese internment camps and the beating of Rodney King and protest U.S. interventions in Vietnam, Central America and the Persian Gulf. They also speak to AIDS-related issues, ecology and the rights of women, children, lesbians and gay men. While some were created by well known artists such as Robbie Conal and Yriena Cervantez, the majority were produced by emerging or under-recognized artists.

According to Carol Wells, executive director of the Center for the Study of Political Graphics and co-curator of the exhibition, the posters depict a humanitarian and activist side of Los Angeles that is frequently overlooked. “Los Angeles is often seen as a fringe without substance, hype without heart,” Wells said. “In reality, Los Angeles is a city of profound contrast and extraordinary vitality and creativity, and many Los Angeles artists, art collectives, art center and community organizations have made important contributions to political poster production over the last 30 years.”

The exhibition was organized by Michael Woodcock, professor of art, and Carol Wells. The exhibit is open during the regular business hours of the college. (MH)

OPENING THE DOOR TO THE IVORY TOWER

David Sadava is accustomed to answering student questions about the complex, cellular-level issues surrounding the growth and treatment of cancer tumors. It's his job. As professor of biology at the Joint Science Center of The Claremont Colleges and holder of the Pritzker Foundation Chair, he does this every day, both in the lab and the classroom.

But being asked probing questions about cancer cells by a college maintenance worker or an office assistant is a new experience for Sadava—and one he welcomes. In fact this is an experience that Sadava orchestrated and is now promoting to other faculty at The Claremont Colleges.

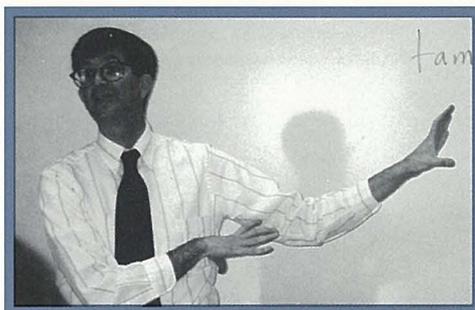
“Traditionally, faculty and staff in academe have operated in very separate worlds; there is a gulf between them that needs to be bridged. When I switched the focus of my research and teaching to cancer, and staff members found out I knew something about this disease, I began getting all kinds of questions. Staff members wanted more information than they were getting from their health care providers. The class was an

obvious way to offer information and help connect these two campus communities.”

To publicize the course, Sadava contacted The Claremont Colleges' personnel directors, who were eager to get the word out to staff employees. The response was overwhelming: the course, which was limited to 25 students, was fully subscribed on the first day of registration with a waiting list of 60. Students included physical plant employees, secretaries, a duplicating technician, security personnel and a communications director.

“The class was a lot of fun to teach. These students were interested and motivated. The attendance was excellent. I've taught non-science majors before, so gearing the material to the appropriate level has been feasible,” says Sadava.

Other faculty joining Sadava by offering classes to staff this spring include Pitzer President Marilyn Chapin Massey, who is teaching “Religion and Politics”; Scripps Professor Cheryl Walker, “American Short Story”; and Joint Sciences Professor Stephen Naftilan, who teaches “Introduction to Astronomy.” (TS)



1995-96 Convocation Address Delivered by Benjamin Barber

Noted scholar, lecturer and author Benjamin Barber delivered Pitzer's annual convocation address last fall. In his talk “Jihad vs. McWorld: The End of Democracy?” Barber addressed the debilitating effect of capitalism and tribalism on democracy throughout the world.

Barber is renowned for his work in promoting and instilling the ideals of democracy and citizenship. As founder and director of the Walt Whitman Center for the Culture and Politics of Democracy at Rutgers University, Barber has been a national and international leader in interpreting democracy as a mode of living, rather than simply a set of political arrangements. He consults regularly with political and educational leaders in the United States and Europe, and his work at the Walt Whitman Center was a model for President Clinton's national service program, AmeriCorps. Barber is an advocate for the importance of service-based learning at the college level in developing the civic responsibility essential to maintaining democracy. (AE)



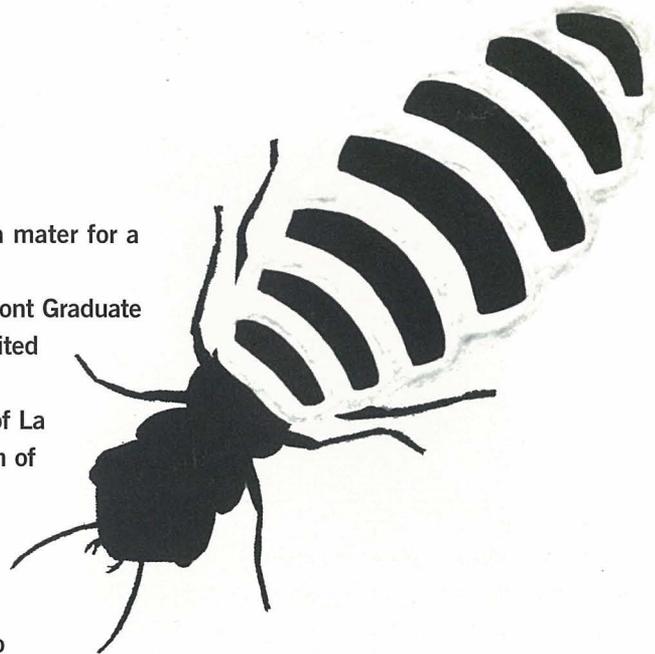
Artist Gigi Spratley Returns to Claremont

New York artist and Pitzer alumna Gigi Spratley '80 returned to her alma mater for a one-person showing of her work in the Salathé Gallery.

After graduating from Pitzer, Spratley earned an M.F.A. from The Claremont Graduate School. Living in Los Angeles until recently, Spratley's work has been exhibited in numerous one-person and group shows at galleries throughout Southern California. She also has served as a guest lecturer at UCLA, the University of La Verne, California State University, Fullerton, and the San Francisco Museum of Modern Art.

"Low Life," Spratley's show at Pitzer, featured 30 small paintings, often presented in groupings much like religious or computer icons. The works featured insects, jellyfish, weeds and other lower life forms that, according to the artist, "are considered, for one reason or another, to be undesirable neighbors in our immediate environment."

This body of work, which Spratley has been developing since 1991, is in reaction to humanity's desire to "dominate the natural world." The artist observes, "We have attempted to wage war on those parts of nature which threaten our survival or thwart our progress, while exalting those which inspire us or bring us pleasure." (TS)



The James Irvine Foundation Grants

Professors Nigel Boyle (sociology), Karen Goldman (Spanish), Alexandra Juhasz (film and video), David Furman (art) and Richard Tsujimoto (psychology) are the five Pitzer faculty who received Irvine Enterprise Awards this spring. These awards support faculty efforts to integrate academic course work with field experience.

Boyle is using his award to extend the boundaries of the Pitzer campus into the offices of the labor organizations and advocacy groups where his "Labor Internship" students do field work. Boyle hopes to develop Web sites on the Internet for union locals and advocacy groups so students on campus can communicate with these organizations via e-mail and real-time video and

audio. This use of new technologies will help support Pitzer's social responsibility goal.

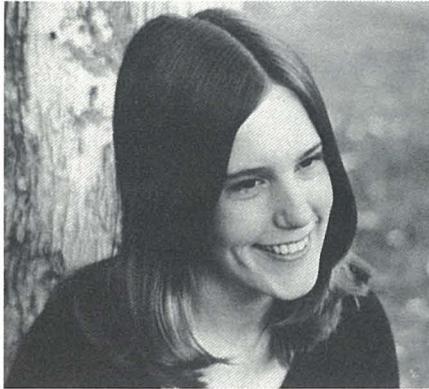
Goldman plans to facilitate the development of a new Pitzer External Studies site in Venezuela, the first one located in the region. Her award will be used to organize the curriculum, both at Pitzer and in Venezuela, and to make the program congruent with Pitzer's educational objectives.

Furman continues his work with at-risk youths at the Ontario Youth Center, setting up and providing ceramics activities, along with interns from Pitzer, three times a week. Thanks to the grant, he was able to purchase two electric kilns and potter's wheels to better equip the facility.

Tsujimoto will use his award to develop a new course called

"Asian Americans: Applied Psychology." The course will combine traditional academic methods with a required community service internship in which students will work with economically disadvantaged Asian Americans.

Juhasz has used her grant to develop a new course, "Video and Diversity," which teaches students how to use video technology in support of community activism. Pitzer students will root out the "isms" in their community: racism, sexism, ageism and classism, and document their findings on videotape. The tapes will be edited into a television program, in conjunction with 12 other colleges sponsored by PBS, designed to create a constructive public dialogue about diversity issues. (TS)



Katie Lawson Memorial Fund

Established in 1973 by family and friends of Katie Lawson, the fund awards stipends to sophomore and junior students who are chosen through an annual proposal competition. The awards support summer projects or senior-year independent study projects that have great social significance.

Katie '73 was a psychology major who devoted much of her time to helping others: she tutored in the Riverside area, spent a year at the Devereux School in Santa Barbara, and entered the Smith School of Social Work after graduating from Pitzer. She often expressed concern that other Pitzer students might not be able to do similar work for lack of transportation or living funds, and might miss opportunities to develop their own innovative projects.

Family and friends continue to support this special tribute to Katie and provide financial assistance to students who have chosen to help others. Should you wish to contribute, please contact the Advancement Office at 909-621-8130.

Foundations Think Globally

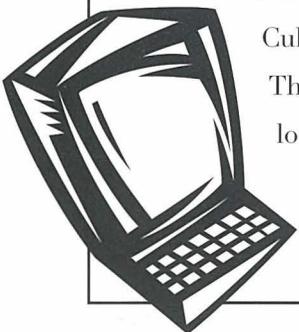
Pitzer's international programs got a boost from two New York-based foundations. The **Booth Ferris Foundation** granted \$100,000 to complete funding for the new Language and Culture Laboratory.

