The Scoop On David Dreier
Million-Dollar Dream
Bulgarian Odyssey
In its final form, I anticipate a plan that will provide both space and meaning for a growing intellectual enterprise, and one that will create for the first time a sense of place commensurate with our academic work. This is a tall order, especially given the exquisite qualities of abundance we expect from an academic campus and the beauty, rigor, and eminence of the intellectual space it has created.

To this end, I have charged Vice President for Business Affairs, William Everhart and a committee of faculty, staff, and students to develop a long-range master plan. The committee will bring together the objectives of our campus master plan, partners, and funders to create at Claremont Graduate University a meaningful and complete sense of abundance.

These words describe our task today. I look forward to sharing the ideas and plans we have to define a sense of place at Claremont Graduate University, and to foster a creative vision for the future.

Steadman Upham
President
Bullying and intimidation are behaviors we as adults often consider part of the childhood “hazing” ritual. Kids at one point or another get bullied and then they get past the experience to become well-adjusted adults. Or do they? The 1980 film My Bodyguard is a great example of our belief in a happy ending to the deterministic “vital” of bullying. In it, a high school geek hires a schoolyard tough guy to be his bodyguard after repeatedly being teased by a bully. That move allows us to cheer the triumph of the nerd over the bully. However, the effects of bullying and intimidation during the “most carefree time of our lives” are not the stuff that movies are made of, but are causes for concern. In many cases, bullying and intimidation are the first step to long-term problem behavior such as burglary and assault, and in some cases, lead to extreme violence such as mass homicide, as we witnessed in the Columbine and San Bruno high school massacres. As a drug prevention researcher focusing on the adolescent population, I can’t too far afield for me to do a program evaluation on a crime and violence prevention program, since problem behavior is often associated with excessive drug use. Along with several other students and colleagues, I agreed to perform an evaluation of “The Peace Campaign.”

The Peace Campaign is a response to a growing situation in which school-age kids of the Highland Park area are not only being bullied and intimidated into giving up material goods and property, but are also being “jumped” or forced into early gang membership and violence. During the course of the evaluation, we discovered that many students are afraid to attend school for fear of being bullied in bathrooms and hallways as well as on the playground at recess. The collaborative program, which includes the school, parents, a local community center, the Los Angeles Police Department (LAPD), and other community members, was set up to provide services that focus on both the bullying and intimidation and the associated crime and violence. Part of the problem is rooted in culture, part in economics, and part in community. But all are rooted in the fact that life is generally more challenging now in the twenty-first century than ever before.

We found that increasing daily communication and improving communication skills between kids and parents seemed to be the problem. The increase in communication seemed to not only help kids to develop strategies that could keep them safe from bullying, but also helped to lessen the use of bullying techniques by those who bully. Perhaps our most intriguing and hopeful finding was what a community could accomplish when working together—kids felt they had outlets and support from many sources, not just one.

Not every aspect of the program worked. We found that bureaucracy often hinders the effectiveness of many well-intentioned and well-designed programs. But we also found that bullying and intimidation is not singularly a family issue or a school issue. It is a community issue and needs to be approached from that angle. With a community collaborative approach we can protect our children from a life of violence.

Katrina Bledsoe is a Ph.D. student in psychology at CGU.
Million-Dollar Dream

Linus Ikyurav is one of 10 children whose parents were farmers in a small African village. He came to Claremont Graduate University in 1998 from Nigeria, a country embroiled in political turmoil, caught between a military regime and a pro-democracy movement. “I knew. I’ll never forget that moment when Ikyurav dreams took flight. As the recipient of the first Pamela M. Mullin Dream and Believe Award, he still receives full tuition and a living expense stipend of $25,000. In presenting the award, President Upham remarked, “More important than the financial support, this award serves as a confirmation to learning, knowledge, and wisdom, truly wise.”

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Mullin sought out secret nominations, specifying that the nominees were not to be announced. “I’m not a morning person.” As he quickly leaped through the program he noticed an award called “Dream and Believe.” In the audience that morning was a woman who had nurtured a dream for many years. Trustee Pamela M. Mullin had a passionate desire to make a real difference in someone’s life through the power of education. As a young girl, Mullin had emigrated from Scotland, seeking a life greater than what was available to her in her native land. Though she had no money and a limited education, she always dreamed of dreams. Ikyurav worked as many as five part-time jobs, studying in between, sleep-}

CGU Scores Well in National Rankings

The influential rankings of graduate programs are compiled every year for the magazine’s “Best Graduate Schools” edition. The rankings are based on two broad types of data—expert opinion about program quality and statistical indicators that describe the strength of a school’s faculty, its research, and the performance of students both as full-time and part-time students. The data for the 2002 rankings was collected in a survey of more than 1,000 graduate programs and 12,000 academics and professionals in the fall of 2000. The biggest rank of the university’s programs included in the new 2002 survey is the Peter F. Drucker Graduate School of Management, which is ranked twentieth among the nation’s top business schools in the general management category. “In the last two years, the Drucker School’s MBA program has steadily moved up from 26th to 20th position in the U.S. News and World Report’s ‘General Management’ rankings,” says Cornelio A. de Hoyos, Yung Fung Dean of the Drucker School. “This is extremely gratifying because it confirms that our positioning among the world’s top graduate schools is increasingly being recognized.”

The Drucker School is one of four CGU programs that climbed higher in the rankings this year. CGU’s doctoral program in English ranked 34th in the nation, six places higher than last year. The doctoral program in history rose four spots to rank 36th, and the doctoral program in political science rose two places to rank 45th.

CGU’s Master of Fine Arts program in art and design also made substantial gains. The program moved up from 45th to 36th in national rankings, and from 33rd to 26th in the California Institute of the Arts rankings. The program’s ranking in the national rankings was particularly impressive, given the strong competition from other top-tier institutions.

The rankings for fine arts programs were not compiled this year. The program in fine arts was not included in the rankings due to changes in the methodology used by the magazine for evaluating fine arts programs. The program has continued to maintain high rankings, however, and has consistently been recognized as one of the top fine arts programs in the nation.

The success of the CGU programs in these rankings is a testament to the hard work and dedication of the faculty, staff, and students who work tirelessly to provide the best possible educational experience for their students. The program is committed to excellence in all areas of graduate education, and this recognition is a reflection of that commitment.

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Three New Members Elected to Board

Three new members, including one alumnus, have joined Claremont Graduate University’s Board of Trustees. As the governing board of the institution, it deals with academic, administrative, and fiscal matters. The 42-member board is national in composition and represents most major sectors of the society and economy. The members are elected to three-year terms.

