An "arms race" is currently underway among elite colleges and universities across the United States—an arms race fueled by staggering differences in financial assets between the wealthiest universities and the rest of the pack. It is a race for the most outstanding faculty, the most gifted students, and the best facilities. Faculty salaries at elite institutions have jumped up markedly, significantly outpacing those at the vast majority of competing universities. Many of these same elite institutions have also substantially augmented financial aid to students, especially graduate students, so that most who attend now pay no tuition or fees. Indeed, many graduate students attending these universities receive teaching or research stipends of as much as $25,000 a year in addition to tuition remission.

These differences in institutional wealth are truly massive—in the billions of dollars and growing. And while I applaud the success of the 20 institutions—revenue-producing and nonprofit universities like Stanford, Harvard, Yale, and those at the vast majority of elite institutions have also substantially augmented financial aid to students, especially graduate students, so that most who attend now pay no tuition or fees. Indeed, many graduate students attending these universities receive teaching or research stipends of as much as $25,000 a year in addition to tuition remission.

Wealth: The Great Divide
The president's notebook

The landscape of higher education is also being reshaped by changes in technology and demography:

- Advances in information technology and computer networking have created new capacities to teach and learn both inside and outside of universities.
- The need for new knowledge and lifelong learning have changed the market for and the demographics of "traditional" graduate students.
- Stimulated both by technology and growing interest of the capital markets, for-profit universities have emerged as an important new segment of higher education.

Each of these changes has consequences for colleges and universities. The information technology and network revolution, coupled with the emergence of proprietary universities, has created a new educational terrain where for-profit colleges compete for students alongside both state-subsidized and nonprofit universities like CGU. In my view, enhanced competition is healthy because competition stimulates innovation. Over the long term, competition between different kinds of universities will lead to academically stronger and more responsive, efficient institutions.

At Claremont Graduate University, we have begun to address each of these issues. CGU’s Board of Trustees meet in March with the academic leaders of the university for two and a half days to discuss and plan strategies for the next three to five years. The results of these discussions, coupled with longer-term academic planning led by Provost Ann Hart and the academic deans, will help position CGU for the challenges of the future.

We are fortunate that the human capital and financial assets of CGU are sufficient to compete in this changing environment. The excellence and reputation of CGU’s faculty rest on that of any Doctoral Research-Extensive university. CGU’s students are able and prepared, and the university’s facilities and infrastructure are good and improving. Although CGU lacks a multi-billion-dollar endowment, fundraising under Vice President John Crowe is providing the university is positioned to move forward strategically to find new financial support to sustain the university’s mission: student fellowships, and facilities.

During its first 75 years, an anniversary that we mark this academic year, CGU has grown to be the largest of the Claremont Colleges. It now enrolls 2,200 students in seven schools. They study in 48 different master’s and doctoral degree programs in 20 academic disciplines. Several of the university’s programs have achieved high national rankings. During its next 75 years, CGU is sure to confront a different world. It is our job—administration, faculty, staff, students, trustees, and friends—to ensure that Claremont Graduate University prospers during this time of change while remaining faithful and committed to its mission to provide the highest quality graduate education.

It is my distinct privilege to be able to lead this institution and to ensure that Claremont Graduate University is positioned to move forward strategically to find new financial support to sustain the university’s mission: student fellowships, and facilities. Each of these changes has consequences for colleges and universities. The information technology and network revolution, coupled with the emergence of proprietary universities, has created a new educational terrain where for-profit colleges compete for students alongside both state-subsidized and nonprofit universities like CGU. In my view, enhanced competition is healthy because competition stimulates innovation.

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CGU AT 75: Education Graduates Share Memories

As Claremont Graduate University celebrates its seventy-fifth anniversary this academic year, we invite you to engage with the stories of our School of Educational Studies—some of the university’s original disciplines—so we may be inspired to share memories of our students in future years. Responses came from alumni receiving degrees as far back as 1936.

While a few remembered different experiences, most recalled the intellectual challenge and the strong support of faculty that set the stage for career success. This was true of recent graduates as well as those with diplomas dating to the ’30s, ’70s, and ’80s. Here are some of the more colorful responses:

- “My favorite memory is walking across campus with Dr. Drucker who upon learning that I had a ‘shrinking’ private practice [in speech pathology] was actually fascinated with me and wanted to know about my business practices.”
  - Patricia Hubbard-Wiley, Ph.D., Education 1993

- “I could park on the street in front of the classroom!”

- “CGU gave me two years of intellectual excitement such as I’ve rarely known. I was encouraged to seek out learning in unconventional directions, and I thrived on discovery and challenge. My favorite memory is of very occasional and very preposterous afternoons sitting in Don Rhoades’ living room. He seemed to belong to one family. They talked, discussed, relaxed, and enjoyed themselves into the air as we unhurriedly smoked cigarettes. Peace reigned, and co smoke gradually rose verse. The fragrant tobacco and philosophy and religion. The memory remains with me still. All the members of the community seemed to belong to one family. They talked, discussed, relaxed, and enjoyed themselves in their surroundings.”
  - Larry Totten, M.A. Education, 1977

- “I wish to inform you how happy I am of having received the first issue of the Flame—The Magazine of Claremont Graduate Academy. I enjoyed reading the articles contained in this first issue of the magazine of a school to which I am, and will always be, attached. It is with fond memories that I look back at my undergraduate experience at Claremont from 1978 to 1983. For me the experience I had in the United States—first at UCLA and later at Claremont Graduate School—are part of my private and academic life that I know I will cherish always.

I am absolutely convinced that the Claremont Graduate University—with dedicated people like President Upham at the helm—is in good hands. It is dedicated people like President Upham of my private and academic life that I keep alive the spirit and the ideas of the Claremont Graduate University, most particularly in defense of my country and education and for the advancement of its first century with the flame brighter than ever.”
  - Tekeda Alemu

- “Although I worked full time and had a daughter during my studies, I always felt a part of the intellectual community. By the time I graduated my daughter was four. When she saw Phil Drury lead the graduates into the theater, she yelled, ‘There’s the Pope!’ I knew her voice.