The laboratory, located in Broad Hall and opening this spring,

will contain state-of-the-art, multi-media language and culture learning facilities.

The Starr Foundation awarded Pitzer \$100,000 to augment the C.V. Starr Endowed Scholarship Fund. The addition will support students who participate in the college's External Studies program in traditional medicine, based in Shanghai.

The new grants complement other recent foundation grants for international curricula and program development from **The Fletcher Jones Foundation** (\$100,000) and **The William and Flora Hewlett Foundation** (\$71,000).





College Endowment Grows

Did you know that we are “neck-and-neck” with the California Institute of the Arts for the largest endowments in the nation for private institutions of higher education that were founded in the 1960s?

At the close of last fiscal year, the market value of Pitzer’s endowment was almost \$30 million—great news for a college that recently celebrated its 30th anniversary.

This accomplishment is due in large measure to the leadership of trustee Susan Pritzker (parent of Jobie Pritzker ‘93), who chaired a six-month endowment drive of close to \$3 million, to the dedicated efforts of the board’s Investment Committee (chaired by Hirschel Abelson, parent of Adam Abelson ‘92), and to the generosity of our alumni, parents and friends. (See the honor roll of donors in the fall 1995 Participant).

Why is a healthy endowment important? Generated interest helps the college hold down the rate of tuition increases, provides student scholarships and yields funds for attracting the highest quality faculty.

Plans are Underway for Planned Giving Program

Pitzer will be obtaining a license necessary to issue charitable gift annuities for our alumni and friends. Like the other Claremont Colleges, Pitzer will afford another opportunity for our loyal supporters to make a meaningful contribution to the college, with the additional benefit of receiving an income stream. We anticipate that the program will be up and running by September. Watch for further information.

Just Do It!

There is still time to make your Alumni Fund gift to Pitzer before the June 30th fiscal year end. Annual support from alumni ensures that Pitzer remains a strong, viable institution and directly helps students who otherwise would not be able to attend. This year the college asks you to make a scholarship gift to the Alumni Fund in honor of our outstanding faculty. This is a wonderful way to express your sentiments to your former teachers.

As an added incentive, Russell Pitzer, a faculty member at The Ohio State University and grandson of the college’s founder, has extended a challenge to alumni: Increase your last gift by \$25 or more or make a first-time gift of \$25 or more, and he will give the college \$1 for every new \$2 raised.

Please make your gift today. Just do it!

BOB ALBERT's (psychology/emeritus) recent publications include "The Achievement of Eminence: A Longitudinal Study" in "Beyond Terman" (Ablex Publishing Co.); "The Contribution of Early Family History to the Achievement of Eminence" in "Talent Development" (Ohio Psychology Press); and "Madison Avenue Comes to Academe" in the Creative Research Journal. Albert co-chaired and presented a paper at the American Psychological Association's convention last August in New York and has been invited to give a talk at the University of Kansas next September.

NIGEL BOYLE (political studies) is teaching his first "German Across the Curriculum" course and "Labor Internship." Internship students will be placed with labor unions, worker advocacy groups and on research projects in this service-learning course. Boyle also arranged to have the AFL-CIO Organizing Institute hold its inaugural Faculty Conference/Training Session at Pitzer in January.

PAUL FAULSTICH '79 (environmental studies) presented a paper, "Designer Genes: Notes on a Natural History of Social Living," at the Third International Ecocity Conference in Senegal. Faulstich currently teaches a new course, "Ecology, Community and Design," which is geared toward envisioning and creating an ecologically sound future.

DAVID FURMAN (art) continues a rigorous exhibition schedule. His ceramic artwork was featured recently in "Manifestazioni Internazionali Della Ceramica" in Faenza, Italy. Nationally, his work was included in exhibitions at the Wustum Museum of Fine Arts, Racine, Wis.; "Influence and Introspection, Pacific NW Ceramics" at the Corvallis Art Center, Ore.; "Cosas Preciosas" sponsored by the Yuma Fine Arts Association, Ariz.; "Sculptural Objects/ Functional Art"

DESERT AS PLACE

by Paul Faulstich, professor of environmental studies

"BLUE DESERT"

Charles Bowden

"THE DESERT SMELLS LIKE RAIN"

Gary Paul Nabhan

"AUDUBON SOCIETY FIELD GUIDE—DESERTS"

James McMahan

"THE DESERT READER"

Peter Wild

"DESERT SOLITAIRE"

Edward Abbey

Learn about cultural ecology and desert philosophy. Explore human relationships with arid lands, and how these relationships are expressed through various cultural mediums, including art, world view and subsistence patterns. From shaded river canyons in the American Southwest, to the scorching "Red Center" of Australia, learn about desert ecosystems and investigate how human populations explain and express their existential situations in these habitats. The above texts are the key to your journey.

PHOTO BY AXEL KÖSTER

at Navy Pier, Chicago; U.S. Art Fair '95 in San Francisco; "30 Ceramic Sculptors" at the John Natsoulas Gallery, Davis, Calif.; the L.A. Modernism exhibition; "Contemporary American Ceramics" at the Bank of America Gallery in San Francisco; and the 8th Annual L.A. Art Fair. Furman's work is featured in the newly published Harry N. Abrams book, "Tools as Art."

GLENN A. GOODWIN (sociology) will conduct a special plenary on C. Wright Mills at the annual meetings of the Pacific Sociological Association in Seattle this spring. At the same meetings he will organize and preside over a session, "Teaching Humanistic Sociology Humanistically." Goodwin also will organize a session on humanistic sociological theory for the fall 1996 meetings of the Association for Humanist Sociology in Hartford, Conn.

He wrote the lead chapter, "The Sociological Imagination: From Personal Troubles to Public Issues," for "The Student's Companion to Sociology" (Blackwell Press, England) due out later this year.

ALEX JUHASZ (film and video) published "AIDS TV: Identity, Community and Alternative Video" (Duke University Press, Durham, N.C., 1995) and "Knowing Each Other Through AIDS Media" in "Late Editions," edited by George Manars (University of Chicago Press, Chicago, 1995). Juhasz produced a feature film, "The Watermelon Woman," directed by Cheryl Dunye, funded by NEA and currently in post-production, and she is in production on a documentary, "Cutting Edge: The History of Feminist Film & Video."

RONALD MACAULAY's (linguistics) book "The Social Art: Language and Its Uses" came out in paperback this spring. Macaulay published a paper, "The Adverbs of Authority," in the journal English World-Wide and presented two papers,

“Ayrshire as a Linguistic Area” at the conference on New Ways of Analyzing Variation in Language at the University of Pennsylvania and “The Radical Conservatism of Scots,” at an international sociolinguistics conference in Portugal.

JOE PARKER (East Asian thought) presented a paper, “Historicizing Gender Representations: Artistic Images of Japanese Zen Nuns of the 13th and 14th Centuries,” at the conference “Images of Women in Japanese Culture” at the University of Chicago.

LISSA PETERSEN (writing) was honored for 10 years of service on the Claremont Unified School District Board of Education last fall. Petersen was on a panel, “Marketing the Writing Center,” at the National Writing Centers Association Conference in St. Louis.

ANN STROMBERG (sociology) is spending three-and-one-half months at sea teaching three courses, “Medical Sociology,” “Women at Work” and “Population and Society,” through the University of Pittsburgh’s Semester at Sea. Course material and assignments will be geared to the countries and regions students and faculty will visit, including Venezuela, Brazil, South Africa, Kenya, India, Vietnam, the Philippines, Hong Kong and Japan.

SALLY RASKOFF (sociology) presented a paper with co-

author Richard Sundeen (USC), “Trends in Volunteering: Analysis of a Decade,” at the annual meeting of the Association for Research on Nonprofit Organizations and Voluntary Action in Cleveland. Raskoff, along with Sundeen, also received a grant from the Aspen Institute to research the role of secondary schools in promoting community service in Southern California.

BARRY SANDERS (history of ideas and English) published his book “Sudden Glory: Laughter as Subversive History” (Beacon Press) last fall.

RUDI VOLTI (sociology) was a commentator for a panel, “Finding the Future in the Past? New Questions About the Early History of the Automobile,” at a meeting of the Society for the History of Technology in Charlottesville, Va.

WERNER WARMBRUNN (history/emeritus) has been asked to contribute entries on Holland and Belgium for the Yale Holocaust Encyclopedia to be published by the Yale University Press.

LORA WILDENTHAL (history) presented a paper on nurses in colonial southern Africa at the American Historical Association meetings last fall and is working on a book about German women and colonialism, 1884-1933.

DAN SEGAL APPOINTED “CULTURAL ANTHROPOLOGY” EDITOR

Dan Segal, associate professor of anthropology and historical studies, was recently named editor of the scholarly journal *Cultural Anthropology*, one of the pre-eminent international journals in socio-cultural anthropology. Segal, only the third editor in the journal’s 10-year history, has mapped out a number of goals. “*Cultural Anthropology* is unusually involved in cross-disciplinary issues and debates,” he says. “I would like to see [the journal] extend its past openness to other disciplines and build a broader audience for its authors.”

Segal launched a new, experimental section, “In the News,” which consists of articles featuring discussions of topical subjects in the context of ongoing ethnographic and historical research. The idea is to enable ethnographers to offer alternative perspectives on issues deemed newsworthy by the mass media.

“I think it is crucial to keep in mind that the primary way we communicate with a broader public is through teaching,” says Segal. “Articles from ‘In the News’ will help us respond to student interest in connecting anthropology to the world around them.”

In keeping with his well-known enthusiasm for exploiting available technology, Segal plans to take full advantage of cyberspace. Use of the Internet, for instance, will simplify the article review process, replacing international phone calls and mailings with electronic communication. With the assistance of several work-study program students, Segal has already set up World Wide Web pages for the journal and will keep all manuscript records in a database, with plans to index all previously published articles on-line.