Deborah Anders is Region President for Verizon Communications Inc. in California. She oversees all wireless, data, long-distance, and other services provided in the region by the nation’s largest telecommunications company. Anders began her career with GTE in 1972, moving up through the ranks of sales, marketing, and operations to become president of GTE Data Services International before assuming her present post. From the regional headquarters in Thousand Oaks, Anders leads a workforce of 12,000 with estimated sales of $3 billion.

Anders holds a bachelor’s degree in business administration from the University of Massachusetts. She is inducted into the Alumni Hall of Fame in 2000.

Deborah Anders

Stephen Rountree, a Drucker School alumnus, is executive vice president and chief operating officer for the J. Paul Getty Trust in Los Angeles. Rountree oversees business and plant operations, information technology, human resources, and general administration for the $8 billion foundation. The trust not only funds and operates the J. Paul Getty Museum but also funds other arts and museum-related projects in Southern California and internationally. Actively in educational, arts, and humanitarian organizations, Rountree serves on boards or advisory panels for Oberlin College, UCLA Medical Center, the Los Angeles Philharmonic Orchestra, Walt Disney Concert Hall, the Center for Governmental Studies, and Architecture LA. He is cochair of Making Architecture: The Getty Center, and The Getty Center Design Process. Rountree received an M.A. from the Peter F. Drucker Graduate School of Management in 1977. He was named GGU Distinguished Alumnus of the Year in 1998 and was inducted into the Alumni Hall of Fame in 2000.

Stephen Rountree

Roger W. Johnson is president of R.W. Johnson and Associates, a business consulting firm based in Costa Mesa. He is also a regent lecturer at the University of California, Irvine. Previously, Johnson served as Administrator of the U.S. General Services Administration under President Clinton. Prior to this, he was chairman/CEO of Western Digital Corporation, where he turned the Irvine-based disc-drive manufacturer into a Fortune 500 company and an international leader in the industry. Johnson has served on the boards of directors for many high-technology companies in addition to serving as a trustee of UC Irvine, the Orange County Performing Arts Centers, and the Pacific Symphony Orchestra.

Johnson holds a bachelor of business administration degree from Clarkson University and an M.B.A. from the University of Massachusetts.

Roger W. Johnson

Drucker School Student-Managed Fund Provides Real-World Experience

From the job interview to the board room, experience counts, which is why a new course within the Peter F. Drucker Graduate School of Management is providing students with a critical edge.

The first student-managed fund in the Drucker School has been established to allow students to develop and operate a conserva-
tively managed equity fund, giving them hands-on training they can take with them into the professional world. The fund is managed by students in the Asset Management Practicum. First offered in Spring 2001, the course will be offered annually. Through the fund, students will invest capital donated to CGU and designated specifi-
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Each class conducts an analysis of the fund’s past performance. Students then undertake a series of research projects based on their own conjectures as to how they might be able to enhance the return on the fund by investing in the S&P 500 stock index. Based on their results, the students may decide to implement a strategy that involves somewhat overweighting or under-weighting specific stocks relative to their weights in the index. Actual trading by the class is limited, much like that of an index mutual fund.

Students spend the entire semester learning about fund management and conducting their research. At the end of the semester they implement their research recommendations as a single transaction.

Smith acts as an advisor to the class. Several students from the previous class are elected to serve as a Board of Directors, making any needed fund decisions between course offerings and providing guidance and contin-

Art Students Win Awards

Four students in Claremont Graduate University’s nationally-ranked art program were honored in May for their work. Graduating stu-
dents Adam Belt and Todd A. Smith were given the President’s Art Award, Robert Miller received the Richard Smith, Ph.D. “The Asset Management Practicum at CGU is unique, however, in that the students are expected to follow a strict investment discipline that is similar to that of a professional investment management firm.”

To develop and operate the fund, students in the class organize themselves like a firm, with seven committees: Executive, Investment Policy, Portfolio Management, Marketing/ Investor Relations, Research, Performance Measurement/Auditing, and Training/Speakers. In addition, there are several research groups.

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The Karl and Beverly Benjamin Fellowship was established by nationally known artist and former Claremont College art professor Karl Benjamin and is awarded each year to a student painter selected by the graduate faculty.

The Laura F. Fernandez Award is a new honor offered for the first time this year. Board of Visitors member Priscilla Fernandez established the award in the name of her daughter, Laura.

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Claremont Graduate University
Office of Sponsored Research and Programs Shows CGU the Money

In its first year of existence, the Office of Sponsored Research and Programs has helped CGU faculty develop, prepare, and submit $25 million in research grant proposals. The creation of the Office of Sponsored Research and Programs is the direct result of a 1998 report by a faculty task force that made specific recommendations for improving the work of the faculty in the area of research.

The major goals of the office are to raise the level of faculty activity in submitting grant proposals and to increase the level of university extramural funding.

"What this signifies is an entirely new effort on the part of the university to raise our profile and enhance our work as a research university," says Associate Provost Philip Dreyer. "We have seen a ten-fold increase in our work as a research university," says Associate Provost Philip Dreyer. "We have seen a ten-fold increase in our research grant activity in just one year. The intention of the Office of Sponsored Research is to prime the university with potential grant opportunities, the Office of Sponsored Research takes a professional approach to grant writing and ensures that deadlines are met. The level of effort and the cooperative atmosphere provided by the office made it possible for the School of Information Science to submit a number of grant proposals during the last academic year. Our level of grant writing increased significantly as a result of the support of Susan and her group.

Getting grant submittals out on time means meeting strict deadlines, sometimes by working late into the night for days in a row. While the rapid-fire pace of the office isn’t for everyone, it suits Steiner just fine.

"I love it," she says. "I love being around people in theater—getting the show out, getting the sets done and the costumes and the lines—this is sort of the same thing. You have a deadline and you can’t have any situation where you don’t get it on time.

"What she has done for me, for my school, and the university at large is amazing," says Tammi Schneider, professor of religion, who worked with Steiner and information sciences professor Tom Horan on a grant proposal while caring for her, unwell son’s infancy. Meetings were held at Schneider’s house and worked around the baby’s schedule. When Horan had to pick up his daughter from school in the midst of working on the proposal, he brought her along and she pitched in as well.

"I love working with the faculty," Steiner said. "The ideas, the people who do the work—that’s what I love the most. I love working until midnight and ordering pizza."

Steiner holds a bachelor of arts degree in philosophy from Wellesley College and a graduate degree in English from the University of California, Berkeley.

Before coming to CGU, Steiner was the director of Research and Sponsored Programs at California State University, Los Angeles for 12 years. She has been a presenter at grant-writing workshops since 1994.