‘My daughter remembers spending time in Honnold. When it was time to select a college, she chose Scripps. She loves the college community.’
  - Kathleen Naylor, Ph.D., 1984

- “During the hot summer vacation I was quite privileged to use the newly renovated library. I was alone as a student. Yet the air conditioner and electric lights were all on from 6 a.m. to midnight. Every day I used to meet an old janitor. He seemed to be honest and faithful in his work. I never saw him take a rest or stop his work until official tea time. In this brief ten minutes, we sat in honest and faithful in his work. I never saw him take a rest or stop his work until official tea time. In this brief ten minutes, we sat in the library and talked about the weather, school affairs, and international cultures. The memory remains with me still. All the members of the community seemed to belong to one family. They talked, discussed, relaxed, and enjoyed themselves in their surroundings.”
  - Tae-Han Kim, Ph.D., 1979

- “‘It was really very wonderful! Life was casual with a freedom I hadn’t experienced in my undergraduate years. Our professors were friendly and very accessible whenever we felt the need for a conference or help. I remember when I enrolled my office to find out that my Secretary Service personnel had taken it over. It was strategically located overlooking his movements from the Board of Fellows room where he lectured to President Platt’s office.’
  - Edmund A. Hadley, Ph.D., 1982

- “My decision to relocate from Alaska to Claremont was based on the warm personal attention I got from everyone at the School of Education. I fondly remember the family atmosphere and felt very comfortable there. Extremely helpful job opportunities and scholarships and aid were made available to me. I loved the campus and the village, especially for walking.”
  - James Stevens, Ph.D., 1996

- “My family supported my dream of going to graduate school ‘all the way.’ My husband Harold—not passed away—was the Cheerleader-in-Chief. My three-year-old granddaughters attended my graduation. When I marched across the platform she realized it was a great celebration. She shouted: ‘Happy Birthday, Grandma!’

‘Dr. Douglas said that I’m not too old.’ Professor Rangelos said that I could write.

‘Dr. Regin said that I was in the top five percent of graduate students in Claremont. Dr. Dreyer vowed the impossible—that I would make an ‘A’ in Statistics—and I did.

‘Dr. Hale suggested my dissertation topic and with boundless enthusiasm cheered me on.

Dr. Dreyer said—when he ushered me out of my seat to receive my degrees—‘They saved the best for last!’

I still never forget how all supported me when my own courage and confidence failed.”
  - Ethel R. Young, Ph.D., 1991

- “Dr. Allen found me taking Ed. courses at Stanford summer ’41 and talked me into coming to Claremont because ‘I only needed one more term to get my Calif. Credential.’ (They had an empty bed at the grad house and wanted to fill it.)

‘Dr. Peter Lincoln Spencer was my mentor and a delight! Nothing dull and dry about him, and he even respected my “diversity.”

I lived at the grad house with 9 others. The faculty was amazed that we all got along so well and had so much fun. The most socially compatible and active group ever in the grad house. No drudgery, drudgery, and our friendships have gone on and on. Jean Baughman was the student house manager, and she has kept in touch with ourauling group—each one was a unique and delightful personality.”
  - Florence Burcher Harris, Califone Teaching Credential, 1942

- “Dr. David Drew’s first or second year found me struggling in his statistics class. My favorite memory is of going to his home in Westwood and holding his baby on my lap while he taught me statistics. I passed!”
  - Barbara Childe Nelson

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Black Americans, European Americans, Hispanic Americans, and Asian Americans forged complex and fluid social relations. The absence of slavery as a dominant theme was another major difference. During the early 1800s, while most of the African-American population was still enslaved in the South, thousands of African-Americans escaped slavery, which was outlawed on most of the western fron-
tiers. Still another difference was the rela-
tive “buffer” against white racism. Up until the early twentieth century, the compara-
tively small black population was spared the brunt of the racism directed toward the
Chinese and Mexicans, the larger popula-
tions of color. As the West moved beyond its frontier sta-
tus in the twentieth century, the rapidly expanding black American population in the West came to know the same triumphs and defeats experienced in the rest of the United States. The two world wars brought attention to the African-American experience in the American West as a region of black immigrants, however, were met with racism and discrimination. In recent years, blacks in the West have faced increasing racism and poverty amid a growing white backlash against federal pro-
grains designed to level the economic and social playing fields. For example, frustrat-

Quintard Taylor, preeminent scholar of the African-American experience in the West, gave the keynote address at the sym-
posium. Subsequent discussions dealt with
exploding myths of the frontier; forging urban communities and identities; black history in public memory; black West litera-
ture, theater and film; and Kansas City and its influence on jazz, with a jam session to end
the conference. Parallel ing the conference were historical reenactments, followed by Chautauqua. Reenacted figures were the nineteenth cen-
tury California business woman and actress Mary Ellen Pleasant and “Biddy” Mason, the first female postal carrier, “Stagecoach
Mary” Fields, Buffalo Soldier Sergeant Emancipation Statue; a black cowboy and the African Moor—the sixteenth century Spanish explorer of the Southwest, Eutch. MP participation in the project began as an informal correspondence with PAAC’s director, Naini Kilkenny, and research his-
torian, Alonso Smith, during the summers of 1996 and 1997, when I was supply coordina-
tive at the Smithsonian’s annual Folklore festival, through its Folklore and Cultural Heritage division. In a fortunate twist of fate, the Black West project was “put on the shelf” and given an opportunity to manifest itself in 2001. This delay allowed me enough time to begin my studies in American History at Claremont Graduate University as a doctoral student, become eligible for a paid internship within the Smithsonian, and obtain a richer under-
standing of the American West as a region with a historically ignored racial frontier.

Following on the heels of the sympos-
ium’s success will be a repeat perform-
ance at Kansas City’s American Jazz Museum at 16th and Vine in Fall 2001. For me, the experience has produced the price-
less return of exposure and access to
the top scholars and public figures in my field. I also gained valuable knowledge and tools for unlocking some of the richness of the black experience in the West, in a manner that appeals to both a general audience and the American historical profession.

I had the privilege to coordi-
and produce a two-day symposium at the Smithsonian Institution entitled “A Quest For Freedom: The Black Experience in the American West” during the first week of February. The event commemorated the Program of African American Culture’s (PAAC) twentieth annual observance of African American History Month at the National Museum of American History, in affiliation with the American Jazz Museum in Kansas City, Missouri. The conference introduced the African-American experience in the West to a national audience raised on Hollywood-
induced fantasies of the American West evoked by trailblazers, pioneers, cowboys, and Indians. Those representations have ignored the African-Americans who lived and worked in the West and forged com-
munities, identities, and cultures uniquely different from other regions. A key difference in the black western experience was race. Under Spanish coloni-
 pastoralism people of African descent were not simply black or white. And, from the earli-
est history of the West, Native Americans,
News from 10th and College

Camacho Ciecka Duker Jackson Sibert Ramos de Villarreal

the Albert Schweitzer Humanitarian Prize, a she is a tireless child advocate whose awards include

Christ, Congregational on March 13. Keynote speaker

Marian Wright Edelman

Leading Child Advocate Inspires Claremont Audience

Marian Wright Edelman delivered a rousing address to a capacity crowd at Claremont Church of Christ, Congregational on March 13. Keynote speaker at CGU’s record annual Lillian Maguire Social Advocacy Forum, Edelman was introduced by Maguire as a ‘past for children.’ A graduate of Yale Law School, she is a tireless child advocate whose awards include the Albert Schweitzer Humanitarian Prize, a MacArthur Foundation Award, and the Presidential Medal of Freedom.

