

Volume 2, Number 1
Spring 2001



the Flame

The Magazine of Claremont Graduate University



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the president's notebook

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 or so wealthiest universities, I am left to ponder how imbalances created by enormous wealth will affect the future of U.S. higher education. As I noted in the last issue of this magazine, two-thirds of colleges and universities—more than 2,100 institutions in the U.S.—have endowments smaller than \$5 million. A few universities, however, have built endowments over \$10 billion, more than 2,000 times larger than the endowments of most institutions. Such wealth differentials have major implications for universities in the areas of pricing and discounting tuition, providing incentives and rewards for faculty and professional staff, and recruiting students. These new circumstances are forcing all col-

leges and universities to contemplate how a realignment in the "cost-quality-access" triad of higher education will affect their viability and success in the future.

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 networking 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 resourceful, responsive, and efficient institutions.

At Claremont Graduate University, we have begun to address each of these issues. CGU's Board of Trustees met 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 rivals 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 progressing and the university is positioned to move forward strategically to find new financial support for faculty positions, 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 play a small role along with each of you in shaping the future of this great university.

Steadman Upham
President



the Flame

The Magazine of Claremont Graduate University

Spring 2001
Volume 2, No. 1

The Flame is published twice a year by Claremont Graduate University, 150 East Tenth Street, Claremont, CA 91711.

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Page 20: Jay Belmore/The Image Bank
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Claremont Graduate University, founded in 1925, focuses exclusively on graduate-level study. It is a member of The Claremont Colleges, a consortium of seven independent institutions.

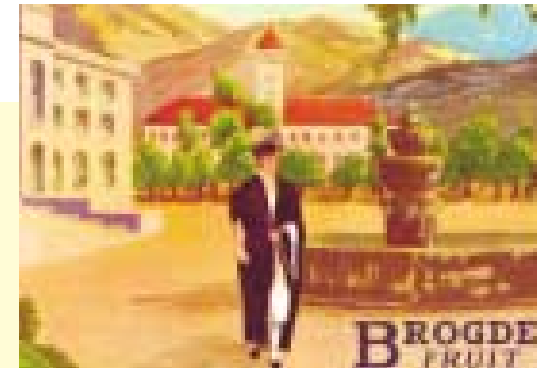
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Claremont Graduate University does not discriminate in its educational programs on the basis of race, color, creed, place of national origin, gender, sexual orientation, age, or disability.



On the Cover

The cover illustration is a Sunkist lemon label from the late 1920s or early 1930s. The fruit was grown and packed by the College Heights Orange and Lemon Association in Claremont. During the 70-year era of citrus labels, more than 8,000 designs were developed and placed on more than two billion boxes of oranges and lemons. Citrus label illustrations were popular from the late 1880s through the early 1950s. Each growers' association developed its own brand identity and anonymous staff artists created striking graphic designs. (Label reproduced with permission of Sunkist Growers, Inc.)

2 the president's notebook

4 voices

7 news from 10th and College

Features

13 **John Q. Astronaut, Private Citizen**

Seeking exotic adventures? Professor emeritus Harvey Wichman explores the possibility of a new destination—outer space.

14 **Clowning Around**

Mary Beth Fletcher is a graduate of both CGU and the Clown College. A Durfee Foundation grant helped her show people in China the fun of clowning around.

17 **Buried Treasure**

In 20 boxes discovered in Honnold Library and CGU basements, John Regan found precious accounts of China's past—and a Claremont connection.

20 **The Typemaster**

What's your personality type—Artisan . . . Rational . . . Guardian . . . Idealist? Alumnus David Keirse's popular book and web site have helped millions find their type.

24 faculty spotlight

27 upcoming

28 alumnotes

Letter to the Editor

I wish to inform you how happy I am for having received the first issue of *the Flame*—The Magazine of Claremont Graduate University. 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 graduate 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 always cherish.

I am absolutely convinced that the Claremont Graduate University—with dedicated people like President Upham at the helm—is in good hands. It is therefore with satisfaction that I agree with what is said in the first issue of *the Flame* that the Claremont Graduate University is entering “the final quarter of its first century with the flame brighter than ever.”