Segal will edit *Cultural Anthropology* for four years, with a possible renewal for two more. He follows scholars at Rice and New York Universities. The arrangement is similar to the appointment Professor of Anthropology Don Brenneis held while editor of *American Ethnologist* from 1989 to 1994, when the mantle passed to faculty at Harvard.

“Historically,” says Segal, “such journals have generally been located at major universities ... Pitzer is distinctive as a small college in being asked not once, but twice, to house international scholarly journals.”



PHOTO BY AXEL KÖSTER

Hopi Women Revive the Art of Basketry

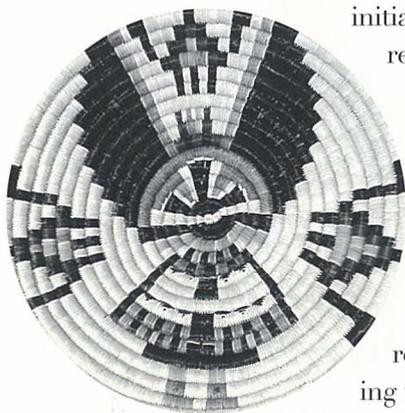
The ceremony occurred in late October. In the north-eastern Arizona high desert, only a hint of autumn and a few clouds filled the open sky. Then the storm began. An aluminum cookie sheet hurtled toward the ground, followed by a cheese grater, and a plastic measuring cup. At the shower's height, the air filled with kitchen items, rising high and falling into the outstretched hands of the jostling crowd. "You have to stay alert to avoid getting hit," says Professor Sheryl Miller. The rain of gifts concludes the Hopi Basket Dance, a day-long initiation ceremony of the Lakon Society, a Hopi women's society of basket makers. Not surprisingly, most prized among the falling sundries were the hand-woven baskets made by the initiates and their sponsors.

Miller, Pitzer professor of anthropology, has been studying Hopi basketry for 12 years. In her visits to the villages of Second Mesa, she has watched the ceremony's culminating shower of gifts increase to a virtual downpour, indicating a resurgence of women who are learning the traditional art of basketry. When Miller saw her first Basket Dance, she recalls about 50, mostly older, women dancing. In October she counted 110 women dancers, including some 55 initiates. "The oldest echelon, who were dancing 12 years ago, aren't dancing now," she adds. One reason for the change is that baskets, long cherished for their traditional worth and utility, can command hundreds of dollars in the burgeoning collector's market.

"When I started my research on Hopi basketry, I tried to meet and talk to as many basket makers at Second Mesa as I could," Miller says. "I looked for older women, daughters, granddaughters, and I found a wide network of friends." Miller also found that basket making seemed to have skipped a generation of women. This seemed unusual. Basketry has been a valued tradition on Second Mesa for generations. Plaques, which are flat round trays, serve as a type of social currency, according to Miller. They are given as gifts or as paybacks for favors rendered. Most plaques circulate through the village, passing to many owners in a complex system of reciprocity that



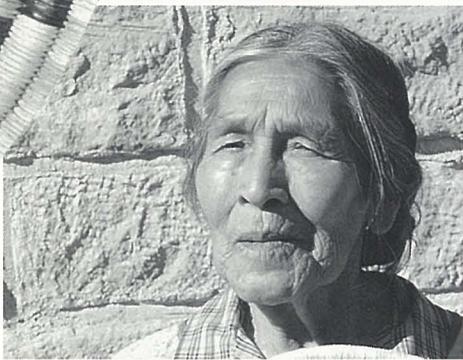
PHOTOS BY SHERYL MILLER



By Sheryl Gorchow-Stuart

affirms kinship ties and helps maintain harmony within the village.

Women's crafts are specialized by mesa, Miller explains, because most Hopi women spend their lives in the village where they were born. Hopi villages on First Mesa and Third Mesa specialize in pottery and wicker basketry, respectively. Second Mesa women use a coiling technique for basketry. Constructed of indigenous yucca and galleta grass, the coiled basket designs emerge from colors natural to the plants and through vegetal dyes.



In traditional times, almost all Hopi women in Second Mesa villages made these baskets. However, in the 1950s enthusiasm for learning the time-consuming art fell dramatically. Through the 1970s, the financial return on basketry was minimal. A basket, which can take several weeks of work, commanded a modest market price of \$1 per diameter inch. Some women began to find work in teaching, construction and public administration. In the 1980s, an ethnic arts movement inspired serious collectors to pay top dollar for the best quality and creative work. Demand rapidly grew for the

basketry common to Second Mesa villages, and Hopi women's interest in basket making revived.

Miller's research suggests that the consumer market has had little significant impact on the art of basketry, though perhaps the quality has improved at the upper end. In reviewing century-old design elements at major museum collections and newer design elements popular at Second Mesa, the anthropologist has queried basket makers about the design changes over the past 100 years. While designs have gained and lost popularity among the Hopi, the underlying reasons for designs have remained the same. "Hopi artwork has a cultural integrity and relevance to their own lives," she says. Today's designs are overtly pictorial, representing things relevant to the Hopi, such as a turtle, which symbolizes water—a precious element to desert farmers. "You won't find Mickey Mouse in a Hopi design," Miller comments. Buyers find the pictures more accessible than the older geometric representations, but this is more incidental than intentional. "The buyer's demand is not enough to force a design change," Miller says.

The collectors' market has led to the rapid increase in basket makers, which, in turn, is helping Hopi women maintain their status against contemporary pressures. In traditional Hopi society, women held a relatively high social status, owning property and living in maternal households with their extended families. Husbands would join a household through marriage and would leave the household only through divorce or death. Today, Miller notes that more Hopi are choosing to live as nuclear families. Many older women, who expected to

be at the center of their families, are living alone. The new arrangement diminishes women's traditional power. These women were born into one culture but are growing old in another culture, Miller adds.

While the money from basketry helps preserve women's status, it can create tensions in a society that values reciprocity and devalues individual gain. One woman, for example, sold a single large basket and bought a new truck with her earnings. This show of wealth resulted in some hard feelings in the village.

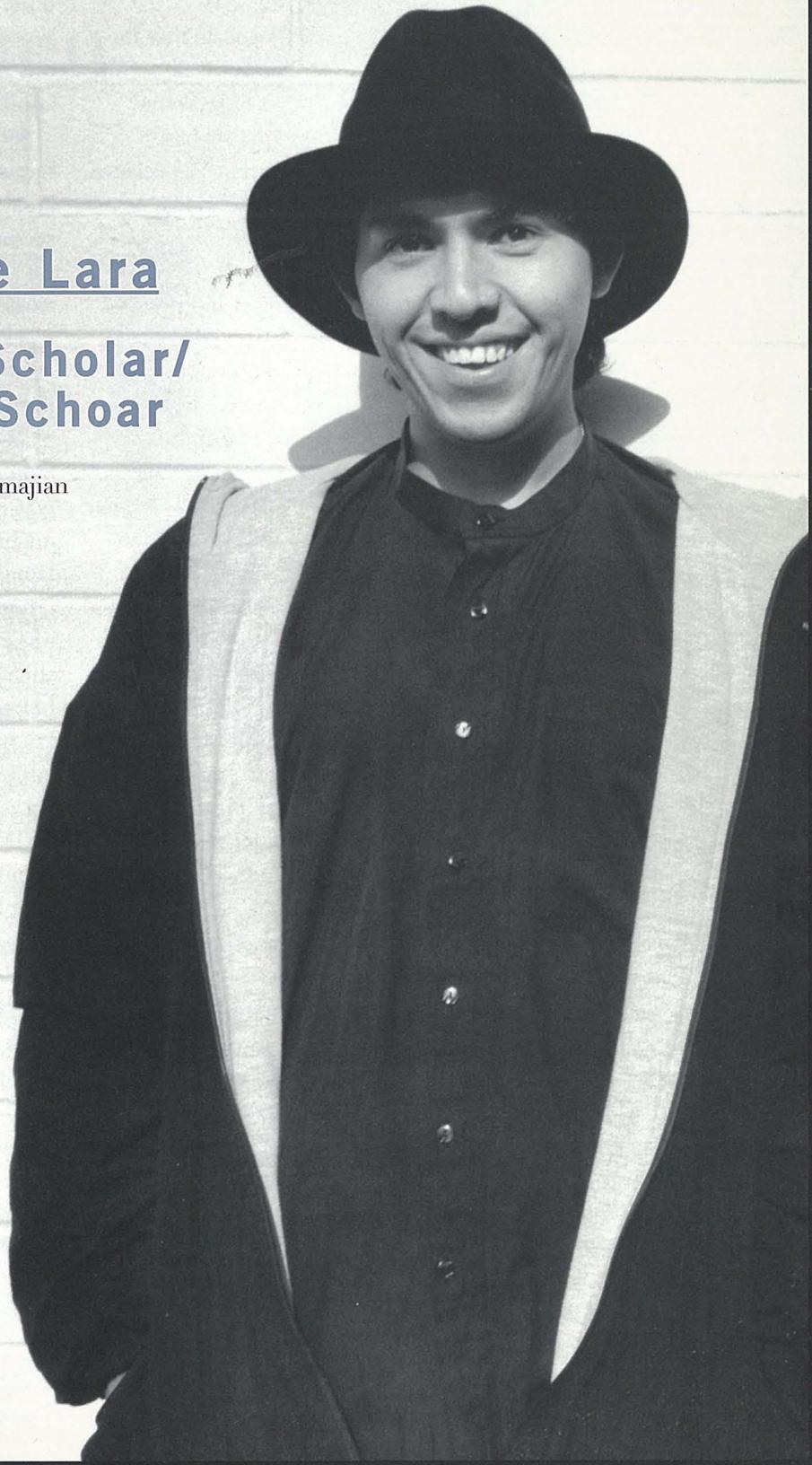
Membership in the Lakon Society helps ease these potential problems. It provides a place for all women to maintain their social integration in Hopi village life, and it provides a group sanction for basketry. If a basket maker does not join, Miller observes, she would be viewed as stealing from her own culture for personal gain. The Lakon Society ensures that the Hopi ethic of reciprocity perseveres through occasions such as the Basket Dance.