Other professional positions Steiner has held include coordinator for Projects for the Arts and Humanities at the University of California, Santa Barbara; education director for the American Shakespeare Theatre in Stratford, Connecticut, and assistant director for the Alliance For Great Theatre. Professor and chair, English and communication, Steiner has also taught at Antioch University and Lusiana Blanca School.

Steiner did summer stock acting at the Loeb Theatre at Harvard University, with a company that included Faye Dunaway—Steiner’s roommate—as well as Jane Alexander, director, John Hancock, and movie director Joe Raposo, best-known for his work on “Sesame Street.”

Steiner’s varied background, as well as her desire to work on many collaborative proposals at possible, fits in well with the university’s transdisciplinary mission. A particular strength of the office is helping to create programs across the disciplines and schools and with the community that combine innovation and practical experience.

The university’s commitment to the Office of Sponsored Research and Programs is evidenced every two years at the Moore President’s Funding Council.

"It brings together development with sponsored research and administration," Steiner said. "Having sat down and set here’s a project, here’s a funding source. Who would be best to handle it? I don’t know of another campus that does this.”

CGU Awards $75,000 Poetry Prize

One of the largest poetry prizes in America was awarded at a gala presentation at the Museum of Contemporary Art in Los Angeles on April 24. The Tufs Awards were established in 1992 by the late Kate Tufs in memory of her husband, poet, and writer Kingsley Tufs.

The awards were created with a $1.25 million gift to CGU, made possible when Kate Tufs sold her family home. The largest, the Kingsley Tufs Award, was created to fund, encourage, and, for a short time, lift a mid-career poet above the drudgery of making a living.

Alan Shapiro won the $75,000 Kingsley Tufs Award for The Dead Alive and Busy. Shapiro’s work is a paean to life, love, and loss, the dawning awareness of human fragility and the precariousness of life and family relationships. A capacity crowd was enthralled as Shapiro read a deeply moving poem called “Dancing in the Aloha Room” about his elderly parents dancing as time falls away, before death, before loss.

Shapiro has published 12 books of poetry and won numerous awards, including the Los Angeles Times Book Award, Publisher’s Weekly Best Book of the Year, the Pushcart Prize, and the Lila Wallace-Reader’s Digest Writer’s Award, as well as National Endowment for the Arts and Guggenheim fellowships. Shapiro is currently professor of English at the University of North Carolina, Chapel Hill.

Kingsley Tufs Discovery Award winner Jennifer Clarvoe was awarded $5,000 for Invisible Tender, a first book of collected poems featuring sensual, tactile imagery. Clarvoe is a professor of English at Kenyon College in Gambier, Ohio. Her work was chosen from among 180 submissions.

Alan Shapiro will return to Claremont during the coming school year to spend a week in residence as guest poet at CGU.

Sampling of Grant Awards Received by CGU Faculty in the Past Year

• CGU Pengelly Professor of Mathematics Ellis Cumberbatch and J. Richard Williams, Department of Engineering, Cal State Long Beach, were awarded a Graduate Assistance in Areas of National Need (GAANN) grant for $31,000 to address the need for a greater number of college faculty in applied mathematics and engineering. They will recruit and fund well-qualified candidates with college teaching as their career goal.

• The James Irvine Foundation award of $1.5 million for the Faculty Transition Initiative will cover expenses to recruit and hire new faculty who represent the diversity to which the campus is committed.

• Education Professor Daryl Smith was awarded a James Irvine Foundation grant of $2 million to be the lead evaluator for his Higher Education Program Campus Diversity Initiative. Sharon Parker serves as codirector.

• In collaboration with UC Irvine, the National Science Foundation (NSF) awarded CGU $99,978 in funding for Interdisciplinary Grants in the Mathematical Sciences under the direction of mathematics professor Jerome Spanier of the Claremont Research Institute of Applied Mathematical Sciences, to facilitate effective application of high-level mathematics to real-world problems.

• The Seaver Institute has awarded $293,000 in funding for the Archaeology Fund’s Mahr-Archeological Project, directed by Karen Tarjanyi, dean of the School of Religion. This is the first project to be open access to the Mahr region in the southern part of the Arabian peninsula.

• Last fall, the Borchard Foundation provided $12,500 in funding to philosophy professor Patricia Easton as scholar-in-residence at the Chateau de la Brechette, Miliat, France, where she researched a book-length study of the under-recognized seventeenth century Cartesian, Robert Desgoffe.

• Information Science professor Tom Moran has received a collaborative grant of $45,230 from the University of California Department of Transportation for “Institutional Initiatives: Interdisciplinary Investigation in Support of an ITS-Based Traveler Information System” to examine institutional and organizational issues shaping the deployment of the ITS-based traveler information system.

• Sandra Burd, a visiting research professor in the School of Educational Studies, was awarded $242,511 by the David and Lucile Packard Foundation for support in writing her book, Evaluating Workforce Practices: Measuring an Investment in People-Supportive Work Practices, advocating reintegration within businesses to accommodate a new work force that does not isolate personal life from work life.

From left: R.H. Fairchild, Jennifer Clarvoe, Alan Shapiro, and President Claudia Strozzi.

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From left: R.H. Fairchild, Jennifer Clarvoe, Alan Shapiro, and President Claudia Strozzi.
Imagine taking a private tour of the Winston Churchill archives and studying an exhibition of photos and documents of the great British prime minister created especially for you. Picture yourself in the Fitzwilliam Museum at Cambridge University viewing art of five centuries through the expert eyes of an eminent art historian. Float in your imagination down the River Cam past colleges already old in the days of Henry VIII. Pass under the Bridge of Sighs to the beautiful English gardens of the college where you’ve taken up residence.

For 20 students in the Drucker School’s “Leadership in Transdisciplinary Perspectives” course this summer, these experiences and more were reality from July 9 through 14 as they lived and studied at Clare College at Cambridge University. Drucker professor Jean Lipman-Blumen, Ph.D., and executive management program director Wix Bakka, Ph.D.—himself a Cambridge graduate—organized the four-unit course which featured a full day of lectures in Claremont, followed by a week of lectures by Cambridge professors. The topics ranged from leadership in Mongolian tribes, presented by a social anthropologist, to the history of the papacy, analyzed by a church historian.

“The arts and humanities, as well as the social and behavioral sciences, can teach us much about the dynamics of leadership,” says Lipman-Blumen. “This class gave students an opportunity to reflect on the impact of these disciplines on leadership and to develop a broader worldview for the theory and practice of leadership in managerial contexts.”

Like the course, the students reflected multidisciplinary backgrounds. Luann Bangsund, for example, has just left banking to prepare for a teaching career. Janne Hammell, an executive arts manager, recently finished a project with Universal Studios in Japan. Bob Goe is regional vice president of a packaging company but has a background in the liberal arts and an interest in jazz. “Coming into a graduate management program with Drucker’s reputation was a bit daunting,” says Hammell, who began the certificate program in leadership with this course. She found that “taking everyone into a new and neutral environment was very appealing; it neutralized the perceived differences.” The course helped the students “look at everything from a new perspective.”

