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“The president’s notebook”

Matt and Roberta Jenkins come from strong family traditions of character, integrity, and hard work. “I am a believer in education,” says Matt. “You give a person some bait and a fishing pole and let him catch his own fish.”

The Jenkins have almost two decades of involvement with Claremont Graduate University—Matt as a trustee and Roberta as a member of the Board of Visitors of the School of Educational Studies. They have established a Charitable Remainder Unitrust that will provide fellowship support for African-American master’s and doctoral students in the Peter F. Drucker Graduate School of Management. Their desire is to help African-American students pursue graduate education that will prepare them for the competitive world of business.

“We enjoy providing opportunities for other people,” Matt says. “I hope others will be inspired to support higher education at CGU and give back to this community of excellence that is making a real difference.”
Wealth and Value in Higher Education

When I was much younger and an enthusiastic wrestler on the lawn with my older brother and our friends, a signal act in our combat was to make one opponent yell “uncle.” All age seven or eight, I remember having it both ways in those afternoon tilts—provocatively kneeling on my older brother’s back as he toppled and yelled, “uncle!” Then having him get up and force me into a headlock just to find myself yelling “uncle” at the top of my lungs. Ever since that time, the word “uncle” has held special meaning for me as it signified not only a furious and spirited context, but also an interestingly, both victory and defeat.

Today, there is a wrestling match going on in higher education. But unlike the capricious afternoon tilts of my childhood, there is nothing intemperate about this competition. Instead, the contest is now a matter of colleges and universities—public, private, proprietary—battling together in a fierce feeding frenzy over resources. Incidentally, their insatiable appetite for money brings them into head-to-head competition for war chest: tuition, foundation, state, federal, and donor dollars. Not surprisingly, these wrestling matches are defining a landscape of winners and losers among universities.

In this environment, successful fundraising in higher education has become the sine qua non of institutional performance and an unfortunate and very misleading proxy of academic excellence. Too often, in fact, excellence is adjudged by reference to institutional wealth. So pernicious is this effect that the venerable weekly publication The Chronicle of Higher Education has taken to keeping score for a dozen or so universities that are striving to complete billion-dollar-plus capital campaigns. Their reporting, wittingly or unwittingly, elevates the stakes for all involved, creating “campus envy” and aspirations for fundraising that may have more to do with the leaderboard than with academic quality and educational value.

Let me offer a dissenting voice on “uncle!” if you will, uttered not in defeat, but as a victory cry and clarion call to my colleague presidents. My defense is not about the need for money to operate the university. To be sure, universities are expensive enterprises to run, and effective fundraising is a cornerstone of a sound and successful university. Rather, my defense stems from the perception of this principle—that it’s not just about raising enough money to run the university, but about the need to accumulate significant, perhaps even disproportionate wealth. Are the richest universities, perhaps also the finest universities? What exactly are the billion-dollar universities doing with all that money anyway? They all still charge tuition, often at rates substantially higher than other universities with similar missions. They all still compete (unfairly) for federal grants and contracts, for corporate sponsorships, for research projects, for private gifts.

The answer to my questions, I regret to say, is no. To my surprise, I find that the billion-dollar universities are doing exactly the same things that other universities are doing—they are just doing it on a much larger scale. The old adage “if some is good, more is better” rules the day—more and larger buildings, more and fancier technology, more faculty who are members of the academies, more endowments, bigger alumni, yes, indeed, the best of everything. Pandemic my cynicism, but shouldn’t we expect profound, perhaps even cardinal differences in mission, vision, and performance between the billion-dollar universities and the rest of the pack?

Here is a useful starting point: let’s begin by drawing a distinction between wealth and value in higher education. Wealth, of course, refers to a great amount of something valuable: a possession. It is, therefore, a reference to abundance. In the case of higher education, wealthy universities are identified by the size of their endowments. Value, on the other hand, refers to the relative worth, utility, or merit of something. Generally, a thing that is highly valuable is so because it is scarce relative to demand. In higher education, value most often refers to certain scarce effects or outcomes created in the learning environment. Looked at in this way, wealth and value might be considered to be opposites. That is, wealth is a function of abundance while value grows out of scarcity.

Of course, wealth can be used to create value in higher education, but it is by no means a given that the creation of value follows from the accumulation of wealth. Rather, value is independent of wealth. Value arises from creativity and innovation, and it must be consciously and intentionally produced within the educational setting. In my view, value must replace the goal of wealth accumulation of universities with the preservation of the intellectual and moral high ground they have occupied for the past century in American society. Value must also replace wealth as the essential measure of institutional performance in higher education.

In this issue of The Flame, we seek to illustrate why value matters in higher education. Our magazine presents a bouquet of ideas that are flowering at Claremont Graduate University, such as the role of the humanities and how, with glimpsing California native plants could boost long-term water conservation in the state. Some of the ideas presented here are controversial—agriculture, social science and accountability in schools—but their exploration adds value to students’ educational experiences and to the very communities we serve.

We hope this issue will stimulate your own ideas, and we hope to hear from your letters and email. We trust you will come away knowing that the pursuit of knowledge is alive and flourishing at CGU, and that educational value and academic quality motivate and guide our actions.

Letters to the Editor

Yes, Merrill Goodall was one of Claremont Graduate School’s pillars, and thanks for saying a part of who he was. Here are some others: Merrill was the first Foreign Service office ever to go to Nepal, where he became a friend of the king, and had a mountain named after him. Because of Prof. Goodall, many Nepalese came to Claremont to study with him and so he affected the progress and civil administration of that whole nation, now in difficult straits.

He was long active in Democratic politics, and he doubted many of his later years to work on water for the United Nations Environmental Programme. Along with George Blank, Merrill Goodall in particular helped a generation of CGS students graduate and succeed in practical government. The first time I met him was in ‘61. A Blair-Goodall Fellowship might be a good idea.

Joe Sonneman
Pitt, Gainesville, 1977

My compliments to you regarding the fine article on Dennis Parks and the Tuscarora Pottery—outstanding overview with terrific photography.

Joe Bickford
MVS, 1962

The Flame

Steadman Upham
President
NEW FACULTY FACES

Computers go to kids
Where do old CGU computers go to die?
Many of them don’t—they’re sent to a local program, Computers for Kids, where volunteers rebuild computers, monitors, and keyboards.
The recycled equipment is then awarded to disadvantaged students who would otherwise have no access to Internet-based technology. CGU has donated hundreds of pieces of equipment to the foundation. The older machines are no longer of use to the university, which also has no storage space for them.

Phillip Coates, a robotic engineer, started the Computers for Kids Foundation, based in San Bernardino, in 1998. Coates sees the program as an opportunity for high-risk and disabled youth to acquire technological skills that will broaden their future prospects. To qualify for a computer, an individual must complete 65 hours of volunteer work at the Computers for Kids center.
The foundation also provides computer training to disadvantaged youth through government agencies, such as local probation departments, and sets up community-based learning centers and work stations.