Edelman’s vision of a future America where no child is left behind inspired the audience. She emphasized the value of concerned citizens taking action in local communities—for example, linking grandparents with political lobbyists on behalf of children. Julia Mullins, coordinator of the Claremont Youth Partnership, delivered starting statistics on suicide and local youth. The audience came out armed with practical solutions and opportunities to improve the lives of children through local political participation.

CGU Concludes Record-Breaking Campaign

None of us will see the end of this project. CGU will build into it and leave it yet incomplete, but happy generations will take up the task and carry it on. We are laying the foundation of a graduate college for all the coming years—one of the great institutions of America.

– James A. Blaisdell, 1924

Irvine Foundation Makes $1.5 Million Grant to CGU

The Irvine Foundation awarded $1.5 million to CGU to recruit and hire five new faculty to enhance diversity at the university, which includes diversity in race and culture, research interests, methodologies and applications of that research, and curriculum.

“We are grateful for this very generous grant from The Irvine James Irvine Foundation,” says President Steadman Upham.
Himself a Matchmaker

New Advancement VP Considers Himself a Matchmaker

John Crowe, CGU’s new vice president for advancement, thinks of himself as a broker of ideas. “I’m in a position to match up people who want to invest and people with projects that need investment,” says Crowe. “When you match an idea with funding, good things can happen.”

And they have throughout his career. Crowe came to CGU in January from the Marshall School of Business at the University of Southern California, where he was senior associate dean of business and public affairs at Menlo College. Most recently he was executive director of enrollment and director of student financing at Mount St. Mary’s College. In this role, he supervised the Office of Student Engineering and managed the institutional financial aid budget. He also served on the strategic planning committee and the institutional budget committee.

Whitaker, his wife Cindy, and their son Matt moved to San Diego when he took the position at CGU. “It’s clear that he has a very cordial, ‘down-to-earth, warm, and friendly’ manner,” says Hagede, “It’s very reassuring to see students accomplish their educational goals.”

Crowe—who, if pushed, will admit to having a fantasy of being a golf pro (but work keeps his handicap ‘very high’)—says he enjoys development work enough that it transcends his life. “It has the ability to build a better tomorrow. And you have the added benefit of meeting the most wonderful and accomplished people.”

That commitment has kept Crowe involved in university advancement since he left reporting with Copley Newspapers nearly 30 years ago to become director of public affairs and assistant professor of communications during the founding years of California State University-Dominguez Hills. Moving on to Harvey Mudd College, he directed alumni affairs, public relations, and development and earned an EMBA at the Drucker School next door at CGU. “I went to Joe Platt (founding president of Harvey Mudd and then the president of CGU),” says Crowe. “It was good advice.”

Former CGU Student Becomes United States Treasury Secretary

At a time when the hightech bubble is bursting, layoffs are being announced, and stocks are tumbling, a CGU alum has been chosen to get the struggling U.S. economy back on track. By a unanimous vote, Paul H. O’Neill was confirmed by the Senate as the country’s newest Secretary of the Treasury.

O’Neill studied economics at CGU on a Harrys Fellowship from 1960-61. “He really wanted to tell me how important [CGU] had been in his life,” says CGU President Emeritus John D. Maguire, who met with O’Neill in 1995. “He called it a turning point experience.”

O’Neill came to CGU with the intention of getting his Ph.D. in economics and teaching college, but a fellowship in computer science took him to Washington and a job as budget analyst with the Office of Management and Budget. From there, he moved to the Office of Management and Budget, where he eventually rose to the rank of deputy director, working closely with future Federal Reserve Chairman Alan Greenspan and Vice President Dick Cheney.

When President Carter defeated Ford for the White House in 1976, O’Neill left government service to become CEO of International Paper Company. Later, with the help of Alcoa board member Greenspan, he became chairman of Alcoa, the world’s largest alumnum producer.

Before he became chairman in 1997, the company’s revenue and profits have quadrupled. Alcoa was the best performing stock in the Dow Jones industrial average last year. O’Neill’s extensive international, corporate, and political ties, combined with his wide experience in both government and corporate leadership, are expected to make him an able helmsman for the U.S. economy and a key player in the new administration.

“It’s clear that he has a very good grasp of economics in broader and deeper ways,” says Maguire, who describes O’Neill as down-to-earth, warm, and friendly. “He’s someone who has gone down that path before them.”

As director of public affairs at CGU, Crowe is active in the Council for the Advancement and Support of Education (CASE). He has served as a conference speaker and author and is currently a member of the District VII Board. What does Crowe not like? “Surprises,” he says. “Surprises usually mean something’s gone wrong.”

Crowe, who describes himself as having “one foot in the world of academe and the other in the rest of the world,” still teaches an occasional class when his schedule permits. He finds it invigorating. “It reminds me,” he says, “of why we’re here.”

“Gordon Marshall was an alumnus who had been involved with the school since before I was born,” Crowe says. “I know that he was ‘lucky enough to be there’ and ‘play a small role’ when the gift was made. ‘I don’t like it when development people take personal credit for big gifts,’ he says. ‘It’s a team effort. I believe in creating an environment where good things can happen.’

Crowe—who, if pushed, will admit to having a fantasy of being a golf pro (but work keeps his handicap ‘very high’)—says he enjoys development work enough that it transcends his life. “It has the ability to build a better tomorrow. And you have the added benefit of meeting the most wonderful and accomplished people.”

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After 10 years at USC, where he planned and directed the building of Edward Elmhurst Campus, Crowe could have “stayed on the great aircraft carrier that is USC.” Instead, he decided to “shake up the gray matter” and come to CGU to build the development program. “The more I looked, the more I saw real potential here,” he says. “The board is enthusiastic, there’s new leadership, and a large alumni group. It’s a very good place to work hard and be part of the process.”

Whitaker will be replacing Betty Hagede, a CGU alumna, who held the position for 22 years. Since she retires at the end of June, after serving 37 years as dean of students and registrar, “It has been a gift, a wonderful opportunity,” says Hagede, “It’s very reassuring to see students accomplish their educational goals — maybe more so at the graduate level, because you have whole families celebrating with the student at commencement — parents, grandparents, wives, and children.”

After her retirement, Hagede plans to spend more time with her family, give much-needed attention to her Claremont home, cook, read, garden, and travel. She also intends to volunteer time to the Claremont Community, the University of Southern California, and the Casa Colina Children’s Program.

Whitaker, his wife Cindy, and their son Matt are active with the Leukemia and Lymphoma Society. In 1994, Matt was diagnosed with leukemia. “Matt’s doing fine now,” Jim says, adding that at age 10, Matt is a frequent keynote speaker and fundraiser for the society, in addition to being active in the Little League baseball team that Whitaker coaches.

Whitaker holds a master’s degree in educational administration from the University of San Diego and is completing the requirements for a doctoral degree in education from the University of California, Los Angeles.

Acting in the Western Association of College Admissions Counselors, Whitaker served as president in 1994 and as secretary/treasurer in 1999. He is also an active member of the National Association of Student Financial Aid Administrators.