Alumni of the Claremont Graduate University like myself may not be, for obvious reasons, in a position to contribute much in any direct way to the “careful tending and . . . renewal” of the flame. But I have no doubt that there are indeed a variety of ways that we can also maintain and advance the good name of the Claremont Graduate University, most particularly in defending and fostering those values that the flame represents and symbolizes. I can assure you that I for one will always try to do whatever is humanly possible to keep alive the spirit and the ideas of the Claremont Graduate University.

Tekeda Alemu
Vice Minister of Foreign Affairs
Federal Democratic Republic of Ethiopia

CGU AT 75:
Education Graduates Share Memories

AS CLAREMONT GRADUATE UNIVERSITY CELEBRATES its seventy-fifth anniversary this academic year, graduates of the School of Educational Studies—one of the university's original disciplines of study—were invited to share memories of their student days on campus. Responses came from alumni receiving graduate degrees as far back as 1936.

While a few remembered difficult 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 '60s, '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 ‘thriving’ private practice [in speech pathology] was actually fascinated with me and wanted to know about my business practices.”

Pamela Hubbard-Wiley, *Ph.D. Education 1993*



● “‘What we learn with pleasure we never forget’ is so true for my experience at CGU.”

Larry Totaro
M.A. Education, 1977



● “I could park on the street in front of the classroom! Never, at any school where I have studied or worked, could that happen.”

Michael A. Caiz, *M.A. 1974, Ph.D 1977*

● “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 precious afternoons sitting in Don Rhoades' living room. He

would sit in his big easy chair smoking his pipe and contemplating the universe. The fragrant tobacco smoke gradually rose into the air as we unhurriedly discussed matters of philosophy and religion. Outside in the sheltered courtyard, Don's pet pigeons cooed in their cages. Peace reigned, and all was right with the world.”

Kendra H. Gaines
M.A., 1971



● “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 Dreyer lead the graduates into the theatre, 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 a corner and chatted 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. 1975*

● “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 we needed a conference. At least once a year and sometimes more, professors would entertain their classes in their homes and we were able to meet their families—all very enjoyable.”

Virginia Covey, *M.A. 1936*

● “Since I was the administrative assistant to President Joseph Platt, I had the opportunity to visit all CGS departments and CUC programs. Cordiality and friendliness seem to be the hallmark of life at Claremont. My experience was a very pleasant one. My favorite memory was the visit of former President Gerald Ford and my big surprise when I entered my office to find out that his Secret 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.”

Edmond A. Haddad, *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 com-

fortable there. Extremely helpful job opportunities and scholarship aid was 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—now passed away—was the Cheerleader-in-Chief. My three-year-old granddaughter attended my graduation. When I marched across the platform she realized it was a great celebration. She shouted: ‘Happy Birthday, Grandma!’

Dr. Douglass said that I wasn't ‘too old.’

Professor Ragsdale said that I could write.

Dr. Regan said that I was in the top five percent of graduate students in Claremont.

Dr. Drew 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 degree—“They saved the best for last!”

I will never forget how they 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 dreary drudges, and our friendships have gone on and on. Jean Baughman was the student house manager, and she has kept in touch with our dwindling group—each one was a unique and delightful personality.”

Florence Butcher Harris, *California 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 Childs Nelson
Ph.D., Educational Administration, 1988

“A Quest For Freedom: The Black Experience in the American West”



Herb Ruffin

Estaban, circa 1539. By the artist Jose Cisneros, reproduced with permission from the collection of David J. and Carol Bryant Weber.



I HAD THE PRIVILEGE to co-coordinate 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. These representations have ignored the African-Americans who lived and worked in the West and forged communities, identities, and cultures uniquely different from other regions.

A key difference in the black western experience was race. Under Spanish colonialism people of African descent were not simply black or white. And, from the earliest history of the West, Native Americans,

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 frontier. Still another difference was the relative “buffer” against white racism. Up until the early twentieth century, the comparatively small black population was spared the brunt of the racism directed toward the Chinese and Mexicans, the larger populations of color.