HUD grant supports university-community partnership
Claremont Graduate University and Pitzer College recently received a $50,000 grant from the Department of Housing and Urban Development (HUD) in support of the Ontario Community University Partnership.
The partnership is a grassroots think tank that represents the culmination of more than a decade of collaboration between CGU, Pitzer, and community representatives from neighboring Ontario. The partnership comprises representatives from a diverse group of community-based organizations, businesses, schools, city agencies, churches, and residents.
The HUD grant derives directly from the needs identified by the think tank in the areas of education, health, and housing. CGU and Pitzer will work with the partnership to assist in the regeneration of community life and to forge bonds among students, faculty, staff, and members of the Ontario community groups.

The partnership offers an excellent training opportunity for aspiring teachers at Pitzer and CGU. As Lourdes Arguelles, professor of education at CGU, explains, “I do not believe that teachers can be trained in the classroom only.”

CGU and University of Kerala form partnership
The Department of Politics and Policy at CGU and the Department of Political Science at University of Kerala, in Trivandrum, India, have established a three-year partnership. CGU Professors Dean McHenry Jr. and Professor G. Gopa Kumar of Kerala spearheaded the partnership under a grant from the U.S. Department of State. The two will conduct a joint study focusing on minorities and women in local democracies while also arranging exchanges between the two departments.
The exchanges will include faculty, students, and information technology experts. Professors Yi-Feng and Jean Schroedel of CGU are each slated to teach a political science course at Kerala. Professors Kumar and Prabhash from Kerala will, in turn, teach at CGU.

McHenry and Kumar first met in 1994, when McHenry was a Fulbright Fellow in India. Three years later, Kumar came to CGU on a Fulbright. Both expect the current collaboration to make a significant methodological contribution to the two political science departments and to the overall field of political science. An important goal of the partnership is to address the intellectual and methodological division in the field between the quantitative and descriptive approaches. While the discipline of political science in the U.S. is dominated by quantitative analysis or formal modeling, in India the descriptive approach is prevalent. McHenry and Kumar hope that the partnership will become a model for efforts to bring together the two approaches.

FUN FACTS

SHIRLEY KANEDA
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Teaches: Art
Passionate about: Improve work fun.
If she were stranded on a desert island with only one book, it would be:
Aesthetic Theory, by Theodor Adorno.

CHRISTINA A. CHRISTIE
Assistant Professor, School of Behavioral and Organizational Sciences
Ph.D., UCLA, in Social Research Methods
Teaches: Evaluation
Profile statement: “Evaluation as a dynamic, multidisciplinary field. It demands a constant interplay between the applied and the theoretical.”
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RASHMITA MISTRY
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Ph.D., University of Texas at Austin, in Child Development and Family Relations
Teaches: Organizational Behavior
Profile statement: “She has lived among the Turkana people of northern Kenya.”
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Further strengthening the school’s leadership in the field, this year, SBOS is significantly expanding its offerings by launching a new Ph.D. concentration in Evaluation and Applied Methods and creating formal co-concentrations in this area as part of its existing applied psychology Ph.D. programs. The school is launching a new Professional Development Program to provide workshops to working professionals seeking up-to-the-minute training.

Alumni named to a top Pentagon post

Stephen A. Cambone (MA, Government, 1977; Ph.D., Government, 1982) was sworn in on March 11 as Undersecretary of Defense for Intelligence. He was serving at the Department of Defense as Special Assistant to the Secretary and Director for Program Analysis and Evaluation.

After graduating from Claremont Graduate University, Cambone worked in several defense research laboratories before taking his first government post in 1982 as Director of Strategic Defense Policy in the Office of the Secretary of Defense. Returning to the private sector in 1993, he became a senior fellow at the Center for Strategic and International Studies and later director of research for the Institute for National Strategic Studies at National Defense University. Cambone served on several national security commissions. He returned to the Pentagon in 2003 as Special Assistant to the Secretary and Deputy Secretary of Defense. In July of 2003 he was appointed by Secretary of Defense Donald Rumsfeld to the post of Principle Deputy Undersecretary of Defense for Policy.

BECA program honored

The U.S. Department of Education recognized CGU’s Bilingual Educators Career Advancement Program (BECA) as one of two “exemplary career ladders” for minority teachers. The program is a partnership with the Ontario Montclair School District, Pitzer College, Azusa Pacific University, and Mount San Antonio College. It helps qualif-ied school district employees, many of whom are bilingual teacher’s aides, to obtain a California clear teaching credential and a master’s degree in education. More than 50 percent of CGU’s teacher education candidates during the past nine years have come from traditionally underrepresented groups.

SBOS Dean Stewart Donaldson and Professor Michael Scriven provide a vision for this undertaking in their recently published book Evaluating Social Programs and Problems: Visions for the New Millennium, which was sup-ported by a generous gift from the John Stauffer Foundation to SBOS. It provides the field with the most up-to-date knowledge about how to practice evaluation in the new millen-ium and is the most comprehensive volume available on modern theories of evaluation.

In the new millennium “applied social sci-ence will divide into the progressive, evaluation-enriched school, and the conventional, evaluation impaired school,” according to Prof. Michael Scriven. “The evaluation-impaired branch, following in the tracks oftypical applied social science departments today, will gradually Wither on the vine, with its aging adherents exchanging sto-ries about the good old days.

In the evaluation-enriched group, continuing to be led by SBOS at CGU, will educate the next generation in the ‘evaluation social sci-ence.’” Scriven believes, “will continue to be fueled by organizations, governments, and foundations to separate solutions and non- solutions of social, educational, and organiza-tional problems.”

CGU is now recognized as offering one of the largest graduate training programs in evaluation in the world. SBOS currently provides evaluation training to approximately 40 mas-ter’s students each year, and many of its more than 100 Ph.D. students include a range of evaluation coursework and internships in their program of study.

Further strengthening the school’s leadership in the science of evaluation, CGU’s Center for the Study of Evaluation at Claremont Graduate University has positioned itself as a leader in the rapidly changing and growing field of evaluation and is continuing to add new programs and internships.

Evaluators assess the strengths and weak-nesses of programs, policies, personnel, prod-ucts, and organizations to improve their effectiveness. Increasing worldwide recognition of the value of accountability and professional-ism has created an intense demand for graduate training in the field of evaluation.

New trustees elected

Three new members, including an alumna of the university, have joined CGU’s Board of Trustees this academic year.

Dr. George Michael Madanat was elected to the board at its October meeting and will serve on its Academic Affairs and Development committees. Madanat is a pediatrician practicing in San Dimas and Diamond Bar, California. Madanat was born in Jordan and received his medical education at the University of Damascus in Syria. He came to the United States in 1971. Madanat has been affiliated with Claremont Graduate University since he joined the School of Religion’s Board of Visitors two years ago. Since 2001, he has been chair of that board.

John C. Siciliano of San Marino, California, was elected to CGU’s Board of Trustees at its January meeting. Siciliano is director of Global Institutional Services for Dimensional Fund Advisors, a global manager of equity and fixed income securities. He is responsible for the management of Dimensional’s global institutional business, which serves corporate, foundation, university, and public clients in the U.S. and abroad.

Siciliano received his B.A. degree in government from Pomona College and his M.B.A. from Stanford University. He has been a member of the Board of Visitors of the Drucker School of Management since 2001. Siciliano will serve on the Academic Affairs and Trustee-ship committees.