The annual Basket Dance initiation entails a great giveaway of gifts, a sharing of wealth. An initiate must have a sponsor to join, who makes for her a special plaque to use at the ceremony. In return, the sponsor receives a gift from the initiate. Throughout the four-year initiation period, membership entails a huge financial investment. Each initiate must throw many hundreds of dollars worth of gifts, including plaques. Many of the plaques thrown at the ceremony eventually enter the ethnic arts market. By preserving Hopi values of reciprocity, cultural validation, village integration and redistribution of wealth, the Basket Dance, and basketry in general, affirms how Hopi women past and present sustain Hopi society.

Juan De Lara

Activist Scholar/
Rhodes Scholar

By Anne Elmajian



PHOTOS BY AXEL KÖSTER

They came to honor “one of their own.”

Maintenance workers and housekeepers joined faculty, family, students and staff at Pitzer’s McConnell Living Room because one of their own had made it: not because he left behind who he was or where he came from, but because of who he was and where he had been. No one at Pitzer College should have been surprised at the many service workers who joined in the December reception to honor Juan De Lara, Pitzer’s first Rhodes scholar. After all, in his sophomore and junior years, Juan was instrumental in organizing and mediating on behalf of the workers, including those employed by the college’s food service, winning important concessions and, in the process, gaining their friendship and respect.

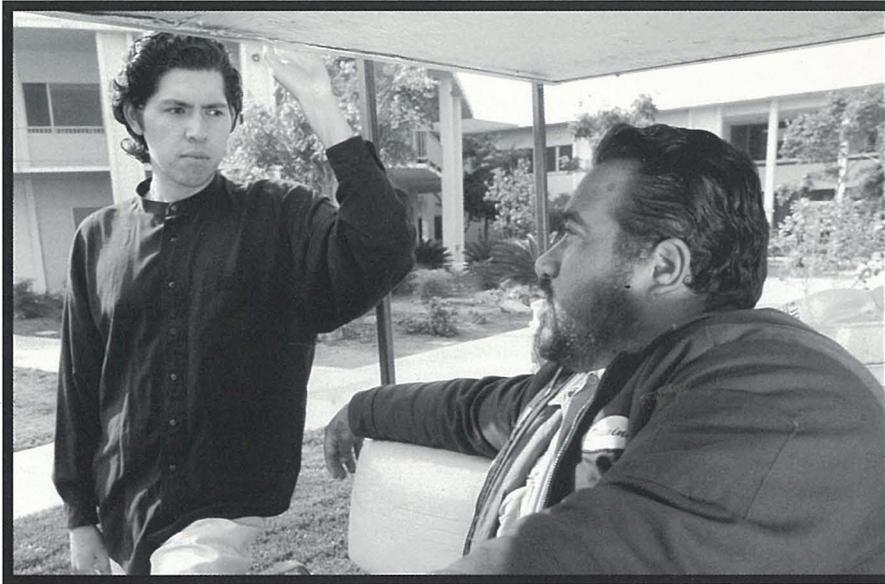
These workers, invisible to too many eyes, are at the heart and soul of who Juan is. “I see my mother [a hospital housekeeper] in their faces. Or my father [a mechanic], or any of the neighbors, friends and relatives I grew up with,” says Juan.

The seventh of eight children born to immigrant farm laborers, Juan spent much of his childhood working in the fields with his parents. With Spanish as his first language, Juan attended Coachella Valley High School and is the first in his family to attend college.

From his first days on campus, Juan De Lara stood out. “Juan was a firebrand,” remembers his academic advisor Nigel Boyle, assistant professor of political studies, “but never a Johnny-one-note. Juan was tremendously effective—and dangerous—because of his ability to tie together a tremendous desire for social change with a tremendous intellectual drive.

“From my first class with him, back in his first semester, it was obvious that he was destined for great things. Since that time, I’ve watched Juan have a huge impact on every institution he has come into contact with. These impacts have mostly been highly beneficial to the institutions,” notes Boyle.

Nigel first began thinking about the Rhodes Scholarship during Juan’s sophomore year. By that time Juan had already been involved in numerous on-



Referring to his efforts on behalf of the maintenance workers, Juan says, “That was not just an intellectual game or pursuit. That was about real people, about whether or not people would have the means to feed and clothe their families.”

campus and community outreach activities, was an outstanding student, and headed the Pitzer College Student Senate.

Rhodes nominees are judged on the basis of their intellectual attainment, character, potential for leadership, and the energy to use their talents to the fullest. This year, more than 1,000 men and women applied from the U.S.; just 32 were selected for the prestigious two-year scholarship to Great Britain’s Oxford University.

“I never doubted whether Juan was ready for the Rhodes Scholarship,” says Boyle. “Rather, I wasn’t sure that the Rhodes Trust would be ready for Juan!”

In fact, the goals of the two institutions, Pitzer and Rhodes, are remarkably similar, especially in their drive to develop tomorrow’s leaders. Both institutions, too, share a belief that academic learn-

ing and a sense of social responsibility can go hand-in-hand and can, in fact, strengthen one another.

“Juan’s passion to help his community is coupled with a pragmatism that has pushed him to search out the most effective tools to achieve his goals,” explains his other faculty advisor, Jose Calderon, professor of sociology and Chicano studies. Jose credits Pitzer’s unique learning environment and its integration of social responsibility into the curriculum with “giving Juan the tools he needed and then allowing and encouraging that passion to be utilized.”

Juan explains, “Growing up in a poor, working-class immigrant family, I was always aware of the constant struggle against racism, inequality and social injustice. Pitzer has given me the language to identify these issues, to make sense of them, and to do what I can to

change them.”

Referring to his efforts on behalf of the maintenance workers, Juan says, “That was not just an intellectual game or pursuit. That was about real people, about whether or not people would have the means to feed and clothe their families.”

“Real people” were at the heart of another of Juan’s many campaigns: the recent fight against California’s Proposition 187. “That was all about Juan’s family, his community, the workers he had struggled with,” said Calderon. “While he ultimately lost that

struggle, he and some of his fellow students had a major impact on the campus as a whole. They forced a lot of the students—and the faculty—to look at this issue in real-life terms.”

Boyle further notes that Juan exemplifies another of Pitzer’s most unique and valued features: its emphasis on interdisciplinary learning. “The breadth and depth that Juan brings to his learning are remarkable, and they are exactly the qualities that set him apart from others. He will drop some of his poetry into the middle of an analysis of the National Labor Relations Board or discuss Chicano literature in the middle of an essay on German citizenship law. From women’s studies to chemistry to literature, Juan infuses the classroom with these varied perspectives.”

Both Boyle and Calderon perceive Juan’s achievements to be a

validation of Pitzer's commitment to social responsibility. "Pitzer gave Juan the tools and resources to make a difference. But Juan's experience outside of Pitzer, within the community, is what brings those tools to life," explains Calderon. "To really make an impact in the world, you can't have one without the other."

That belief underpins Juan's desire to be a "scholar activist." Says Juan, "I have two great desires—one for intellectual learning and discourse, and the second for organizing to empower others. Without translating theory into practice, there's no point to learning the theory."

Juan expects to get plenty of the latter at Oxford University. "It is the intellectual crossroads of the world. I will have the opportunity to engage in conversation with some of the brightest people in the world." He is particularly anxious to learn of the progressive political, labor and social movements of Europe, which should add immeasurably to his dual major of labor studies and sociology.

Maintaining the connection between academic learning and taking action will be the key to Juan's future success, says Calderon. "Juan intuitively seems to know what many others never grasp," he explains. "You don't have to be a spectator in life. Instead, you can be a participant. You can make a difference. By our writing, by our speaking, by our

teaching, we can be a part of history. We can make an impact. We can change lives."

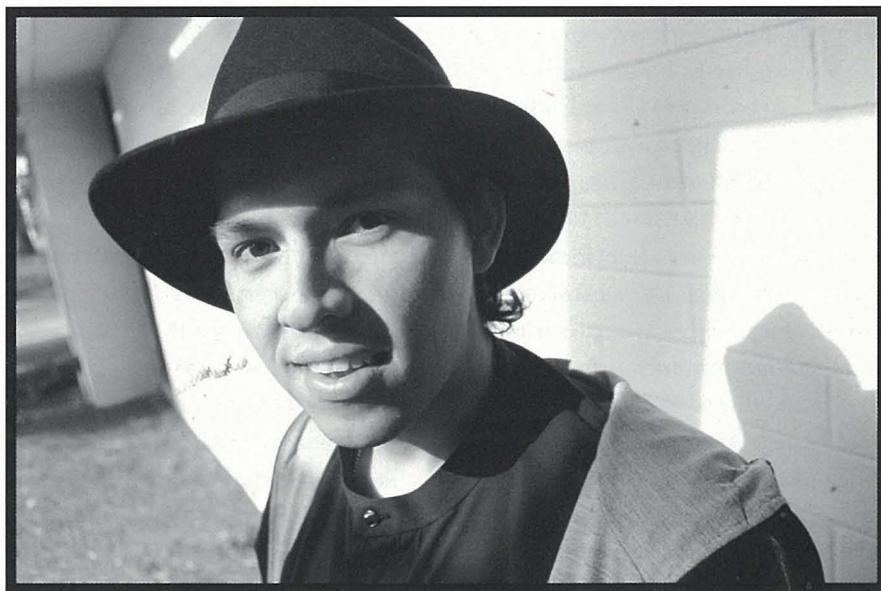
Clearly, Jose, Nigel and other professors and teachers along the way have changed Juan's life. That mentoring relationship is one of the things that most attracted Juan to Pitzer. "I didn't want to be one of 500 students in a huge classroom," says Juan. He was also looking for a college that would allow him to establish relationships with his professors. "In those early days of my freshman year, it made a tremendous difference to me to learn of Jose's similar background; he immediately understood what I was going through, and how very foreign Pitzer was to me."