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Passionate, focused, and excited about the future, Constance Jordan is CGU’s new dean of the Centers for the Arts and Humanities. Former chair of the English department, she is an extraordinary woman who studied English in Paris and piano at Yale. She raised three boys as a single parent while in graduate school. When time allows, she ocean rows, sails, and hikes Maine’s Blue Hill Bay. Of her classes, you can literally feel her mind expanding. Why would an impassioned professor who loves teaching place her own projects on hold for the world of budgets and flow charts? When Jordan was asked to take the helm as dean, her immediate reaction was “Oh, no.” But she soon stepped up to the plate. “Taking this job was the right thing to do,” she muses. In accepting, she told Provost Jan Woeber Hart, “I still put my whole heart and soul into it and you can count on that.”

Willmington to tackle big challenges long has been a Jordan hallmark. During her first year at Columbia she taught Great Books, which required as weekly reading such challenging classics as The Iliad and Crime and Punishment. “I had to attempt to acquire very quickly the entire cultural history of the West,” she laughs.

Jordan received her Ph.D. from Yale University, where an early mentor, Bart Giamatti, advised her. “Keep in mind, teaching is essentially a pastoral function.” That idea has served as a guiding principle throughout her career. Lured to California in 1988 by the opportunity to help to build CGU’s English department with Wendy Martin, she was delighted by its arrival of Steadman Upham and Ann Hart. They’ve brought a whole new spirit to this university. Her goals as dean? “We need deans from the faculty. That way they remain close to teaching. I’ve been here for 12 years, and one of the most heartening events was the arrival of Steadman Upham and Ann Hart. They’ve brought a whole new spirit to this university.”

John Q. Astronaut, Private Citizen

What would it feel like to hurtle through space watching the sun rise and set every 45 minutes? CGU professor emeritus Harvey Wichman has a pretty good idea. He and students from the Aerospace Psychology Laboratory at Claremont McKenna College recently concluded a yearlong study of civilian space flight, assessing the general public’s reactions to the possibility of space tourism.

Both Wichman and his wife, Ann, are CGU alumni. As a CGU graduate student, Wichman was able to combine the dual passions of his life—psychology and aviation. Under the direction of Stuart Okamy, he applied for and won a fellowship from the National Institutes of Health. He went on to create the Aviation Psychology program at CMC where he and students studied the effects of noise and stress on pilots, applying the principles of ergonomics and human comfort to space travel. He has taught at CGU and Claremont McKenna for the past 27 years.

In Wichman’s most recent experiments, a spacecraft simulator was built inside Claremont McKenna’s Aerospace Psychology Laboratory. The simulator approximated the size of a typical space cruise, nine meters long and four-and-a-half meters in diameter. The interior was small, tight, and confining, a high-tech replica of a NASA space cabin. Participants were recruited through newspaper ads. Groups included equal numbers of men and women, a mix of ages from 34 to 72, diverse races, and both singles and married couples. Groups mirrored the demographics of adventure seekers who typically travel to exotic destinations like Africa or the Galapagos. Eight civilian tourists “flew” in two simulated space cruises. Observers were trained to watch the subjects for changes in behavior, mood, and perceived discomfort. Their observations were compared to space travelers who had been on actual space missions and were encouraged to meet. debriefings ended the study. Debriefers found participants were enthusiastic about space travel. Flight preparations, the sounds of lift off, space food, and video monitors showing the world whirling by produced powerful perceptions of weekends in space. The space travelers found bathing with damp towels warmed in a microwave, watching the sun rise and set every 45 minutes, and collecting souvenirs from space to be unforgettable highlights. Will space travel for civilians catch on? A follow-up study assessed the potential impact of space cruises. Conclusions revealed that space tourism is extremely valuable in making space travel seem real for the average person. Unfortunately, weekends in space will probably not become reality until they become more economical. However, space travel will provide an opportunity for adventure and exploration. Weekend astronauts felt that they had done something extraordinary and gone where few had gone to. They thought of their astronaut experiences as exciting and mind-expanding. The weekend astronauts remained far more aware of space-related current events than their civilian counterparts. The space travelers were not nearly as jaded about space programs as average Americans have become. For these space civilians, their journey was like a “God’s eye view” of the world. Space tourism made space seem real. They felt forever changed. The overwhelming conclusion of Wichman’s research—despite the lack of showers and room service, outer space is a great place to be.

Up from the Ranks, An Extraordinary New Dean

Extraordinary New Dean and hikes Maine’s Blue Hill Bay. Of Jordan, a recent alumna reports, “If you’re lucky enough to take one of her classes, you can literally feel your mind expanding.”

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Clowning Around

Laughing is a universal language that Mary Beth Fletcher speaks fluently. Attired in a clown suit, complete with bright red nose and huge shoes, the gregarious Pomona Unified School District first-grade teacher crossed a six-lane road in front of a Beijing university in what she describes as a very “zen-type” experience.

“The roads in China are very difficult to cross. You walk across one lane, stop and wait while cars and buses whiz by you, then you walk across another lane. Everyone is honking and hollering as they pass by,” says Fletcher. “So here I am, a tall American woman in a clown suit in the middle of the street, stopping traffic, waving the cars on—it was hysterical. An audience gathered on both sides of the road. They watched and laughed. I crossed a couple of times just for fun.”

Fletcher went to China last summer to study the clowns. She was one of five people associated with Claremont Graduate University chosen to visit China, recipient of a CGU Durfee Foundation grant that paid for her airfare and a full-time translator as well as housing and living expenses. When she arrived in Beijing, though, she discovered that there were no clowns in China, at least not what an American might expect to find.

“Some of the world’s greatest acrobatic artists are Chinese,” says Fletcher. “And they had a couple of clowns in an opera I attended, but it was more of a slapstick humor that you might’ve seen on a television sitcom in the U.S. 50 years ago.”

“Everything was an ancient Chinese secret, too,” says Fletcher. “At one acrobatic performance, 14 artists rode on one bike. This is a truly amazing feat. They smiled and waved at the hushed audience like there was nothing to it. When I asked to see the bike that allowed them to do this trick, they said, ‘It’s a secret.’”

After touring the countryside, attending acrobatic performances, and trying to learn the tricks of the trade, Fletcher decided to take a bold step clad in clown shoes. She introduced clowns to China.

Even though she is a seasoned clown, Fletcher says she was afraid to take her first step as a clown on Chinese soil. “It was such a culture shock for me, and the children would follow me, and when I tried to pull them into the act they’d back away and yell, ‘No! No!’ To them I was the crazy giant woman.”

“Children are great teachers, though,” Fletcher says. “They tell you if they think you are believable. When I first started working as a clown in East Los Angeles during my undergraduate years, I knew nothing about being a clown. There aren’t many books on the subject, but working in Los Angeles gave me a huge education about different cultures and how they celebrate.”