Priscilla Fernandez, founding member and current chair of the Center for the Arts and Humanities Board of Visitors, was elected to the university’s board in January. Fernandez, who received her M.A. degree in English from CGU in 1978, has been involved with the university for the past 25 years. She and her husband, Judge Ferdinand Fernandez, established the Laura F. Fernandez Endowed Fellowship, awarded to a student pursuing an M.A. in Literature and Film at CGU, in memory of their daughter.

Fernandez is a full professor and reference librarian at Chaffey College. She will serve on the board’s Academic Affairs and Information Technology committees.

Visions for the New Millennium

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Conference studies venture capital for developing countries

The Peter F. Drucker Graduate School of Management and CGU’s Venture Finance Institute co-sponsored a conference, “Adapting the U.S. Venture Capital Model to Emerging Economy Social Investment: The Case of Mexico,” on September 26-27. The conference addressed the question of whether the U.S. venture capital model could be adapted to finance and foster the economic development of emerging economies. Conference sponsors used the example of Mexico as a test case, citing that country’s negative attitudes toward foreign invest-ments and its political and socioeconomic instabili-ty that increase the risk of long-term investment. Working with background informa-tion on the Mexican economic and political envi-ronment, participants examined ways to stimulate development by generating equity and risk capi-tal, attracting skilled volunteers to provide techni-cal and managerial assistance, and encouraging local venture capital formation.

Renovation to bring cutting-edge technology

“Smart classrooms” and state-of-the-art music facili-ties are among the improvements slated in renovations underway in the GMB at the corner of 10th and Dartmouth.

On the ground floor of the building, two class-rooms will be equipped to offer the latest technol-oogy in data connection and video conferencing capabilities. In addition to a full range of multi-media equipment built into the rooms for instruc-tion, students will be able to connect personal laptops to a central system from their seats, allowing full interactivity and Internet access. The videoconferencing equipment will provide special camera and microphones, allowing each student to talk with, see, and hear a remote speaker.

The basement renovation will include, among other things, four high-tech music practice rooms and a recording studio. The soundproof practice rooms will each house an acoustic piano and a music technology workstation connected to a net-work. Each will have the capability of being altered to simulate different acoustic environ-ments, like a small concert hall, for example.

Finally, on the south end of the building, the Albrecht Auditorium will be reconfigured with new information and communication technolo-gies creating a state-of-the-art theater classroom. Beautification of the interior and exterior of GMB, as well as the grounds and signage sur-rounding the building, are also planned.

The renovation is scheduled for completion in May, at which time the building will be renamed the John Stauffer Hall of Learning in honor of the late businessman and philanthropist whose memorial trust generously sponsored the project.

Evaluating Social Programs and Problems: Visions for the New Millennium

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In the new millennium “applied social sci-ence will divide into the progressive, evaluation-enriched school, and the conventional, evaluation impaired school,” according to Prof. Michael Scriven. “The evaluation-impaired branch, following in the tracks of typical applied social science departments today, will gradually Wither on the vine, with its aging adherents exchanging sto-ries about the good old days.

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CGU is a leader in the science of evaluation

The School of Behavioral and Organizational Sciences at Claremont Graduate University has positioned itself as a leader in the rapidly changing and growing field of evaluation and is continuing to add new programs and internships.

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Long-time professor of education passes away

Professor Emeritus of Education Malcolm Douglas died at the age of 79 on December 29. Douglas leaves a large and enduring legacy at CGU.

“Whatever he put his hand to ended up being first-rate,” said Carolyn Angus, associate director of the George G. Stone Center for Children’s Books at CGU and a former student of Douglas. “He set very high standards.”

Douglas directed the Claremont McKenna College to CGU, taking the respected school under his direction and saving it from closure. He also helped establish the George G. Stone Center for Children’s Books, a leading resource for teachers and researchers. In 1971, he founded the Center for Developmental Studies in Education which brought these various pursuits together.

Douglas was well known as a champion for the “whole language” approach to the teaching of reading. He believed that reading was best taught through the enjoyment of reading good stories as opposed to studying the mechanics of language, as with phonics.

As a teacher Douglas was known for being supportive and dependable while holding students to very high expectations. “He really got the best out of me,” recalled Angus. “Whatever your talents were, he made you make the most of them.”

Douglas’s family history with CGU goes back to the very beginnings of the institution. His father Aubrey, himself a professor of education and one-time Associate Superintendent of Education for the State of California, was the very first professor appointed to the faculty of what would become Claremont Graduate University in 1926.

Douglas is survived by his wife of 54 years, Emilie Douglas, who directed the Oral History Program at CGU until recently. Their two sons, Malcolm Paul, Jr. and John Aubrey Douglas, both plan to complete a history of CGU that Douglas was working on until his death. Douglas is also survived by a daughter, Susan Douglas Yale, and four grandchildren.

Memorial donations may be sent to the Malcolm Paul Douglas Scholarship Fund at CGU.

Paul Gray receives lifetime achievement award

“It is an almost indescribable experience to be walking up to the dais before 800 colleagues in your profession, all standing and applauding you,” says Paul Gray. The CGU professor emeritus and founding chair of information science at CGU had that experience December xx in Barcelona. He was presented with the Leo Award for Lifetime Exceptional Achievement in Information Systems.

The award, presented at the annual meeting of the International Conference on Information Systems, honors individuals who have made seminal contributions to research, theory development, and practices in information systems. It is the highest recognition in the field.

“The Leo is the most award to receive,” says Gray, “because it tells you that your peers believe that the work that you have done over the years is important and that your profession values your contributions.”

Gray was recognized for his research in information retrieval, human-computer interaction, information policy, and information systems. He is a prolific author, with more than 265 publications and 57 book chapters to his credit.

In honor of Gray’s contributions to the field, CGU will be releasing a collection of his work later this year. The book, titled “Paul Gray: Collected Writings,” will include essays, articles, and interviews with Gray on his research and career.

Gray was a key figure in the development of information science as a discipline, and his work has had a significant impact on the field. He is a respected leader in the field and his contributions have been widely recognized.

Gray is survived by his wife, Elizabeth, and his two children, Emily and John. Memorial contributions may be made to the Paul Gray Scholarship Fund at CGU.

Music professor captures the immigrant dream

“Immigrants braving storms and lots of adversity, and then finding their place in America,” was how composer and Smith-Hobson Family Chair of Music Peter Boyer described audience reaction to his piece "Ellis Island: The Dream of America.”

The 43-minute work presents the real-life stories of seven immigrants who came to America between 1910 and 1940. It features seven actors portraying the immigrants along with a dramatic orchestral score, which has been compared to the works of Aaron Copland, Leonard Bernstein, and John Williams.

The piece was commissioned by the Hartford Symphony Orchestra at the Bushnell Center for the Performing Arts. In July, it was broadcast across the country on National Public Radio’s “SymphonyCast.” Now Boyer is set on completing an international recording of the work with the famed Philharmonia Orchestra in London.

Boyer is a composer with a wide range of experiences, from classical to pop. He is known for his innovative approach to composition and his ability to create music that is both accessible and challenging.

Boyer is a former president of the American Society of Composers, Authors, and Publishers (ASCAP) and a member of the American Academy of Arts and Sciences. He has received numerous awards for his music, including the Pulitzer Prize for Music.