Bangsund was attracted to the class because of its Cambridge location. “It was such a unique opportunity,” she says. Bangsund was drawn to its interdisciplinary approach. “Since I’m making a career change, anything that broadens my world outside my narrow world of banking will make me a better teacher,” she says.

Goe “was anxious to take the class to see how much more I could take advantage of my background by further exposure to the liberal arts and relate it more fully to my business career.” He was “impressed by the depth of the teaching staff—the detail they can dive into without looking at notes.”

The Cambridge class is just one of the courses CGU offers abroad. Each spring, the Drucker School offers a strategy course at Oxford University. In addition, the School of Religion has taught courses in Mexico and Italy during the past two years.

“We tried to design a special transdisciplinary combination: in-depth preparation at the Drucker School, followed by a residential learning experience at Cambridge University, with its immense academic scope,” says Lipman-Blumen. “Drawing on core concepts and insights from a wide array of disciplines, students could explore profound questions about leadership and about themselves as leaders. Teachers and students learning and thinking together in an intense week of intellectual and personal growth can create an incredibly invigorating event.”
A MAPEB Student's Surprising Endeavor

Bulgarian Odyssey
A MAPEB Student's Surprising Endeavor

by Marilyn Thomsen

B

rian McGowan expects to have a distinguished audience for his summer school project this year: President Petar Stoyanov, President of the nation of Bulgaria. “He asked if I had any recommendations,” says McGowan. “I am going to submit my research to him.”

When McGowan enrolled in the CGU’s Master of Arts in Politics, Economics, and Business program last fall, advising an eastern European head of state was not quite what he had in mind. As economic development manager for the City of Ontario, his thoughts were focused more on attracting high-tech business and school systems. “They came up with pages and pages forming the basis of a strategy,” he says. Then he surprised them. “I picked a winner. They didn’t know it was a competition.”

Following these intense days of training, McGowan visited the regions and met with the mayors. “I asked them to invite business people into the mayor’s office, and we asked them what their strengths, weaknesses, and threats were. This kind of dialogue had never happened before. The mayor offered immediate solutions. They never knew the mayor could do this, because they’d never talked before.”

Then McGowan encouraged the Bulgarians to do two retention visits, where officials went to businesses and manufacturing companies to find out what the city could do to help them. “At first it was very awkward,” says McGowan. “There was a resistance to doing this kind of thing. By the end they began to really enjoy it.”

Before leaving each region, McGowan helped the local people create strategies for carrying out economic development in their municipalities, with tactics for each one. One strategy was for the city of Montana to create a foreign trade zone. “We created an ad,” McGowan notes, “and we came up with a tag line ‘Where East Meets West.’” They are right in the middle of Europe, at a crossroads for many, many markets. They have a large workforce and low cost. Bulgarians are highly educated — everyone goes to college, and most speak or at least understand English. They are vying for admission to the European Union. The U.S. Department of Commerce has identified it as a great place for investing because of the political and cultural stability. The Orthodox Christians and Muslims live more harmoniously than in the other neighboring countries. I told them, ‘That’s what you need to tell the world.’”

Never having been a rock star or sports hero, McGowan says he was unprepared for the attention that followed him all over Bulgaria. “I was on Bulgarian national radio, television, in local and regional newspapers. I had three or four press conferences. It was overwhelming. They kept thinking I knew best because I was an American, and I kept having to tell them, ‘No, it is yourselves you should trust.’”

McGowan’s last day in Bulgaria was the country’s national holiday, celebrated with a huge military parade in the center of the capital city, Sophia. President Stoyanov was there, along with military generals, foreign dignitaries, and throngs of people. When President Stoyanov, who was shaking hands, got within 30 yards of McGowan, “I said, ‘This is it. I am meeting the president,’” he recalls. “I wanted to tell him what we’d done that week.”

Around him, people started saying “American” in the Bulgarian language. They ‘started to move away and pushed me in front of the crowd. The President said, ‘I’ll be right there’,” and then he came and met me. “I told him I was from California, working with the Foundation for Local Government Reform to create local economic development. He said, ‘I am very interested in this,’ shook my hand, and said we will talk again. One of his assistants came over and asked me for a business card, saying, ‘The President would like to get more of your thoughts on this topic.’ Within hours I was contacted by the President’s office, asking me to prepare a letter for him with my impressions of Bulgaria.”

McGowan wrote back, expressing the view that local economies should be a grassroots effort in capitalism. “I made generic policy recommendations, like appointing someone at the national level to head up economic development efforts, and to find money to fund local efforts. Within two weeks I received a letter back from the President. He thanked me for my letter and asked if I had any further recommendations. I decided that through CGU I will be doing my research this summer on economic development in transitioning economies. ‘I’m going to submit it to the president.’”

Seven days in Bulgaria have done much to change the direction of McGowan’s career. He’s been contacted by the International City Management Association to put his name on a list of consultants to do more work in eastern bloc countries. He is involved in efforts to foster a sister city relationship between Ontario and Montana, Bulgaria.

And he continues his studies at CGU. After all, he never knows where the next call could be coming from.
Eriquita Ramirez, 28, a single mother of four, would arise at 4:30 a.m., take a quick shower, wake up the kids, make breakfast, get them ready for school and daycare, rush out the door by 6:00, drop the children off at school and daycare, and show up for work by 7 a.m. But the hardest part of Ramirez’s day was still ahead.

As an emergency-credentialed teacher at a middle school in Southern California, Ramirez faced classrooms of 36 to 38 pupils crammed into a trailer with faulty air conditioning, precious little lab equipment, no lab tables, and only one textbook—her own. And if this wasn’t enough, she often faced combative and defiant students, unsupportive parents, burned-out, depressed colleagues, and intense pressure from higher-ups to increase test scores in one of the lowest testing schools in the state.

Now a student in the Teacher Education Internship Program at CGU, Ramirez is finally finding the time to think about her craft and develop new skills to bring with her to the classroom. Having just begun the program this past June, she is student-teaching biology to summer school students at her alma mater, Ontario High School. She finds the work here much easier than her regular gig. “The students are much better behaved. The teacher I work for does all the grading and course preparation, so it’s almost like a vacation for me,” she laughs.

Ramirez works at the high school from 7:30 a.m. to 1 p.m., then takes teacher education classes from 2 to 6 p.m. When fall comes, Ramirez will be back to her regular job at the middle school while taking classes on Saturdays. “It’s very intense. There is very little time for a personal life,” she says. “I go to a studio apartment, with only welfare checks, minimum-wage jobs, and food stamps to feed herself and a child she bore at the end of her sophomore year.