Fletcher completed her master’s degree in sculpture at CGU in 1993 and then trained at Ringling Bros. Barnum & Bailey Clown College in Sarasota, Florida. There she met her first Chinese acrobatic instructor. “We were terrified,” she recalls. “We knew about the amazing abilities of the Chinese acrobats, so before we met him we called him the ‘Chinese Torture King.’ He turned out to be one of the most wonderful instructors at Clown College. In no time at all he had me standing on my head and contained a ‘stretch beyond the expectations of their ordinary lives.’”

Yi Feng, associate professor of politics and policy at CGU, went back to an area of China where his family had been exiled during the Cultural Revolution. “My family was well-educated and was persecuted by the government for it,” says Feng. “Time fades this hardship and as an adult you can look at things more realistically. This trip allowed me to close a gap in my life experience.”

Keith Hay went hiking in the Bogda Ola Mountains of Xinjiang. Following Eric Shipton’s journey in The Mountains of Tartary, Hay traveled in the back country of China with a minimum of supplies.

Ivan Lineir went to China investigating whether, or to what extent, American punk-rock music has influenced youth scenes. He sought out punk venues, record stores, record labels, and print culture.

Marie Sandy explored paper cutting. “I studied women’s writing systems in remote parts of China,” says Sandy. “I taught each other this writing system while they did crafts and the tradition was passed from mother to daughter for the past 1,000 years.”

The Durfee Foundation grant is described as “enlightened philanthropy” because it allows the awardees to pursue nonacademic endeavors in China. Those selected for the grants are often undergraduate or graduate students at the Claremont Colleges. Faculty and staff, as well as alumni, may also apply. The grants, up to $25,000 each, must be used no more than one year after the award is made. The awardees are required to make a presentation about their travels following their return from China.

For information about participating in the program, contact the CGU American/Chinese Adventure Capital Program coordinator, Donna Standika.
Extending the spirit of adventure

By Michael James Mahin

On a cool September morning in 1929, 10 Pomona College students stood on the dock of a Japanese freighter and watched the safety of college life recede with the California coastline. Discontented with the amount of "real world" experience they were receiving at college, they resolved to spend a year exploring China during one of the most tumultuous periods of its history.

At a time when tuition at Pomona College cost $300 a year, the 10 explorers raised and borrowed a total of $12,000 from relatives, friends, and church groups. In order to aid in their fundraising, they named their project the "Oriental Study Expedition" and included in their mission statement their intention to "increase our knowledge and understanding of the growing relations and common problems among all of the peoples of the world . . . to perpetuate good will and understanding by living it."

Little did they know that their adventure would become the basis of a foundation devoted to their original ideals. Fifty-nine years later; four of the original China adventurers returned to inaugurate the American/Chinese Adventure Capital Program at the Claremont Colleges. Created in 1985 by the Durfee Foundation (named for the first wife of R. Stanton Avery), the program recognizes the spirit of the 10 student adventurers by providing funding for individuals "who have a personal interest related to China and the fortitude to pursue their visions."

R. Stanton Avery, who later became chair of the CGU Board of Fellows, was one of those adventurous young men. Born in Oklahoma City, he was so poor that he lived in a rented chicken coop and worked as a clerk at Pomona’s Midnight Misfits to put himself through Pomona College. After graduating in 1927, he tried a number of business ventures without success, including the sale of smoked Tahitian bananas. Believing, though, that "when the going gets tough, you get your best traction," Avery kept innovating. He eventually made his fortune by developing the first commercially feasible self-sticking label. He produced his original labels by cutting slits at the ends of a cigar box, filling it with glue, and then pulling pieces of paper through the slits. Thus, the Avery label was born.

Taking inspiration from the initiative, creativity, and courage of the original 10 adventurers, the Durfee Foundation gives recent alumni and current members of the CGU and Claremont Colleges community "a chance to be involved in captivating, fresh possibilities." It encourages people to "take risks" and to "be surprised." Guests have made possible the pursuit of many different projects. For example, six basketball players from Claremont McKenna College traveled throughout China playing games against their Chinese counterparts. A Harvey Mudd alumnus went fly-fishing in remote regions of northeastern China in search of fish unlike those he caught in his home state of Colorado. Two Claremont Graduate University students were able to explore on bicycle "a China that is not written in guidebooks nor seen from organized tours." The program’s motto is simple and captures in five words the spirit of the original 10 adventurers from Claremont: "In boldness there is genius."
prominent individuals in Los Angeles, and educational leaders in Claremont. Trustees of the California College in China foundation included Los Angeles Times publisher Harry Chandler, Pomona College president Charles K. Edmunds, Douglas Fairbanks, and Seely G. Mudd. Their support of the Beijing College of Chinese Studies was among the last vestiges of Western influence in China before communism.

particularly valuable are handwritten notes from Pearl Buck's acceptance speech for the 1938 Nobel Prize in literature. Buck, author of more than 100 books including *The Good Earth*, was a champion of civil rights whose lifelong efforts to increase understanding between Asia and America left a lasting imprint on the world. Her work played a major role in shaping Westerners' understanding of China.

Inside accounts show the escalation of events leading up to and following Mao's revolution. The archives contain personal letters of Pettus’ student General Joseph Stilwell. Known to his troops as “Vinegar Joe,” Stilwell served as commanding general of all U.S. forces in China, Burma, and India. In 1945, as commander of the U.S. Tenth Army, Stilwell received the surrender of more than 100,000 Japanese troops.

More than 150 letters in the collection are from, to, and about U.S. ambassador to China Leighton Stuart. A missionary, educator, and former president of Yenching University in China, Stuart was appointed ambassador to China in 1946. Mao Tse Tung's infamous mocking essay, "Goodye Leighton Stuart," which ridiculed the United States, and the "White Paper" were presented to Stuart in the presence of Pettus. Mao's essay is a striking example of rhetorical study, used for decades in Chinese school books and now an important part of Chinese literary history. "The archival letters on this topic have great significance for scholars in my country," says Zhang.

While many Chinese names are less familiar to Westerners, they are nonetheless pivotal figures. "Hu Shih, a major figure in the archives, changed China," says Regan. A Chinese diplomat, ambassador to the U.S., and scholar, Hu Shih was an important leader of Chinese thought who established the vernacular as the official written language, facilitating universal written communication among Chinese peoples. China's foremost political liberal, he advocated rebuilding China through education rather than revolution. The archives show the relationships and scholarly connections of Hu Shih, his Claremont connections, and the honorary doctorate he received at Claremont Graduate School in 1958.

Much of the collection is fragile—old onionskin pages and handwritten letters. Among the books on Chinese history and civilization there are incredible treasures. Many are exceptionally rare, like the beautifully bound *Galle and Sounds of the Streets*. Produced in Beijing in 1936, it describes the sounds of Peking (as it was then known in the West) street vendors, in Chinese and English, in sounds and pictures. Featuring delicate paper cuts and watercolor illustrations, its pages depict familiar village sounds in onomatopoeic reproductions, asking and answering questions such as, “What is the sound of apple blossoms falling?” and “What are the early morning sounds of a street peddler’s cry?”