Boyer is a graduate of the Juilliard School and studied with some of the world’s best composers, including Aaron Copland and Leonard Bernstein.

In his celebration of the immigrant experience, Boyer wanted to convey the range of the immigrant experience, both in terms of cultural geography and emotion—from laughter to pain. The immigrants’ stories also inspired the innovative format Boyer chose for the performance, which he describes as “an aural, visual, and physical experience.”

A limited number of tickets for the premiere performance are still available. For more information, please visit the Hartford Symphony Orchestra’s website.
American foreign policy has for more than 50 years been explicitly designed to ensure access to reliable sources of the energy needed today to keep the nation’s factories and gas-guzzling vehicles running. By the mid-1970s the security of the Persian Gulf and its oil was such a crucial issue for Washington that U.S. Secretary of State Kissinger warned Soviet Foreign Minister Andrei Gromyko that Soviet attempts to block the Strait of Hormuz—the entrance to the Persian Gulf from the Arabian Sea and the Indian Ocean—was one of three nuclear “casus belli” of the United States, the others being a Soviet invasion of Western Europe and an attack on Japan.

This was Kissinger’s way of underscoring that the U.S. was willing to use nuclear weapons in order to prevent the fall of the Persian Gulf into Soviet hands. Subsequently the Carter Administration formed a dedicated force—the Rapid Deployment Force—precursor to the Central Command (CENTCOM), specifically for the purpose of protecting Middle Eastern oil supplies and preventing a Soviet advance toward the Persian Gulf, primarily through Iran. CENTCOM played the critical role in marshaling the forces and weapons that constituted Operation Desert Storm against Iraq in 1990.

While the United States has never had to resort to the most drastic measures to defend Western access to Persian Gulf oil fields, it has, since the “oil shocks” of the mid-1970s, engaged in at least two undeclared wars against the Soviet Union, as well as the declared Gulf War of 1990-91, in order to ensure the West’s access to, and hegemony over, the oil resources of the Gulf. These actions included arming the Afghan Mujahideen against the Soviet Union in Afghanistan and sponsoring Islamist revolutionaries against the Soviet Union in Chechnya.

Against this background of history, it is likely that the Bush Administration’s current involvement with Iraq is as much about the supply and price of oil as it is about Iraq’s possession of weapons of mass destruction. Saddam Hussein long cherished a dream of creating an oil-rich, militarily powerful, industrially advanced country that would dominate the Middle East and establish the Arab world’s influence in international politics. If Iraq, with the world’s second largest proven oil reserves, could become a nuclear power, it could have imposed its hegemony over the other oil-producing states in the Persian Gulf region and exercised a great deal of control over world oil prices and supplies. And its ability to threaten nuclear strikes against Israel or the oil fields of Saudi Arabia’s Eastern Province or Kuwait would have made it a major player for the purpose of disarming proliferately costly. The loss of capacity from radiologically contaminated oil fields in Saudi Arabia or Kuwait would wreak havoc on world oil futures and create a major disruption in the petroleum-dependent U.S. economy.

The Rising Importance of the Caspian Basin

In an attempt to broaden its access to energy resources, the U.S. has been extending its political, economic, and military influence in the Caspian Basin and Central Asia, sometimes called the “Persian Gulf of the 21st Century.” The region, with at least 200 billion barrels of oil and 6.6 trillion cubic meters of natural gas, represents the most significant energy future outside the Persian Gulf at a time when the large fields in the North Sea, Alaska, and elsewhere are about to enter a phase of rapid decline.

While the world has ample supplies of oil today the future is far more uncertain. The U.S. is already buying all the oil that Venezuela, Mexico, and Canada produce. According to Department of Energy projections, when China and India approach South Korea’s current level of per capita energy use—within 20 years—their daily combined oil demand will be 100 million barrels daily. Total global oil consumption currently is 60 to 70 million barrels a day.
Today the geostrategic prize in what some describe as the “New Great Game” in former Soviet Central Asia and the Caspian Sea Basin... are all vying for control over the pipeline routes that would take it is the energy-rich independent republics, the West, Russia, China, and India to global markets.

American geopolitical influence in South and Central Asia, Pakistan and the U.S. have long sought to build pipelines running due south from Ternaz, Uzbekistan to Kabul, Afghanistan, then down to Pakistan’s Arabian Sea ports of Karachi and Gwadar. Oilmen call this route “the new Silk Road,” after the fabled path used to export ancient China’s riches. This route, however, requires a stable pro-Western Afghanistan.

In 1977 UNOCAL and the government of Turkmenistan led an international consortium—the Central Asian Gas Pipeline, Ltd. (CentGas)—that reached a memorandum of understanding to build a $2 billion, 900km-long, 1.5 meter-wide natural gas pipeline from Dauletabad in southern Turkmenistan to Karachi, Pakistan, via the Afghan cities of Herat and Kandahar. A $600 million extension to India was also being considered. However, the continued fighting between the anti-Taliban Northern Alliance and the Taliban, plus the capricious nature of Turkmenistan president Saparmurat Niyazov, finally led UNOCAL to pull out.

American energy conglomerates, through the American Overseas Private Investment Corp. (OPIC), are now resuscitating this and other projects. Already in October 2001 the UNOCAL-led project was the subject of discussions in Islamabad between Pakistani Petroleum Minister Umar Aminuddin and American ambassador Wendy Chamberlain. The official statement read: “The pipeline opens up new avenues of multi-dimensional regional cooperation, particularly in view of the recent geopolitical developments in the region.” U.S. retaliation against the Taliban and al Qaeda for the terrorist attacks of September 11th was a godsend for Pakistan, Turkmenistan, and UNOCAL.

UNOCAL also has a project to build what is called the Central Asian Oil Pipeline, almost 1,062 miles long, linking Chardzhou in Turkmenistan to Russia’s existing Siberian oil pipelines and also to the Pakistani Arabian Sea coast. This pipeline could carry one million barrels of oil a day from different areas of former Soviet republics and would run parallel to the gas pipeline route through Afghanistan.

Given America’s ongoing dependence on imported oil, it is inevitable that the U.S. should try to extend its influence politically, militarily, and economically into the Caspian Sea Basin and Central Asia. One of the risks, however, is that in its search for energy, the U.S. is developing close relations with yet another group of repressive regimes. The very real danger is that the increasingly disaffected and largely Muslim populations in Central Asia will radicalize and will come to view American presence there as being responsible for these governments’ continued survival.

It is vital that the U.S. learn from its experience in the Middle East over the last half century and not repeat its negative elements. The tragic alternative could be, in the immortal words of Yogi Berra, “deja vu all over again.”
Very early one morning I was fortunate to be on the Orient Express from Venice to Paris. At about 6:45 a.m. I opened the window of my sleeper car, and as far as I could see there were sunflowers. It was the most beautiful thing, and it said, “Welcome to France.”

As I traveled through the country, I realized that the French live in a garden. You don’t have to go to a garden to see what their country looks like—it’s everywhere. They have a beautiful sense of place. In Japan and Italy and Switzerland, I notice the same thing. People in those countries love and respect their natural heritage. They plant according to what their land can sustain.

Rancho Santa Ana Botanic Garden in Claremont is one of the most beautiful gardens I have ever been in. It both inspires me and makes me incredibly sad. The truth is, I have to drive an hour and a half to get here, to see what California looks like.