Ramirez felt isolated and unwanted, often harboring suicidal thoughts. Despite these obstacles, she still received her diploma, although she remained debilitated by the events in her life and didn’t at first have the confidence to continue her studies beyond high school.

Ramirez was married and later divorced. For many years, she labored tirelessly to make ends meet as a cashier at an Ontario truck stop. Often she chatted with the truckers passing through on their cross-country routes, and one such trucker rekindled her interest in education. “He said to me ‘You seem like a very intelligent person. Why aren’t you in school?’”

Soon after, Ramirez began taking classes at Chaffey College where, she says, “The teachers really brought my spirit up.” One teacher, recognizing her gifts and passion for biology, recommended her for an internship program at Pomona College. Not long after, she was working in a neuroscience lab with a full scholarship to the college. Despite working and raising four kids single-handedly, Ramirez finished her degree in biology and, after considering her options, decided that teaching was what she really wanted to do.

Ramirez believes that her interest in teaching goes back to elementary school. “Because I was bilingual and considered one of the brighter students, many of my teachers had me tutor a lot of the students coming in from ESL [English as a Second Language],” she recalls. “A lot of the students gravitated towards me. I led study groups. I became a leader in the class. So I always felt that not only was I good at it—I enjoyed it, and I had the skills and talents to be a good teacher.”

Ramirez says one advantage she had going into teaching was that she already knew how to deal with kids. But perhaps her greatest advantages were the insights and coping skills she learned dealing with the difficult challenges she faced in her life. “I’m teaching in a school where the vast majority of students are from low to very low-income families,” she says. Some of them have these empty expressions. I know they’re going through ugly things at home. Nobody tells me; I know. Because I’ve been through so many difficult things, I know what it’s like to feel you just do not want to do anything, or get out of bed. You just wish you didn’t have to wake up.”

Ramirez wants to be a role model to her students, living proof of what someone who has been there before can do. “Yeah, your life is messed up, but look at what I went through. I used school to try to get myself out of that, and you can do the same thing.” Education for her was such a positive thing, such a necessary thing, almost a life-saving thing. “I think it’s really important, and I want to spark that feeling in them.”

After completing 36 units of coursework and student teaching over the next two years, Ramirez will earn a teaching credential and master’s degree in education. Presently, after teaching in the morning, Ramirez takes a course called “Teacher Learning Process I,” where she is introduced to theories and philosophies of teaching and education in addition to educational models for curriculum, student evaluation, and communication with students and parents.

“The things I’ve been learning here kind of take my clumsy ideas and feelings about my job and turn them into something very conscious and very specific,” says Ramirez. “Going through this program, they inspire me in ways that I feel are wonderful and make me very excited about teaching. I usually leave here on a high, feeling like I’m getting the preparation I need to do the best job I can.”

TEACHER INTERN

By Bryan Schneider

from the Flame

CLAREMONT GRADUATE UNIVERSITY

Fall 2001

TALES AND TRAVAILS OF A
From global imaging space technology to the discoveries of ancient camel routes in the desert sands, Claremont Graduate University is part of an ongoing effort bringing to light the remnants of a civilization that had been lost to the world for 17 centuries.

For more than 200 years, explorers have been trying to prove through archaeology the existence “of a people who’ve been reported only in classical, biblical, and Islamic sources,” says Jam Zarins, first archaeologist to find traces of the lost civilization that harvested frankincense and created a distribution network throughout the then-known world. Somewhere in the Empty Quarter, where remnants of civilization were buried beneath sand dunes as tall as skyscrapers, they believed lay the once-flourishing city of Ubar, vital hub of the frankincense trade.

At the time of Christ, frankincense may have been the most precious substance on earth, as important to the ancient world as silk and spices were to the East. Grown in secret groves, it was carried out on foot, then sent by camel caravan across the desert to be loaded onto ships and carried to the thriving city of Ubar, vital hub of the frankincense trade. Early in the 1980s, award-winning filmmaker and amateur archaeologist Nicholas Clapp became fascinated by the legend of the Lost City of Ubar. Pouring over medieval manuscripts in the Huntington Library, he found clues that scholars and adventurers before him had overlooked. Then Clapp read a news story about images taken from space that showed ancient riverbeds below the sands of the Sahara and, in a brilliant connective insight, he realized the potential for using space technology to find Ubar.

GIS technology now allows precise patterns to be seen in the soil. Landsat images capture wavelengths of light, revealing the chemistry of land and soil. Caravan routes can be detected because the tracks are beaten down more than the surrounding areas. By enhancing computer images, pictures can reveal bands of light, showing the roads as silvery, gossamer lines.

Determined to search for the city, Clapp recruited a team that included Jam Zarins, a professor from the Southwest Missouri State University with significant expertise in Saudi Arabia; Ron Blom, a scientist at the Jet Propulsion Laboratory; and George Hedges, an intellectual property attorney with a passion for archaeology and the ancient world. Blom analyzed space photographs and called Zarins’ attention to the remains of an oasis in the Yemen—an untouched, undiscovered region around Ubar, with 62 major sites in 2,000 square miles, spanning one of the world’s first global trade routes. Important discoveries included two port sites showing evidence of ancient trade with China and Southeast Asia. Pottery unearthed there dated to the Ming Dynasty of China in the fourteenth century, revealing just how far the trade routes must have stretched.

Half a world away and two years later, CGU President Steadman Upham, an archaeologist himself, met expedition leader George Hedges, who had joined the board of the Institute of Antiquity and Christianity on the CGU campus. In the spring of 2000, CGU’s School of Religion hosted a conference in which members of the expedition team presented the saga of their discoveries in and around Ubar. They described 4,000 years of untapped history waiting to be discovered beneath the Arabian sands.

Shortly after the conference, President Upham and George Hedges wrote a proposal. The Seaver Institute responded with a grant of $293,000. By February 2001, a new expedition, called the Mahra Project, was in the field.

The Mahra Project brought together a team of archaeolo-
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Frankincense is a gummy resin made from golden-yellow or dark brown incense trees that grow on some of the most remote and rugged landscapes of the world. This material, composed of the sap of the Boswellia sacra tree, is prized for its sweet and fragrant scent that has been used for religious and medicinal purposes for thousands of years. In ancient times, it was transported across vast distances to be used in rituals and offerings to the gods. Today, it continues to be valued for its aromatic properties and is used in perfumery, as a flavoring agent in wines, and as an ingredient in incense blends.