Holding this rare volume, it is possible to actually feel the gentleness of the past, to sense the rhythms of the city and the reverence for life that existed in rural China. "The idea of Pettus—this strict, stern disciplinarian who trained military leaders for war—allowing this tender, evocative work which began as a master's thesis at his college is extraordinary," remarks Regan.

Closely aligned with the collection are 138 posters, lavishly colored illustrations showing idealized visions of ordinary people toward the end of the Cultural Revolution. These forceful and beautifully rendered scenes depicting the future of China have been appraised and insured for more than one hundred thousand dollars. Painted by various Chinese artists, the original artworks were reproduced in mass quantities to be used as posters. They were hung in villages, schools, and stores, shaping culture and becoming familiar images to millions of Chinese. The posters are reminiscent of Rockwell’s *Saturday Evening Post* covers, evoking images of peace, prosperity, and innocent times as well as determination to resist enemies.

Plans are currently underway to add more posters to the collection.

Presentations on the Pettus archives have drawn enormous attention in China. Here in the U.S., interest is growing. Four-time Emmy Award winner Valerie Harper, former costar of “The Mary Tyler Moore Show” and creator of a successful Pearl Buck play, recently visited CGU with a top screenwriter to research an upcoming feature film about Pearl Buck's life for ABC Television.

Despite the fragile nature of the documents, Regan, Zhang, and CGU are cautiously bringing the collection to the attention of the public for the benefit of scholars. More importantly, the documents reestablish the memory of what was once a golden era of exchange, respect, and appreciation between the United States and China.

N ow there is not only fear of the Communist, but of the Japanese, as well. There is grave likelihood of all China going Communist at almost any hour.

— Archival entry from a manuscript held by Pearl Buck in February 1932.
The man holding the pistol appeared as if from nowhere to take dead aim at the former President. Theodore Roosevelt, awaiting a car in front of his hotel, had come to Milwaukee to give a speech in his campaign to reclaim the highest office in the land. The would-be assassin’s bullet tore through Roosevelt’s shirt and came to rest a half inch from his lung, deflected by the former President’s glasses case and a thick wad of paper—his notes for the evening’s address. Horrified bystanders wanted to rush him to the hospital, but Roosevelt would not be restrained. “I am going to make this speech!” he roared, “and you might as well compose yourself.” Bloody shirt and all, he did just that.

Eleven years earlier, another President, this time William McKinley, had also been shot on a public street. His reaction as the gunman was subdued? “Don’t let them hurt him!” he pleaded. And to his secretary he said, “My wife—be careful, Cortel, you know how you tell her—oh, be careful!” Two Presidents, both shot; two vastly different responses. Why the contrast? Surely the fact that McKinley, unlike Teddy Roosevelt, was mortally wounded goes a long way toward explaining the difference. But so does their innate temperament, says David Keirsey, coauthor with Ray Choiniere of Presidential Temperament. McKinley was a gentle guardian of his country. Roosevelt, flamboyant and adventuresome, in his military career led the charge up San Juan Hill.

In the 34 years since he earned his doctorate in psychology at Claremont Graduate University, Keirsey, a 2000 inductee into the Alumni Hall of Fame, has made a life work of studying temperament and character, the two sides of what he calls “personology.” His first book on the topic, Please Understand Me, has sold two million copies since it was first published in 1978. Sales of Please Understand Me II, a complete revision based on two more decades of research, have in three years already reached 150,000. Presidential Temperament came out in 1992.

The books have made Keirsey a household name among people wanting to understand themselves and others through the lens of temperament theory. Keirsey bases his work on what he sees as two basic differences among people: a preference for abstract or concrete word use, and for pragmatic or cooperative tool use. He uses these differences to define four kinds of temperament, which he calls the Artisan, Rational, Guardian, and Idealist. (See “Keirsey Talks Types,” page 23.)

Those who pick up Keirsey’s books or browse the Keirsey web site (www.keirsey.com) can determine their own style using the Keirsey Temperament Sorter—in 11 languages, including Norwegian, Czech, and Russian. (Volunteers are welcome to translate the test into Japanese, Chinese, and Russian.) Among the questions: “Is it worse to have your head in the clouds? Or to be in a rut?” “Is clutter in the workplace something you take time to straighten up? Or tolerate pretty well?” “Are you drawn more to fundamentals? Or overtones?” The book jacket claims the Temperament
Keirsey says he “did the best selling personality inventory in the world.” Keirsey says the web site averages 10,000 visitors a day.

Keirsey not only helps readers discover their own type, but how they are likely to relate to spouse and children. For example, “the Rationals’ lack of possessiveness and reluctance to interfere with their mates makes a nice fit with the Artisans’ freedom-loving nature,” Keirsey suggests, while Guardian stability and dependability in the home can give an Idealist “a feeling of solid earth beneath their feet.” Not that Keirsey believes are combination is made in heaven—far from it. He aims to help people drop their Pygmalion projects and understand the “different drummers” to which each of them is marching, an understanding that can result in mutual appreciation and harmony.

Keirsey’s road to prominence in the world of temperament theory was in large measure due to the influence of Claremont Graduate University—though for years it appeared that he might never receive the doctorate he sought. “I went to CGU for 20 years, from 1947 to 1967, with a seven-year hiatus,” he recalls. “I dropped out in 1950 because I had an enemy on the faculty who was blocking me from my Ph.D. I was fed up. And I was broke. So I got a job as a counselor at a reform school.”

For the next 20 years, Keirsey worked as a school psychologist, and for the following 11 years as a professor in the counseling department at Cal State Fullerton, from which he retired in 1981. During those 11 years he and the other professors trained hundreds of aspiring counselors in the art of what Keirsey called “corrective counseling” or “corrective intervention,” providing students with a large repertoire of methods of helping children, parents, and teachers improve their relationships with each other.

Keirsey returned to active student status at CGU in 1957, taking two courses a semester for the next 10 years. He wrote his dissertation on what he calls “the polarization of intelligence” and has worked on the problem of intelligence since that time.

Courses with Francis Theodor Perkins set his intellectual sails. “Perkins was counthor with Raymond Holder Wheeler, the only American Gestalt psychologist,” says Keirsey. “All the rest were Germans. Perkins put me on to the vast literature of what I call organicism field theory. CGU was the only place in the world at the time that had somebody who was as thoroughly familiar with organicism field theory as was Perkins. If I’d gone somewhere else I might have become a Skinnerian or a Freudian or regressed to some other equally useless ideology.”