As Clem Hamilton, director of Rancho Santa Ana Botanic Garden, says, less than one percent of landscape plants used in Southern California are native to the state. We live in a semi-arid region, and California has over 6,000 species and varieties of beautiful native plants. But where, in urban southern California, can you still find native oaks, ceanothus, toyon, fremontia, summer holly, Matilija poppy, and wildflowers? Very few places.

We have some of the most diverse, rich, and beautiful trees, shrubs, and flowers in the world. In the garden, they need very little water, they would save us money, and they would give us beauty. Why do we instead plant a water hungry plant palette that not only hurts our pocketbooks and our water supply, but our very sense of place?

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I would like us all to think about water conservation in a new way, to think of it in terms of healing. Because it is not just about saving 200,000 acre feet of water a year and holding it in a storage facility. It is about taking responsibility for where we live, and living within our means.

The abundance of water that I grew up with, and that we all take for granted, has been both a blessing and a curse. We have the privilege of living in southern California because of our water, but I think that when [William Mulholland, 1855-1935, primary architect of the Los Angeles water supply] turned on that tap and said, “Here it is, come and get it,” we lost something very unique to southern California. We lost our sense of place, we lost our individuality and we lost our natural heritage. Suddenly we could sustain all those East Coast English gardens the early settlers longed for; that made them feel more at home. I hear it today in my neighborhood. “Oh, I just love this garden. It reminds me of Connecticut.” I love Connecticut—but in Connecticut!

The practices of the early California settlers continue today. Our commercial growers don’t grow natives, and we don’t plant them. It’s a vicious cycle. I am hopeful that with the collaboration of the Metropolitan Water District of Southern California and Rancho Santa Ana Botanic Garden, we can begin to make some changes. What if the state were covered with what belongs to us, with toyons and fremontias and poppies and sage? I know a lot of people don’t know what those are—why would they? They’ve never seen them.

You can be sure I am not going to force native gardens down people’s throats, because gardens, like homes, are very personal, and people are very passionate about them. But if there is a way through beauty common sense, and education, maybe, over time, people will begin to embrace southern California’s natural and unique beauty.

At home I have a 75 percent native garden, and it’s beautiful. I water my trees twice a year in the summer, and never water my shrubs more than once every two weeks. I’m grateful to the Rancho Santa Ana Botanic Garden, where I’ve been learning so much, the staff is so open and so willing to teach you.

Benjamin Franklin said, “When the well is dry, we know the worth of water.” Let’s not wait until the well is dry to enjoy the natural beauty of California.

Actress Rene Russo, known for her roles in films such as The Thomas Crown Affair, Ransom, and Tin Cup, is an enthusiastic supporter of the landscape use of Californian native plants. This mission is also shared by the Rancho Santa Ana Botanic Garden, home of the CGU Botany program. Russo’s remarks were excerpted from a recent speaking engagement at the Garden, in which she unveiled the Metropolitan Water District of Southern California’s announcement of its native gardening initiative to promote water conservation.
At the 42nd Street School in the Lemert Park section of Los Angeles, 20 elementary school students gather for extra after-school instruction. One might expect these to be the top students in the school staying late out of devotion to their studies, but in fact many of these students are considered difficult by teachers and administrators and are one step away from expulsion. Yet, for some reason they still volunteer to stay later than all the other kids. Why is this? Someone has shown them that learning can be fun, that all of their energy and smarts can be channeled towards learning instead of disruption and the myriad of challenges and temptations an inner-city student faces every day. They’ve discovered that learning and interest don’t have to be mutually exclusive.

Michéle Foster, professor of education at CGU, started this free after-school program as a classroom laboratory to study best practices and ways to train new teachers in dealing with an increasingly diverse urban student population. “What we’re trying to do,” says Foster, “is improve the education of kids of color while simultaneously improving the preparation of teachers.” The program, which goes by the acronym L-TAPL (Learning Through Teaching in an After School Pedagogical Laboratory), employs exemplary classroom teachers who have a long and successful record of teaching inner-city students. These master teachers teach math, science, and reading to 20 elementary school students while also showing five new teachers best practices in working with students of varied language, culture, and race.

The new teachers observe the master teacher, keeping a journal and discussing what they’ve seen. Then they teach small groups and eventually the entire class. Later these teachers will conduct research in their own classrooms on the effectiveness of their teaching practices. The classroom interactions are videotaped for Foster and her coresearchers.

Refuge

CGU professor Michéle Foster started after-school labs to understand best practices in teaching urban kids, and the results are encouraging.

At the 42nd Street School in Los Angeles, test scores have gone up among participating students from the 36th to the 70th percentile in math, bringing them from close to the bottom third to the top third of all test-takers at their grade level. At another lab site in Oakland, reading scores rose to a similar level.

But Foster does not see these scores as the real measure of success. “It’s not just about doing well,” she says. “The real measure is whether you’ve sparked a passion for learning.” To illustrate her point, she recounts the story of a student in Oakland who was “brilliant but difficult.” The boy didn’t want to come to school and when he did, he was often disruptive, earning him many suspensions. When he and his mother were evicted from their apartment and had to move to a homeless shelter outside of the school’s grounds, the boy made his mother take him to the same school. “She had to take three buses to get there,” says Foster. “He started talking to his mother about what he learned, and his classroom behavior improved tremendously.” To Foster, that boy’s interest and passion represent a true success story.

WE NEED TO MAKE LEARNING SOMETHING INTERESTING BY CONNECTING IT TO THE STUDENT. THE BEST THING WE CAN DO IS EXCITE THEIR PASSION FOR LEARNING.
Mary Poplin, dean of CGU’s School of Educational Studies, not only thinks schools and colleges can achieve both—but that they must.

**Social Justice vs. Accountability**

Mary Poplin is a leader in creating new models for education designed to meet the needs of California’s diverse communities. For almost 20 years she has worked in higher education administration designing and implementing the CGU teacher education program. During this time the CGU program grew from 20 to 120 students and from an enrollment of 5 percent students of color to 60 percent. Poplin became the dean of the School of Educational Studies this past summer. She talked about the current state of education with the Flame managing editor, Carol Bliss.

**the Flame** What are the major issues confronting education today?

Poplin: The major issue confronting all of education from pre-kindergarten to postgraduate school is how do we develop an educational system that simultaneously works for academic excellence and social justice.

**the Flame** What is stopping us?

Poplin: Two things—First, the academy and the schools have for a long time separated equity issues from excellence issues; they have examined and approached the solution of each one independently of the other. Secondly, there are few examples of good accountability systems that work simultaneously to promote excellence and equity. But I have become convinced, largely through my exposure to the work of John Rivera, our associate dean, that, in his words, “There is no such thing as accountability without social justice or social justice without accountability.” I am equally convinced that now is the time and the opportunity is ours (the faculty in education) to help bring about this change.

Let me give a couple of examples. If you look at the publications from teacher education programs around the nation, you will find many attacks on the new accountability movements. Academics have for many years primarily focused their social justice efforts with new teachers and upcoming professors on improving the self-esteem and political understandings of children, youth, and college students. However, this has often left the children of the poor without the advanced skills necessary to read, write, and calculate, ultimately leaving them without access to or success in higher education. These students’ parents are shocked because they interpret the relatively high grades these students receive with the notion that they are doing well in school; they are college bound. The No Child Left Behind effort is an attempt to correct the unbalanced and unfair approaches to education the poor by forcing us to concentrate not only on relationships with students but on their achievement and to provide poor parents access to accurate information and choices.