As the West moved beyond its frontier status 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 masses of African-Americans in search of employment and affordable housing to war-related defense jobs in the West. The waves 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 programs designed to level the economic and social playing fields. For example, frustrated optimism and black oppression gave rise to the Watts Rebellion of 1965, the Black Panther Party, and the Los Angeles Rebellion of 1992.

Quintard Taylor, preeminent scholar of the African-American experience in the West, gave the keynote address at the symposium. 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.

Paralleling the conference were historical reenactments, followed by Chautauqua. Reenacted figures were the nineteenth century California business women and activists Mary Ellen Pleasant and “Biddy” Mason; the first female postal carrier, “Stagecoach Mary” Fields; Buffalo Soldier Sergeant Emmanuel Stance; a black cowboy; and the African Moor—the sixteenth century Spanish explorer of the Southwest, Esteban.

My participation in the project began as an informal correspondence with PAAC’s director, Niani Kilkenny, and research historian, Alonzo Smith, during the summers of 1998 and 1999, when I was supply coordinator at the Smithsonian’s annual folklife festival, through its Folklife 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 understanding of the American West as a region with a historically ignored racial frontier.

Following on the heels of the symposium’s success will be a repeat performance at Kansas City’s American Jazz Museum at 18th and Vine in Fall 2001. For me, the experience has produced the priceless 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.

CGU Joins Elite Ranks with New Carnegie Classification

CGU IS CLASSIFIED as a “Doctoral Research University, Extensive” under a new classification system developed by the Carnegie Foundation.

“The new category emphasizes education, so it puts us with institutions that have both research and education missions, rather than research only,” says CGU Provost Ann Weaver Hart in an interview with the *Chronicle of Higher Education*. “I’m pleased, because I think it’s a shift from a decades-long trend to give more emphasis to research.”

The new system divides doctoral

research institutions into only two categories, based solely on the number of degrees awarded in a given number of disciplines. Institutions that confer 50 doctorates a year in at least 15 disciplines are listed as Doctoral Extensive, while those that grant at least 10 doctorates annually in three or more disciplines are categorized as Doctoral Intensive.

The foundation, based in Menlo Park, California, created the classification system in 1970 to group institutions by their academic missions and to serve as a research tool for scholars of higher education. Since then, the

categories have undergone several revisions, but none as substantial as those announced by the foundation in 2000.

The foundation is working on another classification system for release in 2005. Alexander C. McCormick, a senior scholar at the Carnegie Foundation, says that the new system will be much more flexible, to bring together the different dimensions of institutions.

Credit: Portions of this article were excerpted with permission from the Chronicle of Higher Education. The full article is available at <http://chronicle.com/free/v46/i49/49a03101.htm>.

CGU Gives Future Faculty a Career Boost



PFF director Laurie Richlin (fifth from left, back row) with scholars

“LEARNING TO TEACH is one of the most critically important and most often neglected aspects of preparation for becoming a faculty member in higher education,” says CGU Provost Ann Weaver Hart. “More and more colleges and universities are judging applicants for faculty positions on their experience and achievement as teachers.”

CGU’s new Preparing Future Faculty (PFF) program places an emphasis on the entire faculty career, including the roles of teaching and service, in addition to the traditional role of research scholar. Through a variety of activities, PFF gives graduate students firsthand experience in aspects of academic life. Students have the opportunity to observe and teach at various types of colleges and with many types of students.

Laurie Richlin was appointed to be the founding director of the PFF program last fall. Richlin is also the director of the regional Lilly Conferences on College and University Teaching and is the executive editor of the *Journal on Excellence*

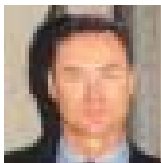
in College Teaching. She received her doctorate in higher education from CGU in 1991. Her dissertation research on alternative faculty scholarship received the national Gratzke Award from the American Association of University Administrators.

Richlin has been busy developing classes, internships, and workshops. Classes offered have covered subjects such as the career stages of a professor, types and cultures of higher education institutions in the U.S., the role of the faculty advisor, and the effective use of technology in teaching.

The PFF web site, <http://www.cgu.edu/pff>, provides information on career responsibilities and opportunities for all CGU graduate students interested in academic careers. In addition to new information posted regularly, the site also links to more than 300 other PFF programs in the U.S.