Keirsey, a Rational happily married for a half century to an Idealist, spends his days now working on his next book, in which he will apply temperament type to style of intelligence. “Stop by the house and the first thing a visitor will notice is a Marine Corps door mat, a reminder of his World War II service as a fighter pilot.” (“I chose the Marine Corps because I didn’t want to fly over water,” he chortles. “So I ended up on a carrier tooling around for nine months in the Pacific!?”) Prominent in the second floor office is the Rational’s tool of choice, the computer. Keirsey clicks on a graph portraying four kinds of intelligence corresponding to the four temperaments.

“Each of us has all four kinds of intelligence, but not in equal amounts,” Keirsey says. “Since we are born with a certain kind of temperament, it follows that our interests lead us to develop one kind of intelligence more than the others. It’s our temperament that determines which kind of intelligence we are going to develop because we practice doing [what we enjoy] over and over again and neglect doing other things that we don’t like doing.”

As in temperament theory, Keirsey relates the different kinds of intelligence to the use of words and tools. And as with temperament theory, he sees none as superior to another. They are merely different.

The Rational’s “strategic intelligence is correlated with research tools or investigative tools—scopes and gauges and computers,” says Keirsey. “Artisans are good with leverage tools—vehicles, machines, weapons, gadgets.”

Guardians are skilled in the use of containment tools, like cartons, lodgings, files. In logistical operations they get the right materiel to the right people at the right time and place. “Ideals are intelligent in doing diplomatic operations. They are, says Keirsey, “intelligent in the use of interpersonal tools, like chains and tables and furnishings, those tools that facilitate harmonious human relations.”

“I define intelligence, not as capacity, but as behavior,” Keirsey continues. “Intelligent behavior is the efficient use of words and changing circumstances.”

People use “certain words and certain tools efficiently depending on their personality,” he remarks, adding that the styles of intelligence and personality “are inextricably intertwined.”

Comfortable in athletic shoes and a football shirt, David Keirsey has been talking with a visitor about his work for two hours without a break. His wife suggests lunch, but Keirsey demurs. Thirty years after leaving CGU, he still hungers for knowledge. “Everything I did was so that I could know,” he says. “I had to know just to know . . .”

Keirsey says the words not with a sigh, but with determination. According to his own temperament sorter he is, after all, a Rational.

Spring 2001

Keirsey Talks Types

From childhood Idealists practice their innate diplomatic intelligence. As they do so, they become increasingly skilled in maintaining harmonious human relationships. Idealist variants are “Prospectors,” “Crafters,” “Champions,” and “Healers.” Though different from each other in style all would, if they could, be “Prophets.”

From early life Guardians exercise their innate logistical intelligence and become increasingly skilled in doing whatever is necessary, in the long haul, to advance their goal of technological acquisition. Guardians can be grouped as “Fieldmarshalls,” “Marine minds,” “Inventors,” and “Architects.” If they could, all would be “wizards.”

From early life Artisans exercise their innate tactical intelligence and become increasingly skilled in doing whatever is necessary, at the moment, to advance their agenda of technique application. Depending on which kind of tactics they practice most, Artisans can end up rather different from each other. The four variants are “Producers,” “Crafters,” “Performers,” and “Composers.” Though different from each other all would, if they could, be “Rationalists.”
said and done

Katie Pedech (SBOS) has commenced a three-year project researching criminal accountability (September 22 through 24 in Tubingen, Germany, Zak lectured on "Institutions and Financial Markets in an Era of Accountability." The American Evaluation Association hosted the conference in November, in Honolulu. Berger also was reappointed to the editorial board of the Journal of Studies on Alcohol.

Stuart Oakman (SBOS) has been active on several committees for the American Psychological Association. He is the chair of the committee to name new fellows for the Society for the Study of Conflict, Violence, and Peace. He also heading the committee on state dele- gates for the Society for the Psychology of Social Issues (SPSSI). He served as a member of a grant proposal review panel organized by the four ethnic studies centers at UCLA, Spring 2001.

Patricia Easton (Philosophy) was appointed a member of the National Science Foundation Grants and Research Panel and a member of the National Science Foundation Grant Panel for the year 2001.

Paul Zak (SBOS) directed the Greater Good Conferences on Businessmen held at UCLA on April 21, 2001, and also gave lectures during his research. He presented "The Bioeconomics of Trust" at the Russell Sage Foundation Working Group on "Bioeconomics of Trust" at the Russell Sage Foundation Working Group on "Bioeconomics of Trust." He also will be teaching a series of workshops on "Thermoclogic Education: Anatomy and North American Perspectives," in Gochabulima, Bolivia. The Catholic University of Bolivia and several local organizations will sponsor the event.

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The simple technical explanation of this insufficiency is that grading, while it may be assumed to order students in each given course, does not give any meaning to midpoints. (G is midway between A and E in scale III but not in other scales.) Averages are meaningful only where midpoints are the same GPA in scale III. So 2A's and one E are better, worse, or equivalent to 3 C's, depending upon the scale.

<table>
<thead>
<tr>
<th>SCALE</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (Four-Point)</td>
<td>4.00</td>
<td>3.00</td>
<td>2.00</td>
<td>1.00</td>
<td>0.00</td>
</tr>
<tr>
<td>II (Five-Point)</td>
<td>5.00</td>
<td>4.00</td>
<td>3.00</td>
<td>1.50</td>
<td>0.00</td>
</tr>
<tr>
<td>III (Six-Point)</td>
<td>6.00</td>
<td>5.00</td>
<td>4.00</td>
<td>2.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Suppose that Justine and Maurice each take 3 courses. Justine gets 2 A's and 1 E and Maurice gets 3 C's. Then Justine has the higher GPA in scales I and II. Maurice has the higher GPA in scales IV and V and, if they have the same GPA in scale III. So 2A's and one E are better, worse, or equivalent to 3 C's, depending upon the scale.

The paper, "Evaluation of an innovative tutorial for teaching the Central Limit Theorem" by Dale Berger (SBOS) and colleagues, was published in Teaching of Psychology, 34(3), 200-207.

Justine’s (2 A’s, 1 E) Maurice (3 C’s)

<table>
<thead>
<tr>
<th>SCALE</th>
<th>Justine (2 A’s, 1 E)</th>
<th>Maurice (3 C’s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (Four-Point)</td>
<td>2.67</td>
<td>2.00</td>
</tr>
<tr>
<td>II (Five-Point)</td>
<td>3.33</td>
<td>3.00</td>
</tr>
<tr>
<td>III (Six-Point)</td>
<td>4.00</td>
<td>4.00</td>
</tr>
<tr>
<td>IV (Seven-Point)</td>
<td>4.67</td>
<td>5.00</td>
</tr>
<tr>
<td>V (Eight-Point)</td>
<td>5.33</td>
<td>6.00</td>
</tr>
</tbody>
</table>

Some key points from the table:

- Averages are meaningful only where midpoints are the same GPA in scale III.
- 2A's and one E are better, worse, or equivalent to 3 C's, depending upon the scale.
- The simple technical explanation is that grading, while it may be assumed to order students in each given course, does not give any meaning to midpoints. (G is midway between A and E in scale III but not in other scales.) Averages are meaningful only where midpoints are constant.