Regarding the second point, many states are still scrambling to develop accountability systems that work for social justice. The one that has had the most success to date is in Texas, where an accountability system was designed around specific skills to be achieved at each grade. Teachers, schools, and the public have access to the progress reports of students on these exams by race and class. So, a school where only the middle class is successful will not achieve an acceptable rating. The criterion-referenced system reveals by student, teacher, and school exactly which skills are being learned and which are not. Teachers are given help in areas they are weak in teach-
“There is no such thing as accountability without social justice or social justice without accountability.”

—John Rivera, associate dean

The formula for ranking schools changes almost every year (as do the tests), and it is pretty much incomprehensible unless you are trained in statistics. Political changes of parties or individuals cause drastic changes in policy.

Granted, a school can use a test in a way that is detrimental for the learning also. For example, educators can become so focused on the test that they stop considering how children learn. I learned from my sister, who is a superintendent in a small town in Texas, that you can use a test to change things for children, to raise expectations of teachers, to focus their work, and to develop a critical dialogue at the school that focuses on issues of race and class and the improvement of all students’ work.

Why is there so much emphasis on testing?

The emphasis on accountability comes out of good motives. Policy makers examined the various reform movements and realized nothing was changing for the poor. The poor were staying poor, and remaining poorly educated. Dropout rates continue to escalate particularly for African American and Latino children. People were not being held accountable. You will find that there is much less resistance to testing among the poor parents than among middle class educators. We need being held accountable for student progress. For many years we have held ourselves accountable largely to processes and pedagogies rather than results.

Frankly, I think we are afraid we can’t achieve the results we want.
"More Truly and More Strange"—Why the Humanities Matter

By Marc Redfield

I’d like to claim—as you might expect—that the humanities are good for something. Of course they’re good for many things, but I’d like to specifically mention two.

First, I’d like to propose that the humanities help us think about what I’ll call here, perhaps too grandly perhaps, the ever-increasing inhumanity of the world. By “inhumanity” I don’t primarily mean the violence and injustices, the terrible, the truly unpalatable horrors that are visited daily on so many people all over the globe. It’s possible that we live in an era of exceptional economic and political cruelty but I’m not sure I want to try to quantify suffering in that way. As anyone who studies a bit of history—or literature, for that matter—knows, the world has always been a violent place, and I’m not ready to claim that our era is any worse (or better) in this respect than any other.

So though the word “inhumanity” necessarily and rightly makes us think about suffering and injustice, “by our increasing inhumanity” I mean to point to something a little different. I mean the uncertainty of purpose and identity in which we live, an uncertainty that paradoxically increases even as our lives, here in the middle-class Western world, grow more and more physically comfortable and technologically enhanced. Technology has penetrated very far into the fabric of reality, and we are approaching the point at which machines will think, bodies will be donated, and life will be technologically producible in test tubes. But the paradox is that the more technical power we acquire, the more fragile our sense of our own humanness becomes.

For reasons that shouldn’t be taken for granted, and that should be thought about at length, we feel that a human-made human wouldn’t be fully human, would be somehow monstrous, would threaten to make us into monsters. Mary Shelley’s Frankenstein (1818) is the first great modern story about this paradox.

The task of thought becomes how to reconcile thought, being, and ethical purpose in this brave new world.

In many ways, I’ve been interested in various strands of postmodern thought—literary theory and philosophy—precisely because I wanted to examine topics like the uneasy links between our ideas of culture and technology—a topic which, by the way, goes back to the ancient Greeks and is thus part of our “humanity” in the most traditional sense. It’s human to worry about what it is to be human. And the humanities generally, as they are taught at CGU, help all of us think about our mode of being human in the world. When they are being taught and thought about properly, the humanities lead not away but toward—even if it’s by some circuitous route—the issues of our time.

How? Let me risk a broad definition of the humanities, one that’s not unfamiliar, but hopefully one that isn’t a thorough cliché, either. The humanities have an ethical relation to others. That may sound abstract, but I don’t think it really is. The humanities have, as their ethical task, the effort to bear witness, for those who cannot speak, above all for the dead. We as scholars betray our trust if we simply make the dead speak as we want them to speak. We must rather listen endlessly, and try to speak the truth of someone who is not us, of a place and time that are not ours.

Yet at the same time we are always speaking from our own time and place, with a responsibility to that time and place as well. If that sounds like a paradox, it is. It’s a paradox we live every day and in my opinion makes for what’s exciting and vital about thinking and teaching on the university level. We are subject to a double imperitive: to respect the other as other and yet to speak for the other. Furthermore, I believe this categorical imperative isn’t just for scholars. It guides all good teaching, and all real world ethical behavior. So in that sense, we are all humanists. It authorizes us in the humanities to seek out ancient authors, texts, and cultural traditions, to recover the voices of the disenfranchised and marginalized. But it also underwrites our interest in canonical authors, who are equally dependent on our bearing witness for them.

When we do our work well as scholars and teachers, we find ourselves, in the words of the poet Wallace Stevens, “more truly and more strange.” When that happens, we gain a sense of humanity living on.

That’s why the humanities matter. I am proud to be teaching at a school with colleagues who give me the sense of the humanities mattering which is, so to say, humanity living on.

ARTS AND HUMANITIES

Barbara Edelstein, MFA, 1981, has just completed a permanent sculpture titled "Essential Spring," using copper and water, for the Guangdong Museum of Art in Guangzhou, China. Edelstein has also had recent shows at the Union Center for the Arts and the Arizona Brewery Annex, both in Los Angeles.

Martin Berti, MFA, 1981, is president and CEO of Hop Art and Vital Arts Center in Lahaina, Hawaii.

Darcy Buerkle, Ph.D., History, 2001, joined the history department at Smith College in Northampton, Mass. Her research interests continue in the vein of her dissertation, “Tracing German Jewish Women’s Suicide: Dictionary, Foundational and Visual Culture, 1825-1945” and focus primarily on modern European women historians. In Spring 2003, she will be teaching "Women in Modern Europe, 1890-1980" and "Representing the Past: Memory, Monuments and Memorials.”

Doug Bloom, MFA, 2001, had a solo exhibition at the University of California at San Francisco’s Faculty/Alumni House from September 5 to November 30, 2002. Bloom currently resides in Oakland, California.

Alexander Couwenberg, MFA, 2001, has an upcoming exhibition for the spring/summer of 2003 at the Renaeble Museum of Art, Santa Monica, California. Previously, Couwenberg exhibited at the Ruth and Boch Gallery in Santa Monica, California, and was featured in the October 12, 2002, exhibition "Representing the Past: Memory, Monuments and Memorials.”

William "Bill" King, Ph.D., History, 1973, has published his third book, Peruvian Civic Inspectors/Heritage Media and is on the faculty at Mt. San Antonio College in Walnut, California.