Although many activities are open to all faculty and students, the centerpiece of the PFF program is the Fellows program, which began in January. Every year PFF Fellows will be chosen from students nominated by each CGU school and department to form a learning community focused on faculty roles. This year, 16 doctoral candidates were chosen.

“Dr. Richlin’s experience, rich insights, and achievements make her tremendously qualified as the founding director of this exciting new program,” says Provost Hart. “Her connections will put the university’s PFF program into the national mainstream immediately and will greatly enhance the preparation of graduate students for their faculty careers.”



Ciecka



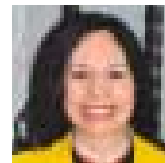
Duker



Jackson



Sibert



Ramos de Villarreal

Seven New Members Elected to Board

SEVEN NEW MEMBERS, including an alumna, 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 39-member board is national in composition and represents most major sectors of society and the economy. The members are elected to three-year terms.

Ernest M. Camacho is the founding president and CEO of Pacifica Services Inc. in Pasadena, California. The company provides engineering services to both governmental and commercial customers in the disciplines of civil engineering, electronic engineering, and construction management. The company received the "Outstanding Hispanic Business of the Year" award from the Latin Business Association.

Richard J. Ciecka is president and CEO of Mutual of America Capital Management Corporation, the investment subsidiary of Mutual of America Life Insurance Co. in New York. Founded in 1945, Mutual of

America provides pension products for employees of nonprofit and for-profit organizations.

Elizabeth B. Duker is president of the Whitecap Foundation, which supports after-school and off-track youth programs, job and literacy training, and parenting classes in the Los Angeles area. The foundation also addresses environmental issues with a limited number of grants for habitat restoration in the western United States.

Charlene R. Jackson is managing director of the Enron Corporation in Houston. She reports directly to the office of the chairman of Enron, the largest wholesale marketer of natural gas and electricity in North America. Jackson graduated with a master's degree in business administration from CGU's Drucker School of Management in 1987.

John W. Sibert, III, is the managing director of Global Financial Group, a company that serves institutional investors and portfolio fund managers, focusing on private equity and venture capital. He is also

president and managing partner of Triton Innovations Group, LLC. Previously, Sibert was responsible for technology transfer operations for the 23 campuses of the California State University system, working on the development of research and partnerships between university faculty and industry.

Robert W. Lovelace is a portfolio counselor with responsibilities for the EuroPacific Growth Fund, the American Variable Insurance Series, and the New World Fund. He is also an investment analyst for Capital Research Company, covering companies in Mexico.

Rocío Ramos de Villarreal, Ph.D., is vice president of the Center of Intellectual Capital and Competitiveness, a private consulting firm in Mexico. She was the first woman to hold the position of Technical Secretary of the Economic Cabinet of the Presidency of the Republic of Mexico. In 1988, she was a medal recipient for her work in the Economic Cabinet of President Miguel de la Madrid.

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 second annual Lillian Maguire Social Advocacy Forum, Edelman was introduced by Maguire as a 'pest 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 Mullinex, coordinator of the Claremont Youth Partnership, delivered startling statistics on suicide and local youth. The audience came away 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. Centuries 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

WITH THOSE WORDS in January 1924, the founder of the Claremont Colleges, James A. Blaisdell, laid out the beginnings of an educational vision for Claremont Graduate University and the Claremont Colleges upon which we are still building today.

On December 31, 2000, CGU announced the completion of its record-breaking campaign—*Building a Foundation for Greatness*. The six-year effort brought the university \$54.6 million to extend Blaisdell's vision and expand the future for CGU into the new millennium.

At its inception, the campaign was designed to expand the university's endowment, significantly add capital resources to the institution, and enhance its academic core.

Building a Foundation for Greatness has added more than \$37 million to the endowment to support fellowships,

research, and faculty chairs. The campaign has built the university's total endowment to a record high of \$100 million. More than \$8 million was secured for the new Ron W. Burkle Family Building, home of The Peter F. Drucker Graduate School of Management, and for technology enhancements throughout the university, including video-conferencing capability, "wired" seminar rooms, and faculty training. Additional special gifts of more than \$8 million have funded new degree programs, new campus diversity programs, the BLAIS Foundation dedicated to strengthening relationships among the Claremont Colleges, the building and endowment of the Peter F. Drucker Archives, and other projects and programs.