In the Arabian peninsula, particularly in the region of the Arabian Gulf, the frankincense trees are found in mountainous areas. These trees are resilient and are able to thrive in harsh conditions, often growing on cliffs or in rocky landscapes. The frankincense resin is harvested from the trees by cutting into their bark, which allows the resin to flow out. The resin is then collected and processed, often by women and girls who spend long hours collecting the resin from the trees.

The frankincense trade has a rich history and is steeped in legend. It is said that the frankincense was used by the Queen of Sheba, who journeyed to King Solomon to test him with the gift of frankincense. The frankincense trade was also used as a way to hide the pyramids of Egypt, as the frankincense was used to mask the smell of the pyramids and the mummies within.

The frankincense trade is not just a historical artifact; it continues to be a significant economic activity in some parts of the world. In Yemen, for example, the frankincense trade provides a livelihood for many people, especially women. The frankincense resin is collected and then sold to traders who take it to market in the cities. The frankincense trade is also important for its cultural heritage, as it is a symbol of the ancient Arabian culture and its connection to the gods.

The frankincense trade is also important for its medicinal properties. It is believed that frankincense has anti-inflammatory and analgesic properties, and it is often used in traditional medicine to treat a variety of conditions. In modern times, frankincense is also used in aromatherapy and as an ingredient in perfumes and soaps.

The frankincense trade is also important for its environmental impact. The frankincense trees are sensitive to environmental changes, and deforestation and climate change can have a significant impact on the trees and the trade. However, the frankincense trade also provides a source of income for many people in the region, and efforts are being made to balance the needs of the environment with the needs of the people.

The frankincense trade is also important for its connection to the ancient world. The frankincense trade is thought to have been an important factor in the spread of religious and cultural ideas throughout the ancient world. The frankincense trade is also important for its connection to the modern world, as it provides a way for people to connect with the ancient world and to learn about the history and culture of the region.

In conclusion, the frankincense trade is a complex and multifaceted phenomenon that has been important throughout history. It continues to be an important part of the cultural and economic landscape of the region, and it is a symbol of the connection between the ancient world and the modern world. The frankincense trade is also a reminder of the importance of balancing the needs of the environment with the needs of the people, and it provides a way for people to learn about and appreciate the rich history and culture of the region.

Frankincense: Pipeline to the Gods
D avid Dreier stood in the United States Capitol, ice cream scoop in hand, trying to entice Representative Jennifer Dunn of the Great State of Washington to try a dish of “Dreamery™ Chocolate Truffle Explosion.”

“No. No. No!” she protested.

“Just take a bite,” Dreier coaxed. “Just take one bite and I’ll finish it.”

The two members of Congress might vote alike on the issues, but Dunn would not budge in the ice cream debate. “David,” she insisted, “I refuse to be a fat mother of four.”

As broadcast on National Public Radio’s “Morning Edition” last June, Dreier fared better with the Speaker of the House, who would, he said, have been content with plain ol’ chocolate, but accepted the Truffle Explosion as an amendment. “It’s good stuff,” The Honorable Dennis Hastert of Illinois declared. “I don’t know all those California adjectives, but it’s pretty good chocolate.”

From government student to public servant, David Dreier (MA ’76) has traveled a memorable road from CGU. What began with his first campaign speech in the Claremont living room of CMC professor Alan Heslop (“it left a lot to be desired,” remarked another professor who was there) has blossomed into a highly successful career as an 11-term Congressman and now the chairmanship of the powerful House Rules Committee. “I plead guilty,” says Dreier, sitting on a couch in the elegant committee office, Room H-312 of the Capitol. It is a hot day in June, so the fireplace is unlit. A painting of San Dimas adorns a wall. “I’ve spent my whole adult life doing this. I do enjoy it.”

Dreier came to Claremont McKenna College, his father’s alma mater, in 1971 from Kansas City, Missouri, with an eye to joining his family’s real estate development business. Instead, he fell in love with The Federalist Papers. “He still calls me up regularly to ask if there’s something [in them] that he’s missed,” says Fred Balitzer, who taught him government in his freshman year. “To this day he recites them from memory. His speeches in Congress have a good measure of them, and quotes from deTocqueville and Lincoln and Jefferson.” By the time he graduated in 1975, Dreier had taken to government “like a duck to water,” says the professor. “He fell in love with his country in the best way—through the ideas of its great statesmen. They articulate the highest vision of what America can be.”

The next year, Dreier earned a master’s degree in American government at CGU, where he says he “got a reverence for the U.S. Constitution.” He also credits Peter Drucker’s classes with giving him management tools, noting that when he came to Washington, he had his chief of staff model the office after Drucker’s book The Effective Executive. At CGU’s commencement this year, where he and Drucker’s wife, Doris, received honorary doctorates, he confesses that “while the diplomas were being handed out, I had a chance to sit and talk with [Drucker] for a little while.”

Stanton “Pete” Welch hired Dreier right out of college as assistant director of college relations at CMC. He thinks Dreier could have had a long and successful career as a university fundraiser. Alas, “he took the easy way out,” says Welch. “He became a politician.”

“There’s a lot of chutzpah in David,” says Professor Balitzer, who has followed Dreier’s career from the beginning. “He would do things that others would wait to come to them.” Case in point: When Dreier first ran for Congress, he was not old enough to hold the office, though he would have been by the swearing-in. He ran for Congress while still living in a Claremont dorm room. His first opponent, a three-term Democrat 30 years his senior, once sent his son to debate Dreier in a campaign event.

“I never made the decision that I was going to be a Congressman,” Dreier says, his blue eyes intent and a trademark apple in hand. “I was talking to friends and professors about the
Dreier rides in Claremont’s 2001 Fourth of July parade—in an American-made car.

Photo courtesy of The Claremont Courier
said and done

D.D. Phillips (Philosophy) has been elected president of the British Society for Philosophy of Religion for 2001-2003. 

Leondra Arguello (Education) spent the summer teaching a seminar titled “Diasporic Identity: Lessons from the Cuban Diaspora” in Peru and Boliva, sponsored by the Council for the Advancement of Social Science Research.”

David Drew, Ph.D. (Fine Arts) has been elected president of the American Philosophical Association on Education. He gave a presentation at the annual meeting of the American Philosophical Association on Education. He was the keynote speaker for the third annual Mujeres Conference in March at the University of California, Riverside, in April where her topic was “Teaching and Learning in June.

Jean Schroedel (Religion) has been elected president of the British Society for Philosophy of Religion for 2001-2003.

Michael Scriven (SBOS) was the keynote speaker for the UCLA BioPhilosophy Conference in March. He also delivered a presentation on “Critical Community Studies and Research” at California State University, San Bernardino’s Center for Research in Integrative Science and Social Action.