Fern Joan Ritchie, Ph.D., Education, 1959, with the help of fellow alumnus and husband Ralph Ritchie (MA, Education 1959), recently self-published a retrospective catalog of her work since 1948. The CD edition includes pictures, biographical information, and art criticism.

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Ramon Eduardo Ruiz, M.A., History, 1954, received his Ph.D. from the University of California at Berkeley in 1954 after attending CGU and went on to a distinguished career as a scholar, focusing on Central and Latin American history. In 2000 he was awarded the National Humanities Medal and is currently a professor emeritus at the University of California at San Diego.

Colin P. Ruloff, MA, Philosophy, 1998, has just completed his Ph.D. in philosophy from CGU while residing in Vancouver, British Columbia, Canada.

Deryl Ryke, MFA, 1992, had a solo exhibition at the University of California at Los Angeles and the University of California at San Francisco’s Faculty/Alumni House from September 5 to November 30, 2002. Ryke currently resides in Oakland, California.

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ALUMNA INAUGURATES ETS MINORITY FELLOWSHIP

Consuelaa Lewis (Ph.D., Education, 2000) became the inaugural recipient of the Educational Testing Service’s (ETS) Sylvia Taylor Johnson Minority Fellowship. This postdoctoral fellowship is in honor of Sylvia Taylor Johnson, the renowned Howard University psychologist, educator and researcher, supports research and development of strategies and models in the field of educational measurement and fairness in test use. Lewis will be analyzing the restricted Science and Engineering Statistical Database (SESTAT). It tracks the successes and failures of science and engineering graduates, attending specifically to those indicators that seem to increase persistence and success among minorities and women within these disciplines.

Before joining ETS, Lewis had worked as a substitute teacher and research consultant and at various levels of university administration. Currently, Lewis dedicates her time between ETS and her position as an assistant professor of higher education in the educational leadership department at Rowan University in Glassboro, New Jersey. She teaches courses on research methods, change and organizations, leadership, and organizational theory. She continues to publish on the subject of minorities and women in higher education and has co-authored two books, both in press publication: The Educational Journey in America: Broken Promises and the Struggle to Dream (forthcoming from Stylus) and African Americans in Higher Education Organizations: Using Cultural Capital to Overcome Prejudice (submitted to Stylus).

Lewis recalls her time at CGU with enthusiasm and appreciation. Professors David Drew, Darryl Smith, and Jack Schuster made lasting impact on her work. She jokingly comments that Drew would be proud of her continued application of his data on statistics and statistical modeling. Lewis remembers with affection Schuster’s student dinners and the positive learning community that this fostered. “At one of these dinners,” relates Lewis, “I sat across from a woman who struck me as extraordinary. When I asked her where she was from, I found that we both lived in Indiana. To make a long story short, it took me a while, but I finally figured out where I knew her from. She was my ninth grade biology teacher! Twenty years later, in California, one of my favorite teachers, eating dinner across the table from me! Incredible.”

In addition to scholarship, Lewis reflects fondly on the diversity and idea of community that her professors fostered at CGU. “Those friends are the colleagues I work with today.” Lewis continues, “It’s a small world. I was at a conference in Beijing, China, and ran into a high school friend from CGU. The university has an international presence, and it is not unusual to run into a CGU graduate anywhere in the world.” Lewis will continue as an ETS fellow until the end of August, 2003.
Charles Timmerman, Cowan, 1962, b. 1949, has been a distinguished career as a professor of Russian History. After receiving his Ph.D. in History from the University of Michigan, he became a professor at the University of Pennsylvania, specializing in the Russian Revolution. His research focuses on the role of religion in post-Soviet society.

Vito Bilingria, Ph.D., 1993, was selected to be Cal Poly Pomona’s new executive director of diversity. Bilingria was previously a communication professor and executive associate for undergraduate studies.

Eileen Figueroa, 1992, 1993, has been a substitute teacher for nearly 30 years but has had difficulty finding a full-time teaching position. She resides with her mother in West Hollywood, Florida.

Daniel and Kathleen Fitzgerald, both MA, 1992, are teachers in the Ontario-Montclair School District, Daniel at Bernt, and Kathleen at Euclid. They live in Rancho Cucamonga, California.

Rebecca Galdenius, MS, 2002, is now director of the Student Life and Cultural Center at Cal Poly Pomona.

Beatrix Martinez Ramos, 1995, 1996, has returned to California to be the daughter of Guadalupe Hidalgo, a prominent leader in the movement for Mexican independence. In addition to her work in social and economic development, she is a gifted athlete, known for her persistence and dedication to her goals.

Carole Vidal, Ph.D., 1994, currently serves as assistant principal at San Fernando Elementary in Los Angeles. Vidal’s research interests include the role of technology in education and the impact of digital media on student learning.

Intellectual Science
Dr. M. S. Schaper, 1994, was awarded the University of San Francisco’s 2004 Sarsi Prize for his work in the field of educational technology. His research has focused on the integration of technology in the classroom and the development of innovative teaching strategies.

Eugene Smolens, 1995, is the former president of the Desert Sands Unified School District.

EDUCATION
Robert E. Sladec, Ph.D., 1994, has been a professor for public schools and universities.

John Khanjian (Ph.D., Religion, 1974) recently received the Medal of the Cedars with the rank of knight from the President of the Republic of Lebanon. By the appointment of the Lebanon President, General Emile Lahoud honored Khanjian for his exceptional accomplishments as president of Haigazian University in Beirut. In addition, his presidential accomplishments were honored by his university with a “Doctor Honoris Causa” in Humanities. Khanjian was an inaugural inductee to CGU’s Alumni Hall of Fame in 2000.

After receiving his PhD from CGU in Religion, Khanjian returned to Lebanon and began teaching at the Near East School of Theology in Beirut. It was not long after that Lebanon erupted into civil war. An Arab peacekeeping force quelled fighting long enough for Khanjian to flee Lebanon in 1976. He returned to the United States with his wife and two children and took a teaching position in religion and philosophy at Kansas Wesleyan University. Twenty years later, Khanjian was given an opportunity to return to Lebanon.

When Khanjian assumed the post of president, Haigazian was still operating from its wartime relocation site in East Beirut. One of Khanjian’s proudest accomplishments was the institutional return of Haigazian to its original campus in West Beirut. Wartime damage necessitated extensive reconstruction of the original campus, and Khanjian used this time to deploy a robust recovery plan that included the university’s mission and academic structure. As the Haigazian board of directors observed, and as the Lebanese government recognized, Khanjian’s accomplishment had a symbolic importance that extended beyond his structural successes. Khanjian himself observed, “Our rebuilding of the university mirrored our hope in rebuilding Lebanon.”

This return also stood for the reintegration of Christian and Muslim areas of Lebanon. Haigazian University is a Christian, liberal arts institution, operating on the United States’ model of higher education, using English as its language of instruction. As an extension of the Armenian Evangelical Church, Haigazian’s mission focuses on the development of ethical values while encouraging a respect for diversity. According to Khanjian, Haigazian boasts a more diverse campus of Armenian, Middle Eastern, Christian, and Muslim students than ever before, and as he says, “It is a symbol of Lebanon’s future.”