That influence cuts both ways, says Boyle. "Increasingly, I regard Juan as a colleague rather than a student. In fact, I will be drawing on

his expertise for much of this spring's 'Labor and Politics' course."

If there is one lesson that Juan wants others to take from his experience, it is that his story really should not be all that exceptional. "There are a lot of kids out there just like me, with just as much potential. But, inherently, the system doesn't let them through. Instead, a lot of barriers get thrown in their way. I had a lot of lucky breaks, but luck shouldn't have anything to do with it.

"My work is all about making it possible for other kids to 'break through,'" says Juan. "But Pitzer and other institutions also bear a great responsibility to reach out and to make higher learning and college more accessible. That awareness and that commitment must be there if we are really to change our world."



Says Juan, "I have two great desires—one for intellectual learning and discourse, and the second for organizing to empower others. Without translating theory into practice, there's no point to learning the theory."

Having a Voice— Making a Difference



Professor Halford Fairchild

There are convictions, and there is commitment. Halford H. Fairchild, Pitzer associate professor of psychology and Black studies, has the courage of both.

His convictions are evident as a social psychologist, educator, author, editor and lecturer.

His commitment has led him to live, as he did while growing up, in central Los Angeles. Fairchild and his wife, Denise, who has a Ph.D. in urban planning and works for a community-based development corporation, have a 4-year-old son, Marcus. An older son, Jeffrey, 26, is currently involved in finding his own course in life, although father and son communicate frequently.

“I would most like to live in

Hawaii,” Fairchild admits, “but I would feel guilty. In part, it is connected with my commitment to staying in touch with real people and real problems.” The professor admits that this is not always easy. “We bought a new car. Someone broke the window and took what they could.” The incident, Fairchild says, “renews my commitment to activist scholarship. We have to make structural, systemic changes so that people don’t have to steal from their neighbors.”

A 46-year-old native Californian, Fairchild is the youngest of three children of an African American father and an Asian American mother. His parents, Flipper and Yuri Hosoi Fairchild, who met at a USO dance in Honolulu in 1943, were featured five years ago in a Los Angeles Times story

on the complexities of relationships between Asian and African Americans and their racially mixed marriage.

The younger Fairchild, who has been at Pitzer since 1993, holds a Ph.D. from the University of Michigan, a master’s degree from California State University, Los Angeles, and a bachelor’s degree in psychology from UCLA. A former assistant professor of psychology at UCLA, Fairchild was a research psychologist at the UCLA Center for Language Education and Research, has lectured in the Black Studies Department at California State University, Long Beach, and the Pan African Studies Department at California State University, Los Angeles.

Although he says that he has not been at Pitzer long enough to sense any significant changes in student attitudes, Fairchild finds the students in the five classes that he is currently teaching “uniformly talented and highly motivated.” Some, he says, are “quite brilliant. I have a lot to learn from the students here.”

Fairchild explains that there are 12 major areas within the field of psychology. “Social psychology is the study of behavior within a social context.” His interests are in intergroup relations and race relations. A strong proponent of black studies, Fairchild cites scholar Carter G. Woodson, who wrote in 1933 that the mis-education of the Negro is a mis-education of everyone.

A former national president of The Association of Black Psychologists, Fairchild has no illusions about his own field when it comes to opportunities for persons of color. “There are a complex set of issues. Education has been an area that has been histor-

ically denied. Some of these old laws die hard. Even though the laws have been dismantled, the practices have not." Fairchild points out that literacy is a major hurdle. "The numbers are cut into a third before the end of high school. Then there are competing professions. Health—everyone wants to be a doctor—education, business, law. Moreover, the opportunities to pursue graduate training are very thin. Another element is that psychology as a discipline has more than its share of racism."

That is particularly evident, Fairchild believes, in such works as "The Bell Curve" (1994), written by Charles Murray and Richard Herrnstein, and, although popular, widely criticized in scientific circles for inferring causal relationships from what are essentially correlational data. During a discussion of the book on a KSPC radio program earlier this year, Fairchild pointed out that Murray and Herrnstein are essentially representing old ideas that reflect the "school of scientific racism." He adds that the book is an example of racism with political and ideological motives.

What has the tone of discussion been on Claremont campuses about the controversial work? "There have been a variety of responses," Fairchild replies, "but for the most part, the scholarly community has treated 'The Bell Curve' with well-deserved criticism."

Improvement could come in the field of psychology, Fairchild advises, through several steps. One would be diversification of the profession and "voices of reason to debunk racism. Getting more people of color involved is the minimum." He says that recent developments, such as attacks on affirmative action, have been discouraging. He has defined the 1990s as a



"In many respects the integration of Black history as well as other disciplines in Black studies into

the public discourse can be viewed as a rescuing of the intellectual integrity of the entire society."

conservative, reactionary time when racist ideas, reactionary social policies, and rebuilding and re-structuring inequality "are given a lot of air time ... and the stamp of legitimacy.

"What challenges me more is my own pursuit of having a voice that makes a difference in the world," Fairchild says. He observes that the economic well-being of the citizenry of this country has declined in the last 20 to 30 years. When that occurs, Fairchild notes, "people scapegoat vulnerable groups."

One of Fairchild's avenues toward making that difference in the world is his work as the editor of *Psych Discourse*, the monthly news journal of the 1200-member Association of Black Psychologists. The publication has a circulation of 1,300 worldwide, "from South Africa to Santa Barbara." A compilation of articles on theoretical and empirical research, along with commentary, service announcements, listings of recent publications, job and intern opportunities, and announcements of conferences and news items on members, the journal, Fairchild says, "is a labor of love."

"In many respects," Fairchild says, "the integration of Black history as well as other disciplines in Black studies into the public discourse can be viewed as a rescuing of the intellectual

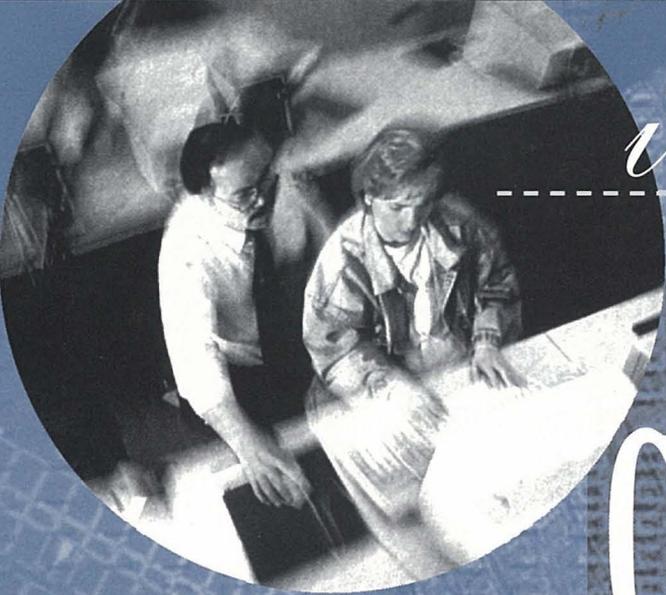
integrity of the entire society. So much that we know about the world is lies, myths and distortions that have extolled the virtues of one group at the expense of others."

In his world away from work, there are different configurations to Fairchild's life. He enjoys running, anywhere from two to 10 miles, depending on the time available, three or four days a week. He plays racquetball and has a passion for chess that carries over to a weekly class that he teaches at a center for inner-city youth near his home. He played in the North American open chess tournament this winter.

With his young son, the soft-spoken professor says that he likes to get on his hands and knees to "share the view" from his son's level. The two spend time together at Marcus' new computer as well. He and his wife, Fairchild says, are making a commitment to do more traveling, both with their son and together. "I find myself changing," Fairchild says, "I feel that the most important thing is family."

Even in an oftentimes discouraging world, Hal Fairchild has an aim for the future. "I think we have to recognize that we have a continuing charge to make America what America is supposed to be." And he adds, "The human population is really one race."

TECHNOLOGY

*in the*

Classroom

Just a few decades ago, the connection between technology and students was not a close one. Students might learn computer programming languages or they might construct mathematical models using terminals connected to a remote mainframe. Very few people could envision a day when students would be demanding Internet hook-ups in their dorm rooms and e-mail would become a preferred method of communication.

But so it is. And with the increased demand for new technologies, the college's computing muscle has grown. Since 1993, three new buildings have appeared on campus, all of them pre-wired with network cables ready for desktop PC connection. The network backbone connecting academic buildings was completed; classrooms, faculty and staff offices in old buildings were retro-fitted; and the campus network was connected to the Internet. All this was made possible by generous grants from such organizations as The Ralph M. Parsons Foundation and The James Irvine Foundation.

But how does all this affect and enhance what goes on in the classroom?

Nigel Boyle, a professor in the political studies field group, finds skepticism of new technology understandable. Teachers interested in the Internet, for instance, must be wary of putting “expensive new gizmos” to frivolous use, he says, or of substituting a costly machine for a book.

That doesn’t mean you won’t find a home page for Boyle on the Internet. There is one, along with Web pages for all his courses. Practicality demands it, he says. Web pages are nothing more than multi-media documents controlled by the “owner” and available to anyone connected to the Internet: a simple, yet powerful, means of communication. “[Home pages] can recruit students to my classes, just as the college can recruit students or reach the parents of prospective students,” says Boyle. “They in turn can see Pitzer teaches things in a rather different way, that there is a strong participatory element.”

Boyle and Professor Tom Ilgen, who team-teach an introductory political studies course, have made use of the Internet that extends far beyond surfing. Ilgen, who does not consider himself a computer expert, first began to experiment in cyberspace last summer. He is very concerned that technological innovation serve the appropriate purposes. “I can’t speak for all classes,”

he says, “but we use it mainly as a way to get access to information quickly, to get students more information than they could otherwise find in a library.