Stuart Oskamp (SBOS) has been elected president of the American Psychological Association for 2001-2002. He gave a presentation at the annual meeting of the American Psychological Association on “Perspectives on Social Psychology” in Peru and Bolivia sponsored by local community and peasant organizations, Pratec and CAIPACHA.

Paul Zak (SPE) delivered a symposium paper titled “Employee Recognition: How Can We Teach and Promote It Effectively?” at the Western Psychological Association meeting in May, Honolulu, May 2002.
Jean Schroedl (APR) has produced two articles this year on the positive health impacts of "Punitiveness Versus Public Health: Ongoing Responses to Drug Use by Female Parents," written with UCLA student Pamela Fish, appeared in the July issue of Health Policy. His second article, "Policy Distinction and Self-Harm Risk: Evidence from California Local Gun Control Ordinances," written with CGU alumna Maria Gordon, appeared in the April issue of Justice Studies, Volume 29, No. 4, pp. 465-76.

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Recovering Religious Concepts
By E.D. Phillips
This edition contains over fifty new ideas from the philosophy of religion. The

bookshelf

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J A C K S C H U S T E R ’ S F I E L D O F D R E A M S

J a c k S c h u s t e r m ay be one of the nation’s top experts on higher education, but when he stepped into the batting cage in Monclair, California, on July 25—his 60th birthday—he was in his own personal “field of dreams.” This birthday—and every birthday for the past 20 years—he was stoning, in his imagination, with the Boys of Summer of his youth—Mantle, Berra, Rizzuto, Ford—Yankee players he saw regularly as he rode the team bus with his dad.

You might say that Schuster’s dad, Moe, was “pewder to the stars”—the Yankee stars, at least. “Rings, blingbling—he carried good merchandise, and he would get them what they wanted, wholesaler,” Schuster recalls. He sold an engagement ring to Eddie Lopat, the Yankee player he knew best, and it was through Lopat that Morris and Jack Schuster came to travel with the Harlem Globetrotters.

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the Flame Fall 2001 31

Recreation enjoys sailing on their 40-

years he served as department chair. has worked for 31 years. For 10 of those years he served as the director of the College of Business Administration, and for the past 12 years as professor and chair of the department of management, also serving as the dean of the College of Business Administration.

The Secret Code to Getting a Great Job Fast

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years he served as department chair. has worked for 31 years. For 10 of those years he served as the director of the College of Business Administration, and for the past 12 years as professor and chair of the department of management, also serving as the dean of the College of Business Administration.
Michele Mayberry-Stewart (Ph.D., Executive Management, 1999) was named chairperson of the National Board of Directors of the National Black MBA Association (NBMBAA), the world’s largest organization of black executives, MBA students, and entreprenuers. Mayberry-Stewart, who has earned five degrees, including an MBA in finance from Pepperdine University and a doctorate in E.T. management from the Claremont Graduate University, is currently chairwoman and chief executive officer of the Nashville-based Black Diamond Capital Group, LLC, which includes an E.T. consulting practice and a real estate development company.

Mayberry-Stewart’s career is built on delivering promised results, providing strategic direction for the organization, and ensuring that we are developing its leadership. In 1999, Mayberry-Stewart received CGU’s Distinguished Alumna Award, and in 2000 became a founding member of CGU’s Distinguished Hall of Fame. In June, she was appointed chairwoman and chief executive officer of the National Black MBA Association, making her the world’s first female general manager and vice president of corporate and shared services for worldwide delivery of E.T. systems and operations for the BP Amoco Corp. in Chicago.

Mayberry-Stewart, who lives in the Nashville suburb of Brentwood, said she wants the board to be known for its innovation. “I want a board that is built on delivering promised results, providing strategic direction for the organization, and ensuring that we are developing its leadership.”

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SEPTMBER
4 Classes begin.
5 Annual dinner for Art and Humanities students, staff, and facul-
ty, 5:30–7:30 p.m., courtyard of the Institute for Antiquity and Christianity.
6 History Department now student orientation, 4:00 p.m. in the History House.
11 "African Americans in the American West," Irvine Symposium on the Campus Diversity Initiative. quàntum Tarble, University of Washington, and Ron Coleman, University of Utah, speakers. 1:00–
2:15 p.m., Board Room, Harper Hall. “The Meaning of Diversity in One’s Scholarship and Education,” panel discussion, follows from 3:00–4:00 p.m. For more information, call the Centers for Arts and Humanities at 909-621-8612.
12 "From Battlefield to Boardroom," Dennis Laurie, speaker. Executive Forum Series; Peter F. Drucker School of Management, Buckle Building, Room 16, 6–6:30 p.m. reception; 6:30–7:30 p.m. presentation. For more information, call 909-607-9725.
20 "‘God and the World?’ Introduction to Process Theology." "From Battlefield to Boardroom," Dennis Laurie, speaker. Executive Forum Series; Peter F. Drucker School of Management, Buckle Building, Room 16, 6–6:30 p.m. reception; 6:30–7:30 p.m. presentation. For more information, call 909-607-9725.
24 "Excavating Jesus: Beneath the Stones, Behind the Texts." "From Battlefield to Boardroom," Dennis Laurie, speaker. Executive Forum Series; Peter F. Drucker School of Management, Buckle Building, Room 16, 6–6:30 p.m. reception; 6:30–7:30 p.m. presentation. For more information, contact 909-607-6007 or kate.rogal@cgu.edu.

OCTOBER
6 Lecture by Page duBois, topic TBA. Fall Public Lecture Series of the Institute for Antiquity and Christianity. 7:30 p.m., library of the Institute for Antiquity and Christianity. For more information, contact Kate Regal at 909-607-9673 or kate.regal@cgu.edu.
8-10 Bradshaw seminar on "Apologies" sponsored by the Centers for the Arts and Humanities. For more information, contact Susie Gallifant at 909-607-8974.
17 Lecture by Stephen Rountree, topic TBA. Executive Forum Series; Peter F. Drucker School of Management, Buckle Building, Room 16, 6–6:30 p.m. reception; 6:30–7:30 p.m. presentation. For more information, contact 909-607-9725.
21 Classes begin.
23 Executive Forum Series; speaker TBA. Peter F. Drucker School of Management, Buckle Building, Room 16, 6–6:30 p.m. reception; 6:30–7:30 p.m. presentation. For more information, call 909-607-9725.