Perhaps the most important lesson Khanjian learned at CGU was how to negotiate opposition. As his dissertation narrowed its conclusion, Khanjian was unsettled by the opposing views his committee members held but resolved that at their amicable and scholarly acceptance of opposition. As Khanjian commented, “It is in the negotiation of these oppositions that we achieve balance and human beings have the most to gain.” This realization articulates the aspirations he held for Haigazian University and emphasizes the true scope of his success.

After seven years, Khanjian retired from his post as president and returned to Claremont to be with his wife, Pauline. His son Jonathan is living in Seattle, and his daughter Tanya is a student at Fuller Seminary. Khanjian would like to return to university life and teaching, though this time he plans to stay in Southern California.

Greek Math Society and was leader of the Greek team at the International Mathematical Olympiads for 12 years. He has been honored as chairman of the County Council of ArtsIncubatorsPlace. His daughter, Elefthera, is an architect.

Mark Evilsizer, MBA, 1993, is a board president of the Desert Sands Unified School District.

THEME
Theodore B. Bell, Ph.D., Mathematics, 1995, taught for nine years in the State University of New York system before moving to Lebanon, Greece, where he became a professor of math. He has served as president of the
Robert Yu (MA, International Relations, 1969) left CGU as a student in International Studies and returned a martial arts teacher. After completing his MA and becoming A.B.D. (all but dissertation), Yu set out for Taiwan, ostensibly to pursue a degree in International Studies. Little did Yu know that what was to be a short, fact-finding trip would be the start of a lifelong journey.

Yu described himself as a “snob” student but remembered that he excelled in his exams under the tutelage of Arthur Rosennbaum, Merrill Goodall, and Frank Warner Neal. “Man, that was a long time ago, but I still remember Goodall’s questions. They were totally vague and nearly impossible to answer,” reminisces Yu. At the time, Yu was pursuing a degree in International Studies and had specific interest in the reciprocal relationship between Chinese-Americans and U.S. foreign policy towards China and Taiwan. But that was all about to change.

One day, Yu’s brother, who was in Taiwan on a medical internship, invited him to train with a group of White-Crane Boxers. This initial introduction was all it took. Yu’s interest in the internal aspects of martial arts grew until he met Sifu Hong Yisang. It was with Yisang that his initial, informal commitment grew into a three-year apprenticeship. “When I was training, I had no intention of ever teaching. I just wanted to train,” observed Yu. Yisang was a reputed master of XingYi (also spelled Xing Yi), an internal style of kung fu that stresses the meditative aspects of training. Similar to Tai Chi Chuan and Pa Kua, XingYi is characterized as a “moving meditation,” emphasizing posture, breathing, stillness, and relaxation.

The experience profoundly affected his understanding of the differences between Chinese and American culture. “China is an experiential culture,” Yu reflects. “In the U.S. we ask a lot of questions, we create expectations, and we wait answers before we’ve learned the questions. I once had a Tai Chi teacher and I don’t think I ever heard him talk about Tai Chi. He’d just stand there and look at you. No one dared ask him anything; we just did it.”

Twenty years later, Yu is a professor in kinesiology at the University of Wisconsin, Madison, where he teaches classes in Chinese martial arts, including Tai Chi Chuan and Pa Kua. He also serves as self-defense and assault prevention. When asked if he regrets not finishing his Ph.D., Yu laughs, “No, but my parents never forgave me. The irony is,” he continues, “that even though I never finished my Ph.D., my time at CGU is a central moment in my life. On one hand, it opened me up to the world as a whole, but more importantly, it gave birth to the impulse that led me to Taiwan. Sure, I was searching for a dissertation topic, but for me, what I found was much more valuable.”

In Spring 2003, Yu was featured on the cover of the journal of Asian Martial Arts. Yu has also published articles such as “Hsing Yi Boxing in Old Taipei” (vol. 11:3) and “American Boxing and Chinese XingYi: A Comparison” (vol.10:3).

Yu’s degree(s) earned at CGU, with year(s)

Brief description of personal or professional activities (you may attach additional sheets)

*(Include maiden name if it has changed since leaving CGU)
Questions:
“If you could only preserve one book for posterity, what would it be?”

“Life is not simple to live. But the rules by which we live (or should live) stem from the simplest form. I believe there is no true representation of the rules than in Robert Fulghum’s If I Had My Life to Live Over Again. World leaders, warlords, and common folks alike will find there is really nothing closer to the truth than in the reflection of themselves in his lessons. I learned, smile. I dare you.”

Sandra Wiles
MFA (Visual Arts) 2000

“Belief, Truth, and Context.” John Vickers, speaker. Annual Spring Lecture Series of the Center for the Arts and Humanities. 7:30 p.m., library of the Center for the Arts and Humanities. www.cgu.edu/ahlh. 909-625-8896.


“Garden with a View.” Rene Russo, host. Rancho Santa Ana Botanic Garden, 1500 North College. 3 to 7 p.m. 909-625-8876, ext. 251.

“Pedagogical Foundations and Educational Reform.” Dr. Mary Phipps, speaker. 9-11 a.m., Buntle Auditorium, Claremont Graduate University. Teacher Education Workshop. For more information call 909-607-3305.

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Question for next issue: What would you suggest for your best friends to read on their summer vacation?

Please keep your “Book Talk” submission to 100 words or less. Copy may be edited. E-mail it to: marilynshrom@cgupg.edu. Thank you.

in the introduction, addresses the new directions and trends that Dickinson studies are taking. Martin includes a detailed chronology and a comprehensive guide for further reading.

High Anxiety: Cultural Studies in Addiction Edith Cornwall and Farrell Brodsky (University of California Press, 2002) The book explores the ways in which addiction is understood and treated in contemporary culture, focusing on the role of cultural representations in shaping the experiences of people with addictions.


The day began with stacks of lumber, an assortment of power tools, and 60 volunteers, many of who hadn’t wielded a hammer in years. In less than five hours, 2x4’s and plywood sheets were transformed into 10 children’s play-houses. These creations included a glittering castle with drawbridge, a jailhouse, a red-brick barn, a polka-dotted beach hut, a Mediterranean chateau, a farmhouse, and an adobe-style ranch. “The event was a fabulous example of what can be accomplished in a short time when people believe in a good cause,” said Emile Pilafidis, director of the Management Program at the Peter F. Drucker Graduate School of Management.

The second annual Mystery Charity Event, special project of Drucker dean Cornelis A. de Kluyver, brought together scholars and civic leaders in a project to benefit the children of Claremont. “Construction crews” included the Claremont mayor, City Council members and the Chief of Police, deans and the provost, as well as trustees, faculty staff, and students from CGU, members of the Chamber of Commerce, local Service clubs, and the Claremont School Board.

Each team was asked to plan a theme, agree on a design, build a creative playhouse, and compose a poem capturing the spirit of their unique structure. Plywood, lumber, power tools, and buckets of brightly colored paint mixed with laughter, determination, and pure creativity. Team members were responsible for craftsmanship, innovation, and execution.

At the end of the day, the playhouses were presented in a special awards ceremony. The “most livable” award went to the Chamber of Commerce team. The “most creative” award was presented to the Claremont Graduate University Art Department, and the Peter F. Drucker Graduate School of Management won the “team spirit” award. After a thorough check-up for structural safety, the colorful playhouses were generously donated to 10 delighted local preschools and day care centers.