“The Internet is not going to replace the library’s resources,” he adds, “but it will augment them.” As designed, the course requires no special computer experience, instead offering tutorials on Internet access and providing a consultant to students. During the semester, students read on-line newspapers and newsfeeds from around the world; acquire e-mail subscriptions to electronic newspapers; and locate and retrieve government and international archives.

Much of their “surfing” takes place completing such assignments as compiling reports on other countries. “It’s amazing what students find just being told to go look,” says Boyle. “These sorts of technologies are making me rethink the way I teach.”

Students in the course are also required to lobby public officials on current issues via electronic mail. But perhaps their crowning achievement was a joint project conducted with students at Miyazaki University in Japan. Students on both campuses surveyed the public on several environmental issues, then came together via the Internet to compare their results.

Sophomore Karina Kravchik participated in the real-time video-conference. “Talking to students

in Japan through the computer, sharing our ideas, was an incredible experience,” she says. Kravchik also uses the Internet for research in other classes, to investigate opportunities to study abroad, and to communicate with friends at other colleges.

If all this sounds suspiciously like fun, well, that’s what learning ought to be, Ilgen concludes. But it *is* learning. “Use of these technologies will expand what our students can do. The demand from students and faculty is growing immensely.”

If there is agreement on one aspect, it is that the next critical step to meet those demands must be to wire the residence halls. The network backbone dead-ends at the three dormitories—bad news for students today, many of whom arrive on campus with personal computers, expecting network connections in their rooms. Vice President for College Advancement Terry Jones lists wiring second only to scholarships in terms of fund-raising priorities.

The job will require approximately half a million dollars. “We have a number of proposals to foundations currently being considered,” Jones says. “And we have every right to be optimistic, because we’ve been very successful in the last couple of years in obtaining foundation funding for Pitzer’s technology needs.”

If Boyle and Ilgen are already humming efficiently down the information superhighway, Professor of Classics Steve Glass is

YOU CALL THIS PROGRESS?

Imagine a paperless course, where students access reading materials on the Internet. Imagine dormitories humming with the whirring and clicking of hundreds of PCs. Imagine a Pitzer where the “in-bin” no longer overflows with memos, because communication is carried out on the campus electronic network. Sound great?

Ecologically advantageous? Absolutely inevitable?

Only in our nightmares, say some. Professor of History Allen Greenberger sounds a warning heard from others on campus as well.

“Certainly, I see lots of uses for all these technologies,” Greenberger says, “but the vast majority are neutral—they don’t make any difference. What they do is make things prettier, much nicer to look at.” Case in point: research papers prepared with word processors and laser printers. The quality of student work has not improved, he argues. “It just looks so good, you’re afraid to give it a bad grade,” he jokes.

The notion of powerful editing software enabling students to hone multiple drafts is a fallacy, says Greenberger. What technology permits isn’t necessarily practiced; students still sit down the night before a paper is due to write it. The difference now is the work is submitted on laser-printed bond colorfully decorated with (unsolicited) graphics and illustrations. Greenberger even received leprechauns printed on a

midterm given on Saint Patrick’s Day.

There are other, more sinister consequences, to those who would answer technology’s siren song. “It’s almost pointless to assign a research paper when students can get a bibliography by pushing a button,” says Greenberger. “That’s not research. Research is stumbling around, getting your own ideas, not someone else’s.

“The issue here is the process. [As a teacher], that’s what I’m interested in, not the product.”

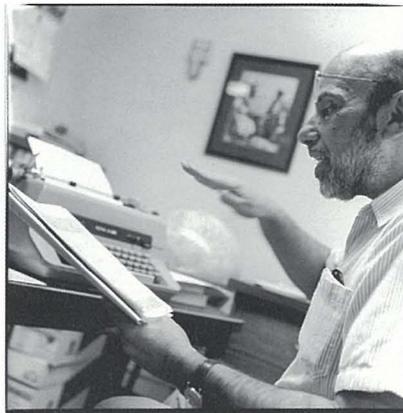


PHOTO BY MAX S. GERBER

As for electronic mail—which Greenberger has used, on occasion—it may be fast and it may be fun, but whatever else it is, it’s not communication. E-mail and voicemail have opened the door to a total collapse of communication, maintains Greenberger, because people opt for high-tech when it might be better just to saunter down the hall and knock on someone’s door.

“This [rejection] is not a Luddite movement,” Greenberger says, referring

to the 18th-century textile workers who rioted and destroyed machinery they believed would lead to unemployment. “I love air conditioning, the remote control, and the automatic windows in my car. But I’m not convinced the technology we’re using in class helps students to think and then encourages them to communicate with each other and their teachers. None of that replaces face-to-face contact—nor should it.”

poised, after some frustrating set-backs, to join them. Glass plans to integrate a program called Perseus in his “Classical Mythology” course. Perseus is an award-winning, interactive, multi-media digital library on archaic and classical Greece. Glass believes in the program sufficiently to have purchased the software and hardware—including such pricey items as a CD-ROM drive, monitor, and video disk player—with his own funds. Properly integrated into the course,

Perseus is capable of allowing an old, established discipline to connect to students in new ways. “But it can’t possibly replace classroom time,” Glass stresses.

Once the program is up and running at Pitzer (a version is currently available at Honnold Library) students will be able to follow multimedia “paths,” created by Glass, exploring every aspect of Greek civilization, including literature, art, archeology, architecture, and geography.

That’s the possibility inherent in

Perseus; the reality has been something else, according to Glass. Installation of the program has been marred by technical glitches and even the theft of some equipment. “The technical part of it is wearisomely complicated,” he says. “Frankly, I’m always half-amazed and half-terrified.”

Glass, one of the senior members of Pitzer’s faculty, brushes off suggestions he might more naturally fall within the least-likely-to-be-interested-in-cyberspace category. “If something can help me, I’m

going to take advantage of it," he says. "There is an old line that the only kind of ignorance which is shameful is that which is voluntary. First you learn about something [new], then you reject it," he says. "There are certain aspects I do reject. For instance, I don't see the need for a personal [World Wide] Web page. Others see it as useful, I do not."

In contrast, Dan Segal has utilized computers in every step of his career. The anthropology and historical studies professor is young enough to have had computer classes in high school; took a computer with him the first time he conducted field research; and notes that between home and office he has amassed four PCs.

One of the most vocal proponents of new technology on campus, Segal requires his students to have e-mail accounts, guaranteeing a speedy response to their electronically submitted queries. He calls this extension of traditional office hours an "electronic open door policy." When students do visit him in his office, he is happy to demonstrate bibliographic searches from the PC on his desk.

As if that weren't enough, Segal currently is co-moderating the academic journal *Cultural Anthropology*. Use of the Internet has simplified the article review process, replacing a quagmire of international phone calls and mailings with electronic communication—at considerable cost savings to the college. With the assistance of several work-study students, Segal set up Web pages for the journal and keeps all manuscript records in a database, and has plans to index all previously published articles on-line.

Segal is motivated by more than an appreciation of the power of technology. "Liberal arts colleges have always been about developing skills of thinking and communicating," he says.



Todd Richmond of the Joint Science Center is using the computer at an extremely advanced level. He has created interactive software that allows students to explore three-dimensional protein molecules in his biochemistry class.



"Information retrieval and storage ... is fully integral to our mission.

"Given that these skills are going to be in the hands of the powers of the world, it becomes an issue of social responsibility to make them as accessible as we can. A college that doesn't teach students to do this is not preparing them fully for the world they live in and will live in."

To meet those needs, the college has designated grant money from the Irvine Foundation to fund a "coordinator" for computer education. This year, the first of the three-year grant, the position is held by Jim Hoste of the mathematics department. His main focus is to help faculty implement computing into the curriculum, with a secondary emphasis on increasing the computing presence on campus.

Hoste works with individual faculty members on specific projects. Last fall, he assisted Steve Glass and Professor of Political Studies Jack Sullivan, who prepared a new course that teaches students to analyze public policy with the help of Mathematica software, a computation program. Hoste also assists faculty and staff to create Web pages, holding workshops throughout the semester, where he sees a healthy campus turnout and a lot of enthusiasm.

For every neophyte computer user, there are others working at extremely

advanced levels. Take Todd Richmond of Claremont's Joint Science Center, who is creating interactive software that will allow students to visualize molecules.

This semester, using a lap-top computer and over-head projection, Richmond will be able to depict three-dimensional representations of proteins in his biochemistry class with applications he designed himself. "It's more work [for the teacher] but the payoff is bigger in the end—the students learn more and begin to think and conceptualize in three dimensions."

As innovative and exciting as such projects undoubtedly are, the race to keep up with technological advances is one destined never to be won. That's not really a negative, argues Hoste; manufacturers and software writers are moving so fast that realistically, no one can keep up. "Colleges are not exactly rolling in dough," he observes dryly. "But Pitzer is doing a hell of a lot with what we've got. The classes we're offering are excellent, and we have a first-rate [academic and administrative computing] staff."

Resources are limited, and will always be limited, he concludes. "We have to articulate our goals, because, as with anything, in order to get the most for your money you have to focus. We don't have that thought out completely yet, and it must be done. We've made really tremendous progress, but we're at a crossroads all the time."

Changing Our Perspective of the Oldest Old

BY TOM PERLS '82, M.D., M.P.H.

I recently had the honor of giving a talk on demographic selection to students and cherished faculty in the new W. M. Keck Center that houses the Joint Sciences Department. Seeing Meg Mathies there in the third row, second seat from the aisle, suddenly brought back the same feeling I experienced the last time I saw her in that spot (but in the old Joint Sciences Building)—pure stage fright! In 1982, paper and pen at the ready, Meg was listening to me defend my senior thesis. However frozen I was that day, I have since realized how incredibly well Meg and the other Joint Sciences and Pitzer faculty prepared me for medical school and, later, to be a researcher, teacher and clinician.

Going to medical school was a goal of mine since childhood. But the idea of being pre-med was daunting. I chose to go to Pitzer because I felt that here was a school where, given its curricular guidelines, I easily could explore other areas of interest. Its small size and its relationship with the other Claremont Colleges allowed me to attend small classes and yet be part of a science department that drew on the strengths of three schools.