The Campaign Cabinet and advisory and leadership group for the campaign included members from the Board of Trustees, the schools' Boards of Visitors, and key volunteers from the university. Three national co-chairs—Frank Biondi, Ron Burkle, and Elliot Stein—worked closely with Cabinet members Michael Johnston, Pamela Mullin, Carolyn Denham, Lawrence Glenn, Robert McCormack, and President Steadman Upham to bring the campaign

to its successful conclusion.

Hundreds of alumni made gifts. Approximately \$60,000 came from alumni of the Drucker School in support of the new building for the school.

Gifts of more than \$3.5 million were committed by alumni across all the schools. University faculty members were equally supportive of the campaign. Professor Stuart Oskamp commemorated his retirement from the School of Organizational and Behavioral Sciences by endowing a faculty chair in the school. Retired music professor and emerita trustee Helen Smith endowed the Smith-Hobson Family chair in the Centers for the Arts and Humanities.

During the last two and a half years of the campaign, one million dollars a month was added to the total. The largest commitment to the campaign was a \$5 million investment in the BLAIS Foundation made anonymously by a member of the Board of Trustees. Retiring Board of Trustees Chairman Michael Johnston made the capping gift of the campaign.

As Claremont Graduate University concludes its seventy-fifth anniversary year and the historic campaign, we celebrate and acknowledge with deepest appreciation the dedication to continuity, the enlightened investment, and the visionary leadership of our alumni, faculty, trustees, visitors, and friends.



The Building a Foundation for Greatness campaign raised \$8 million for the creation of the Ron W. Burkle Family Building.

Irvine Foundation Makes \$1.5 Million Grant to CGU

THE JAMES 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 James Irvine Foundation," says President Steadman Upham.

"This award will allow CGU to make substantial progress on increasing the diversity of its faculty and curriculum."

Each faculty member hired under the grant will be given a salary, research stipend, and one student research assistant. The research assistants will be given full tuition remittance for two years.



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 for external affairs and associate vice president for university advancement. During his tenure, the Marshall School received a \$35 million gift, the largest gift ever made to a business school at that time.

"Gordon Marshall was an alumnus who had been involved with the school since before I was born," Crowe says, adding that he was "lucky enough to be there" and "played 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. "Being part of a university is infectious," he says. "If you want to be involved in something of real value, I can't think of anything more important than higher education. 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), and he strongly suggested the EMBA program," says Crowe. "It was good advice."

After 16 years at USC, where he planned and directed the *Building on Excellence Campaign*, 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 have fun in the process." His wife, Mary, remembering the Harvey Mudd days, strongly supported the return to Claremont.

Fun for Crowe away from work means cheering on his son's swim team at Damien High School, talking shop with another son who is a development officer at Occidental College, and mentoring kids from downtown Los Angeles schools now attending elite colleges. His Rotary Club—Club 5 in Los Angeles—awards four-year scholarships and then assigns Rotarians as mentors to provide advice to high-achieving students on how to make it through college. "Two are at Berkeley and one's at Dartmouth," Crowe, the chairman of the scholarship committee, says. "They get homesick; they're lonely. These are first-generation college freshmen from poor families. They need the advice of someone who has gone down that path before them." He keeps in touch with them by email.

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 awry. That's the old reporter in me, the old instructor. I do my homework."

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."

Former CGU Student Becomes United States Treasury Secretary



U.S. Secretary of the Treasury and former CGU student, Paul O'Neill

AT A TIME when the high-tech bubble is bursting, layoffs are being announced, and stocks are tumbling, a CGU alumnus 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 Haynes Fellowship from 1960-61.

"He really wanted to tell me how important [CGU] had been in his life," said CGU President Emeritus

John D. Maguire, who met with O'Neill in 1993. "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 budgets analyst with the Veterans Administration. 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 aluminum producer. Since he became chairman in 1987, the company's revenues 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. "Claremont taught him to think of economics in broader and deeper ways," says Maguire, who describes O'Neill as down-to-earth, warm, and cordial, "It's clear that he has a very fond place in his heart for [CGU]."