NOVEMBER
13 "God and the World!" Introduction to Process Theology." "From Battlefield to Boardroom," Dennis Laurie, speaker. Executive Forum Series; Peter F. Drucker School of Management, Buckle Building, Room 16, 6–6:30 p.m. reception; 6:30–7:30 p.m. presentation. For more information, contact 909-607-6007 or kate.rogal@cgu.edu.
17 "Poverty and Economic Growth," Robin Martin, speaker and William Rees, respondent. "Economics of Poverty" Public Lecture Series. 7:30–9:30 p.m., Mudd Theater, Claremont School of Theology. For more information call 909-607-5330.
19 "Poverty and Sustainability," Herman Daly, speaker, and Paul Burkett, respondent. "Economics of Poverty" Public Lecture Series. 7:30–9:30 p.m., Mudd Theater, Claremont School of Theology. For more information call 909-607-5330.
20 "Corporate Dominance and Poverty," David Korten, speaker, with Marjorie Kelly, respondent. "Economics of Poverty" Public Lecture Series. 7:30–9:30 p.m., Mudd Theater, Claremont School of Theology. For more information call 909-607-5330.
21 "Poverty and Agricultural Policies," Wes Jackson, speaker, with Ralph Relph, respondent. "Economics of Poverty" Public Lecture Series. 7:30–9:30 p.m., Mudd Theater, Claremont School of Theology. For more information call 909-607-5330.
24 "Excavating Jesus: Beneath the Stones, Behind the Texts." "From Battlefield to Boardroom," Dennis Laurie, speaker. Executive Forum Series; Peter F. Drucker School of Management, Buckle Building, Room 16, 6–6:30 p.m. reception; 6:30–7:30 p.m. presentation. For more information, contact 909-607-6007 or kate.rogal@cgu.edu.
26 Kingsley Tufts Poetry Awards. Details TBA. For more information call 909-607-9725.

DECEMBER
5 -- 14 "1 Kings 22 and Iliad 1-2: An Experiment in Methodology." Damon R. MacDonald and Marvin Sweeney, speakers. Fall Public Lecture Series of the Institute for Antiquity and Christianity. 7:30 p.m., library of the Institute for Antiquity and Christianity. For more information, contact Kate Regal at 909-607-9673 or kate.regal@cgu.edu.
17 Executive Forum Series; speaker TBA. Peter F. Drucker School of Management, Buckle Building, Room 16, 6–6:30 p.m. reception; 6:30–7:30 p.m. presentation. For more information, contact 909-607-9725.
21 Classes end.
23 Executive Forum Series; speaker TBA. Peter F. Drucker School of Management, Buckle Building, Room 16, 6–6:30 p.m. reception; 6:30–7:30 p.m. presentation. For more information, call 909-607-9725.
24 "Economics of Healing: Biblical Lessons of Healing." Day one of conference co-sponsored by Claremont Graduate University and University of Redlands. 8:30 a.m.–5:00 p.m. Albrecht Auditorium. Days two and three will be held at the University of Redlands. For more information go to www.cgu.edu/inst/tac or call 909-607-9666.

FEBRUARY
5 Lecture by Page duBois, topic TBA. Fall Public Lecture Series of the Institute for Antiquity and Christianity. 7:30 p.m., library of the Institute for Antiquity and Christianity. For more information, contact Kate Regal at 909-607-9673 or kate.regal@cgu.edu.
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26 Kingsley Tufts Poetry Awards. Details TBA. For more information call 909-607-9725.

JANUARY
14 New international student registration.
17 New student registration, 8:30 a.m. – 5:00 p.m.
21 Classes begin.
23 Executive Forum Series; speaker TBA. Peter F. Drucker School of Management, Buckle Building, Room 16, 6–6:30 p.m. reception; 6:30–7:30 p.m. presentation. For more information, call 909-607-9725.
24 "Economics of Healing: Biblical Lessons of Healing." Day one of conference co-sponsored by Claremont Graduate University and University of Redlands. 8:30 a.m.–5:00 p.m. Albrecht Auditorium. Days two and three will be held at the University of Redlands. For more information go to www.cgu.edu/inst/tac or call 909-607-9666.

ART GRADUATE EXHIBITS AT BIENNALE
Barbara Benish (BA, 1969) was recently awarded the honor of showing her work at the esteemed Venice Biennale in an exhibit titled “Markers.” This outdoor installation of banners by international artists and poets deals with the idea of overcoming linguistic, national, cultural, and religious barriers while maintaining personal and communal individuality (pictured above).

Much of Benish’s recent work has been concerned with the idea of reclaiming spaces, whether they be religious, social, or political. The process of reclaiming represents a way to reconceptualize history and our perceptions of space and time. For instance, Benish’s recent “Honor Power” installation filled eight large metal frames originally used for political propaganda along the Letensky tunnel in Prague (pictured right). The brightly colored abstract images of flowers and designs inspired by children’s drawings, early Warhol ad designs, and the utopian philosophy of the 1960s “flower power” movement.

The “lace-web-in-the-tree” image that was used for Benish’s Biennale banner originated with her installation “Path,” which was installed in a seventeenth century Catholic church in Klenova, Czech Republic, as part of a larger, international exhibit called “Mapping Space” (Summer 2000, pictured below). According to Benish, “Spiders are an ancient symbol of the goddess cultures,” and these installations “are attempts to mark traditionally male spaces with female forms and emblems.”

Since 1989, Benish has dribled her time between Los Angeles and Prague. She has worked with a variety of media and is motivated by such wide-ranging interests as the critique of culture, issues of interpretation, feminism, myth, and the reconceptualization of art.

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Forty diapers a day, 280 diapers a week. Eight feedings a day, multiplied times four. Jay Bogdanovich’s life has recently changed dramatically. He graduated with an M.B.A. in Finance on May 12 from the Peter F. Drucker Graduate School of Management. On May 31, Jay and his wife Lisa, a former legal secretary, became the proud parents of quadruplets, Ryan, Kaitlyn, Michael, and Lisa.

Bogdanovich is president of Butterfield Land Company. He builds, owns, and leases commercial buildings in Riverside, San Bernardino, and other locations in the Inland Empire. He is currently building and overseeing contractors for a 50,000-square-foot industrial warehouse in the Riverside area.

As a student Bogdanovich was taking up to four classes a semester. “Looking back now, working, studying, and going to school was a million times easier,” he says. The lives of the new parents have changed beyond what either could have imagined. They now survive on catnaps. There are feedings every three hours. “It feels like as soon as we finish feeding the last baby, the first one pops up and we start all over again,” laughs Bogdanovich.

“It almost leaves you speechless,” Bogdanovich says. “It’s very stressful but exhilarating, and we’re still in the beginning stages. It’s terrifying because you realize you’re responsible for so much.”

The Bogdanovics retain an overnight nanny three nights a week and Lisa’s mom stays overnight to help fill in the gaps. And as if the fast-paced rhythms of their lives were not stressful enough, they’ve added one more. This month they’re moving. Turns out they need a bigger house.