As a result of going to Pitzer, some of my fondest memories are not just of the physics lab but also of researching that paper on the Westernization of China for Rudi Volti; taking senior elective with Lucian Marquis; studying heroin addiction in Pomona under the guidance of Peter Nardi; and building a rehabilitation cage for hawks with Dan Guthrie. I'm a father now, and I couldn't ask for more if Nicky or Hannah eventually had half the experience and education I received at Pitzer.

Some of my college courses have proven to be pivotal in my career, even 12 years later. Specifically, understanding natural selection and evolutionary biology under Dan Guthrie has been crucial to my understanding why 100-year-old people get to be the age that they are. As a geriatrics medicine fellow at



Harvard, I had the opportunity to be the primary care physician for two centenarians—two centenarians that I seemed never to be able to get an appointment with because they were always too busy and seemed not to have any medical problems that merited my attention anyway. This really flew in the face of what I expected during my medical school and residency days. I thought that

chronic diseases and disabilities became more frequent with age. Surely then, centenarians should be the most plagued with multiple, age-related illnesses.

What became apparent to me was that this was a story of “survival-of-the-fittest.” To be able to get to such a great age, one really has to be very healthy for the great majority of one's life, at least through the mid-nineties. After some studies of a large number of people in their sixties, seventies, eighties and nineties, working with colleagues at the Hebrew Rehabilitation Center for the Aged in Boston, we noted that, if you are a man and can get through your mid-eighties without a history of life-threatening diseases such as heart attack, stroke or Alzheimer's Disease, then you have gotten over the “hump.” You have survived the vulnerable years unscathed. Now it becomes less and less likely that you will develop these maladies, and you can look at the next 10 to 20 years with a great deal of optimism. The same scenario may hold true for women, but the “hump” might occur later, in the nineties rather than the eighties.

I reported these findings, along with some other data and observations, in the January 1995 issue of *Scientific American*. The result has been wonderful in terms of spreading an optimistic view about aging. The oldest old are not the most debilitated—in fact, they are probably among the most healthy. Aging should not necessarily be viewed as a curse. There are a significant number of people out there who age beautifully and are very robust and active well into their 10th and 11th decades.

SIXTY-SIX

Calling all members of the Class of '66: Your 30th reunion is April 26-28, 1996. See article in this issue for more details, or phone 909-621-8130.

Pat Silver Casella (Sewickley, Pa.) has enjoyed success as a real estate agent for the past several years, and has been a board member of the Child Health Association of Sewickley for the past six years. Pat hopes to attend her 30th reunion this spring and would love to see her other classmates from '66 there as well.

SIXTY-EIGHT

Bobbie Ziefert Wright (Fresno, Calif.) recently saw Robin Olson Letters '68, who looks exactly the same, and is doing national jury selection.

Bobbie saw Heidi Scheiber '68, who is director of operations for the Red Cross in New York City, and also saw Susan Page '68, who just returned from two years at the American Consulate in Shanghai, where she was chief operating officer.

Suzanne E. Beal, Ph.D. (Frederick, Md.) has recently been appointed vice president of academic affairs and dean, Frederick Community College.

Priscilla L. Fawcett (Del Mar, Calif.) has been rebuilding her home after poor construction with unreliable workers, but wishes everyone a "Happy New Year."

SIXTY-NINE

LeeAnn Arnold Morris (Seabrook, Texas) completed

her Ph.D. in education (curriculum and instruction) with a focus in reading and language arts. LeeAnn adds, "All these years and I think I'm finally finished going to school."

SEVENTY

Susan Brock (Minneapolis, Minn.) has been the principal owner of Brock Associates, a human resources consulting firm, for the past 12 years. She recently took a trip to Australia to discuss the training programs which she has developed.

SEVENTY-ONE

Calling all members of the Class of '71: Your 25th reunion is April 26-28, 1996. See article in this issue for more details, or phone 909-621-8130.

Lucia Watkins Perry (Phoenix, Ariz.) writes that husband, Jim Perry '71 was admitted to the state bar of Arizona in May. His practice includes natural resources, environmental and real estate law.

SEVENTY-TWO

Joan Karlin (Los Altos, Calif.) writes that daughter Abigail is in her second year at UCLA, loves it and feels very much at home in Los Angeles. Joan's son Josh is in 7th grade, and Joan is still at Stanford.

SEVENTY-THREE

Jeffrey C. McQueen (Leverett, Mass.) recently had a visit from Doreen Balabanoff '73, and would love to hear from Leslie Steinboch, Pam Duhl,

A Mind for Art

JUDITH SELBY '72

The fine art major practically was invented by Judith Selby in the formative years of Pitzer College. The opportunities available at Pitzer to the northern California native in search of something big were just the thing. And Pitzer's Claremont campus was far away from home in spirit, but close in body. For Judith, "art and life are the same, and [Professor] Carl [Hertel] embodied that spirit." There was also the spirit of "experimental education ... spontaneous events ... and hippies [at Pitzer]."

Pitzer alumni from the early days all have a strong sense of those times: the anti-war movement, black power (the black studies program was founded back then), and guerrilla art. But there were other special qualities they remember, too—the sense that the college was somehow enabling them to do things that couldn't be done at other schools. "Making statements of a social and political nature came out of my years at Pitzer," says Selby.

Another undergraduate program figured prominently in Selby's experience. California Institute of the Arts was founded in 1969, and Judith was among those in that first class who wanted to make art their own way. A philosophy course at Pitzer gave Selby the chance to produce an illustrated book entitled "Why Aren't Your Toes Tied on to Your Feet Like Your Shoes Are?" The work was published by a small California publishing house, and started Selby on her way to making art that transcended the visual. She became committed to finding "a way that the art went beyond the gallery walls to address issues that really matter."

Today, Selby continues to do just that. In 1994, she received a master's degree in interdisciplinary arts from San Francisco State University. Her projects over the past few years have focused on portrait installation projects, combining her skills in drawing, painting, sculpture, photography, video and prose. "I try to problematize what a portrait is." These portraits have presented the lives of, among others, an old woman abandoned by her family in "How Old Women Die," a young friend stricken down by AIDS in "Vinti: One Year," and even her mother, a work in progress. (TC)

Missy Haggerty and Jessica Swift. Jeffrey adds, "My address never changes."

Marsha Palitz-Elliott
(Los Gatos, Calif.) is doing well with husband John (CMC '70) and daughters, and reports that life is full and hectic.

F.T. Eyre
(Alexandria, Va.) has been a photographer with the U.S. Corps of Engineers Headquarters for six years. F.T. and wife Nancy have a 7-year-old son, Randall.

SEVENTY-FOUR

Earl Landesman
(Ann Arbor, Mich.) is married to Laurie McLean '77. They have a daughter named Amelia and a son named Michael. At the end of last year, Earl was finishing up the last chapters of a book he was writing on the restructuring of financial and administrative processes with particular emphasis on cultural change in the workplace.

SEVENTY-FIVE

Daniel Doman
(New York, N.Y.) is director of programming for a large New York software company. Daniel has been married 10 years and has a daughter, 7.

Lyn Bonyhadi-Schleicher
(Portland, Ore.) has launched a clay line of art kits for kids and won the Parent's Choice Award in 1994. Her line is distributed internationally and can be found in toy, gift, book and craft stores including the Museum of Modern Art gift store. Lyn is also back on her feet after a bout with cancer and doing well.

SEVENTY-SIX

Calling all members of the Class of '76: Your 20th reunion is April 26-28, 1996. See article in this issue for more details, or phone 909-621-8130.

Alumni Calendar

APRIL 14

Afternoon with biology Professor David Sadava in Chicago

APRIL 26-28

Alumni Reunion Weekend for the Classes of 1966, 1971, 1976, 1981, 1986 and 1991

APRIL 27

Alumni College at Pitzer College

MAY 26-28

Multi-College River Rafting on the Rogue River, Oregon

Sheryl Cardoza
(Los Angeles, Calif.) was appointed senior vice president for the Bank of New York, running its West Coast global securities division. She was formerly with Bank of America.

Pierre Ratte
(Norfolk, Mass.) is a very happy father. He and his wife, Gail, have adopted two daughters from China in the past two years (Emilia Elanor and Madeleine Mei), and in October of last year, Gail gave birth to their first son, Auguste Charles.

Bruce Stein
(Los Angeles, Calif.) was appointed president and chief executive of Sony's Interactive Entertainment Inc. video game unit. Bruce was formerly a consultant with DreamWorks SKG and before that, president of Kenner Products.

Lynn Gallagher Tanner
(Ventura, Calif.) has returned to graduate school to earn her resource specialist certificate. Lynn adds, "It's difficult managing work, school, tennis, performing with Sweet Adelines and keeping my family happy, but somehow everything keeps flowing."

SEVENTY-SEVEN

Jill Minderhout Baskin
(Chicago, Ill.) has been with Leo Burnett for the past 13 years where she is an account executive. In 1994, Jill and her husband Scott had their second child.

Elyse Weise
(North Hollywood, Calif.) writes, "The American Dream lives on in North Hollywood, Calif."

SEVENTY-EIGHT

Kathryn Lamb
(Los Angeles, Calif.) joined the literary department at International Creative Management four years ago, where she became the story editor for books.

Olga Elisa Young
(Ontario, Calif.) continues to work at Citrus College, where she counsels and teaches sociology. Olga recently lost her husband of 33 years, Ted. She will be completing her Ph.D. in public administration in May.

Shaheen Husain
(Costa Mesa, Calif.) and her husband Keven Kennan celebrated the birth of their son Gabriel on August 11, 1995. Shaheen recently accepted the position of associate director of career ser-

vices at the Graduate School of Management, University of California, Irvine. She welcomes Heather Nordell to Pitzer.