John Vickers, Professor of Philosophy

A few years ago when G5 changed the system by which it computed GPA’s, I demonstrated in a meeting that the proposed change might reverse the relative standings of students. People were surprised to find this out, and, indeed, I was surprised to discover that it had apparently not been publicly remarked before. So I wrote it up (it’s a simple enough truth) and, on the urging of colleagues, published it.

For an example of how standings depend upon the particular system, look at five different systems for calculating GPA’s (all are actually in use in different institutions):

<table>
<thead>
<tr>
<th>SCALE</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (Four-Point)</td>
<td>4.00</td>
<td>3.00</td>
<td>2.00</td>
<td>1.00</td>
<td>0.00</td>
</tr>
<tr>
<td>II (Five-Point)</td>
<td>5.00</td>
<td>4.00</td>
<td>3.00</td>
<td>1.50</td>
<td>0.00</td>
</tr>
<tr>
<td>III (Six-Point)</td>
<td>6.00</td>
<td>5.00</td>
<td>4.00</td>
<td>2.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The simple technical explanation of this insufficiency is that grading, while it may be assumed to order students in each given course, does not give any meaning to midpoints. (G is midway between A and E in scale III but not in other scales.) Averages are meaningful only where midpoints are constant.

GPA's are unaffected by change of scale when (and only when) one student’s grades are never worse than another’s.

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FOOD FOR THOUGHT

Jassawun Neaulta (Ph.D., History, 2003) has taken history class into the kitchen with her dissertation, Cooks, Ladies, and Men: Cocktails and Gender in Modern America, 1920-1963 (forthcoming in 2002 from Johns Hopkins University Press). Neaulta argues that commercially published cookbooks from the early to the mid-twentieth century both reflected and helped to create a new, specifically middle-class, domestic culture in America.

By comparing cookbooks aimed at a female readership and more specialized recipes intended for "the man in the kitchen," Neaulta explores how cookery instruction played an active role in gendering our common held notions of food and food preparation. "Cookbooks in the 1920s and early 1930s seemed to be in the process of defining middle-class women's role in modern America," says Neaulta. "Cookbooks in the 1920s revealed a fall-blown certitude about gender roles and attempted to bolster the status quo via the kitchen."

From the ideal of "mom's home cooking" to titles like The Stag Cookbook, cookbooks reveal much about the society that produces them. Neaulta based her study on an analysis of the cookbook collection at the United States Library of Congress and supplemented her samples with popular periodicals and original primary sources such as letters to cookbook author Peg Bracken and a rare firsthand account of eating and cooking during World War II. According to Neaulta, one of the best things about working on this project has been the fact that it appeals to all kinds of people, not just academics. "When I talk to people about the book," says Neaulta, "almost everyone wants to tell me about their favorite cookbook or their grandmother's recipe box or their own experiences at the stove."

Neaulta's work has appeared in the Journal of Social History, the Journal of the History of Sexuality, American Studies: A Journal of Culture, History, and Biography. Her essay "The Joy of Sex: Instruction: Women and Cooking in Marital Sex Manuals, 1920-1963" is included in a forthcoming anthology on food, gender, and race to be published by the University of Pennsylvania Press. She recently presented a paper titled "Beef for Men: Gender and Meatloaf Recipes, 1920-1963" at the Popular Culture Association Annual Conference. Neaulta has taught gender studies, history, and sexuality and women's history courses at New College of California, California State University at Hayward, Oregon State University, and Lewis and Clark College. She currently resides in Portland, Oregon, with her husband and newborn son.
ARTE Y ESTILO: THE LOWRIDING TRADITION

As an exhibition held at the Peterson Automobile Museum recently showed, more than 20 lowrider and a collection of bikes highlight the artistic skills and technical feats inherent in these creations of the Los Angeles area’s lowrider community. From a cultural perspective, the exhibition is the first to feature these artistic skills and technical feats inherent in these creations of the Los Angeles area’s lowrider community. From a cultural perspective, the exhibition is the first to feature these artistic and technical feats inherent in these creations of the Los Angeles area’s lowrider community.

A Gloves and Gears, Los Angeles, set up their own personal CGU portal, complete with weather updates, stock quotes, and free email forwarding. In addition, the customizable interface allows users to send photos, though we apologize that we cannot return them.

CGU INAUGURATES ALUMNI HALL OF FAME

CGU inaugurated the Alumni Hall of Fame with a day dedicated to the university’s most distinguished alumni. The day included academic presentations, a reception with current students, and the first annual CGU Alumni Hall of Fame Dinner, in which inductees were honored for their professional accomplishments and academic achievements. By achieving excellence in their respective fields, these alumni have made a vital contribution to the continued advancement of CGU as a nationally recognized university. The sustained accomplishments of CGU’s alumni are a testament to the importance of maintaining the initial passion with which they began graduate study, and an example by which current CGU students can be inspired and challenged. Congratulations to CGU’s first class of Hall of Fame Members!

NEW WEBSITE FOR ALUMNI – HAPPY SURFING

CGU is pleased to announce the completion of its alumni website. Located at http://alumni.cgu.edu, it provides alumni with a direct link to CGU departments, CGU news, a directory of participating alumni, and free email forwarding. In addition, the customizable interface allows users to send photos, though we apologize that we cannot return them.

11TH ANNUAL DRUCKER ALUMNI DAY

Punctuated by a celebration for Peter Drucker’s ninety-fifth birthday, The Peter F. Drucker Graduate School of Management’s eleventh annual Alumni Day was focused around the theme of regrouping and planning for the future of the Drucker School’s Alumni Association. According to Dean Cornelia “Kevi” de Buyster, the event was well-attended, with the new format of the event creating meaningful professional relationships between students, faculty, and alumni that reflect the values on which the Drucker School was founded. According to Dean Cornelia “Kevi” de Buyster, the event was well-attended, with the new format of the event creating meaningful professional relationships between students, faculty, and alumni that reflect the values on which the Drucker School was founded.

Alumni: What are you doing?

Please use the space below to update us on your personal or professional life. Add additional pages if needed, and do send photos, though we apologize that we cannot return them.

Updates may be published in future issues of the Flax or on the CGU website. Detach this form and send with your mailing label to: Office of Alumni Relations, Claremont University, 165 East Tenth St., Claremont, CA 91711.

Name*
Address
City
State
Zip
Country
Home phone
Fax
Work phone
Email
Year of graduation or last class taken
Program/School
Education
SPE
Arts & Humanities
Religion
Drucker
IS
SPE
Deponti’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

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the Flax
Spring 2001
CGU celebrates the more than 260 combined years of dedication, accomplishment, and service given by faculty and staff who are retiring this summer.

Betty, Bob, Delores, Ethel, Frank, Grace, Jim, Joe, Lois, Paul, Roland, Virginia—you have truly impacted our lives. Thank you!