SEVENTY-NINE

Steve Boar
(Walnut Creek, Calif.) is married, living in the Bay area and studying graphic arts.

Michele Hill Cohn
(Flemington, N.J.) and husband Dave are proud parents of Cydney Haiya. Michele and Dave are busy and in a state of bliss. She is still teaching for the Flemington-Rariton School District and loving it.

Fredic Paul
(San Mateo, Calif.) is now living in the Noe Valley neighborhood of San Francisco with his architect wife Pamela Robinson and their son Grant Robinson. Fredic is editor-in-chief of PC Entertainment, a consumer magazine devoted to helping people have fun with their computers.

Adi Liberman
(Los Angeles, Calif.) former director of Heal the Bay and chief of staff for assemblyman Tom Hayden, has been appointed chief of staff for Los Angeles City Councilwoman Ruth Gallanter.

EIGHTY

Nancy Butkin Herzog
(St. Louis, Mo.) is extremely active as a volunteer with the Junior League of St. Louis, Support Dogs (an organization that teaches dogs to be touch dogs), and the Central Institute for the Deaf. As though this weren't enough to keep Nancy busy, she also has two sons, Richard and William.

EIGHTY-ONE

Calling all members of the Class of '81: Your 15th reunion is April 26-28, 1996. See article in this issue for more details, or phone 909-621-8130.

Elizabeth Gerson Hjalmarson (Leawood, Kan.) is married to John Hjalmarson, a Pomona graduate. In 1994, their daughters Sara and Katherine received a new baby brother named John. Liz has been active with the Kansas City Promise Project, a program that teaches leadership skills to junior high school students.

EIGHTY-TWO

Kathy Seidman Sucher (Culver City, Calif.) announces the birth of her son Robert LaFollette Sucher III in May 1995.

EIGHTY-THREE

Russ Le Donne (New York, N.Y.) reports his family is growing larger. Russ now has a second son, Mason Foster, who is growing rapidly. Russ writes that he saw Ann duPont and Susie Levin.

Elizabeth Hooper (Rowland Heights, Calif.) announces the birth of her son Stephen Thomas Hooper on November 29, 1994.

Bill Sheinberg (Los Angeles, Calif.), who previously was senior vice president of programming at MTM, has

moved on to launch a new enterprise with his father, former MCA president Sidney Sheinberg. Their new company is called the Bubble Factory.

EIGHTY-FOUR

James Barret (Kensington, Md.) and wife Carla were presented with new baby boy Thomas St. John, born November 6.

Don Swan (Fountain Hills, Ariz.) and wife Cindy '85 own and operate Little Swans Preschool in Phoenix. They have three children, Ana, Don and Erik.

Steven J. Smith (Eugene, Ore.) is teaching economics and comparative values and beliefs at International High School in Eugene. Steven would love to hear from old friends, especially those who never write back. Call him at 541-343-9728.

EIGHTY-FIVE

Karen Buttwinick (Los Angeles, Calif.) recently married Pitzer alumnus David Greensfelder '87. Karen is no longer practicing law but is working at the Brentwood Art Center, which is owned by her family. She and David will be moving to the Bay area later this spring.

Michel Raviol (Bronxville, N.Y.) married Pam White in New York's St. Patrick's Cathedral on December 2, 1995. Pam is an investment counselor for TrainSmith.

Elizabeth Narmore (Alis Viejo, Calif.) recently changed jobs and is concentrating more on writing. Elizabeth likes to keep in touch with Terry and Chris Powers and Wes Stroben. "Hello to everyone and keep in touch."

Brad Platt (Boulder, Colo.) has an architecture business in Denver and reports he's enjoying life with wife Karla and son.

Charles Breer (St. Paul, Minn.) has one Pitzer grad working for him at Northwest Airlines and would love to have more. Charles adds, "Tolerance for cold weather is a requirement."

Natasha Goodwin Prime (Los Angeles, Calif.) and husband Stephen '83 are proud parents of Alexandra Sierra.

Working for Labor

JOSE MILLAN '77

History was just the right place for Jose Millan to learn what had been happening in the world. Allen Greenberger, professor of history, advised Jose about his schedule, and all of the other players did their parts as well. "As individuals we are the sum totals of our experience, and that includes the special, sheltered time spent at Pitzer, among friends and faculty, in search of what we were to become." For so many, that is the quality that brought them to Pitzer. Jose earned a master's degree in international administration at the School for International Training in Brattleboro, Vermont, in 1980.

Rather than take a permanent faculty position in Brattleboro, Jose opted for a position at the University of Houston as the Kenneth Franzheim Fellow in International Affairs. Jose earned his J.D. at the University of Houston in 1985, while teaching English and American culture to international students. The Institute of International Business and International Administration kept him busy full time. Another University of Houston program took Jose to Mexico City, to clerk specializing in business law, and sparked a secondary interest in labor relations. The oil bust put an end to his study abroad, but not before Jose made a connection among teaching, his interest in multicultural environments, and his exposure to the suffering of workers worldwide.

The Agriculture Labor Relations Board in Salinas, Calif., was a good place to use all of these skills. Beginning in the Jerry Brown administration, Jose was able to prosecute exploitative employers, pursue legal claims, as well as campaign for legislation affecting farm workers' rights and unionization. Jose completed his legal studies at the University of Santa Clara and began a "mediocre rise to the top" of the board. Jose's most recent move has been to the position of interim state labor relations commissioner, recently appointed by Governor Pete Wilson. Jose has mixed emotions about being "judge, jury and executioner of violators," but he truly enjoys having a job helping others. (TC)

Kelly Dryden
(Jamica Plain, Mass.) is completing a post-doctoral position at Harvard and is moving to Auckland, New Zealand, this spring.

Tamsin Mayers Sickinger
(Darien, Conn.) reports her family has increased to four with the birth of Benjamin last May. Tamsin currently is staying at home and feels very fortunate to have that choice. She is waiting for news from all.

EIGHTY-SIX

Calling all members of the Class of '86: Your 10th reunion is April 26-28, 1996. See article in this issue for more details, or phone 909-621-8130.

Bryan Rusler
(Pomona, Calif.) is currently on duty with the U.S. Air Force in Okinawa, Japan, where he is in charge of the passenger terminal at Kadena AFB. Bryan recently was promoted to the rank of captain. He hopes to see all of his friends at the April reunion.

Kathy Kreisberg Van Denburg
(San Diego, Calif.) married Rory Van Denburg, an engineer, and received her psychology license last August.

Amy Lu Turner
(Woodacre, Calif.) married Greg Srednicki in January. Amy is looking forward to seeing all her friends in April at the reunion.

Jennifer Kaplan Leids
(Los Angeles, Calif.) and Asher are proud parents of Zachary Hayden born March 15, 1995. Jennifer reports, "Being a mother is my most challenging job ever, and I love it."

EIGHTY-SEVEN

John M. Chowning
(Seattle, Wash.) has started his own general contracting business, JMC Construction. John

writes of being very busy and loves being his own boss!

David Greensfelder
(Los Angeles, Calif.) recently married Pitzer alumna Karen Buttwinick '85. He is working for a San Francisco food chain, "High Tech Burrito," securing real estate for new sites. He and Karen will be moving to the Bay area later this spring.

EIGHTY-EIGHT

Kirsten Weissmann Pilarcik
(Boulder, Colo.) is living happily in Boulder. She spends her time working as an instructional designer and reading books to her four-year-old son Travis. "Go Broncos!"

EIGHTY-NINE

Lisa Otero
(La Harbra, Calif.) is still teaching high school social studies at Cajon High School in San Bernardino and living life as well as possible.

NINETY-ONE

Calling all members of the Class of '91: Your 5th reunion is April 26-28, 1996. See article in this issue for more details, or phone 909-621-8130.

Zander Sprague
(Boston, Mass.) is working at Fidelity Investments. "I would love to hear from people!"

Kimberly Nienow Seidman
(Naperville, Ill.) and husband James are proud to announce the birth of their first child Megan Catherine on October 27, 1995.

Jim Coffman
(Claremont, Calif.) and wife Stephanie Davis live in Claremont with their 2-year-old daughter Maya Jade. They own their own business, "Tears of the Moon," which specializes in body jewelry manufacturing.

NINETY-TWO

Virginia Claire Milan
(New York, N.Y.) and Franklin Elisio Solis Rojas were married last August in Monteverde, Costa Rica.

Life in the Discovery Zone

KRISTIN KASPER '91

As a sociology concentrator at Pitzer and a California native, Kristin Kasper knew exactly what she wanted to do with "the study of communications." Setting her sights on broadcast and print journalism, Kristin planned a course of study that included, among other things, "Writing" with Jackie Levering-Sullivan, the "History of Media" with Stuart McConnell, and the "Sociology of Communications" with Peter Nardi. "My other direct experience, of course, was a well-rounded liberal arts education, sampling all kinds of non-career minded courses"—a typical Pitzer approach to life.

In her professional life, Kristin is a busy associate producer at Discovery Communications, best known for its Discovery Channel and Learning Channel cable television programming. Kristin works in the product division, responsible for the development, production, and marketing of interactive CD-ROM titles for children ages 8 and up. Kristin coordinates the activities of external developers (the people who produce the titles) and internal marketing wizards (packaging, advertising, etc.). There is also time to "play a lot of games and surf the Net, all in the name of research!"

Life in general is, in many ways, the same in the "real world" as it was at "Camp Pitzer." Kristin is up late at night a lot, frequently sending e-mail to several of her Pitzer friends. Although she admits she hasn't bought any Birkenstocks, she has changed her party beverage to fine wine. "Since my Pitzer days, I'm proud to say, I haven't given up my Pitzer attire, the social events, or, for that matter, the all-niters!" The long-term lessons and skills that have carried Kristin through two major relocations, one to San Francisco and most recently to Washington, D.C., in addition to regular adulthood, can also be traced to her time in Claremont. "I know my Pitzer experience helped me get up and go and try new things, and that my Pitzer friends would be there to help support my move." (TC)



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