Whitaker Named Associate Vice President

JAMES T. WHITAKER likes people, all kinds of people from all walks of life, but he especially enjoys working with students. The new associate vice president and dean of students at Claremont Graduate University began official duties on February 5. He says that he looks forward to helping students with questions about such things as "what to do when they don't pass their qualifying examinations or what financial assistance is available to them." Whitaker says, "I plan to have an open door policy for students."

Whitaker will be responsible for two major functions at the university: student affairs and enrollment management. On enrollment management, he says that utilizing technologies such as PeopleSoft to implement web registration will be an immediate area of focus. He'll also be working to develop program-specific response plans for inquiries.

Whitaker has a distinguished career in higher education and in student affairs that spans more than two decades. He has worked in admissions and financial aid, enrollment management, student life, and student support services.

Before moving to Southern California, Whitaker served as vice president of student affairs at Menlo College. Most recently he was

the executive director of enrollment and director of student financing at Mount St. Mary's College. In this role, he supervised the Office of Student Financing 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 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.

Active in the Western Association of College Admission Counselors, Whitaker served as president in 1994 and as secretary/treasurer in 1988. His is also an active member of the National Association of Student Financial Aid Administrators.

Whitaker will be replacing Betty Hagelbarger

when she retires at the end of June, after serving 24 years as the dean of students and registrar. "It has been a gift, a wonderful opportunity," says Hagelbarger of her time at CGU. "It's very rewarding 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, Hagelbarger 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 House of Ruth, Hospice, and the Casa Colina Children's Program.



Associate Vice President and Dean of Students, James Whitaker

Up from the Ranks, An Extraordinary New Dean

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 painting 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 Jordan, a recent alumna reports, "If you're lucky enough to take one of



Constance Jordan

her classes, you can literally feel your 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 civic thing to do," she muses. In accepting, she told Provost Ann Weaver Hart, "I will put my whole heart and soul into it and you can count on that."

Willingness to tackle big challenges has long 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 proximity to the Huntington Library. At the same time, her husband was offered a biotech project at Scripps Clinic in La Jolla.

Jordan quickly became the guiding force behind the growth of the English department, implementing innovative ideas such as field trips to

the Old Globe Theater and post-theater dinner parties in her garden. She and colleagues Patricia Easton in Philosophy and Lori Anne Ferrell of the Claremont School of Theology created the Early Modern Studies program and developed an online journal and a website for student-edited rare texts.

This new job offers a different dimension to university life. "Writing and teaching were so compelling," Jordan remarks, "but I feel that it's really important to pick 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."

Her goals as dean? "We need more fellowship funds so that the brightest students can come here. And I'm working with faculty to build their programs. Each program in the arts and humanities should have a mission geared to the practice of its discipline. I would like to develop a greater coherence between the legacies of the past and current courses of study so that students fully grasp the significance of contemporary issues in terms of their historical contexts."

John Q. Astronaut, Private Citizen

by Carol Bliss

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 Oskamp, 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 cruiser, 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. Research focused on three key questions: would tensions peak at predictable intervals in the journey, would social training skills reduce conflict, and how interested might the general public be in space travel?

Two groups spent 45 hours in simulated space modules. The experimental group received two and a half hours of group awareness and harmony training. Training was designed to increase harmonious interactions and to significantly reduce negative interpersonal dynamics.

Participants monitored their emotions, filling out hourly surveys and interpersonal rating scales five times at varied intervals. Findings confirmed previous anecdotal and experi-



Professor Harvey Wichman looks down a model of a sub-orbital passenger compartment built by Wichman and students of the Aerospace Psychology Laboratory at Claremont McKenna College.

Photo by Marc Campos/courtesy of Inland Valley Times

mental data that conflict peaks at two predictable times: the midpoint and just before the end of the trip. Space travelers receiving social training reported approximately 300 percent fewer negative interactions than the control group.

Debriefers found participants very 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 camps with simulated adventures like floating weightlessly in space are viable.

Weekend astronauts felt that they had done something extraordinary and gone where few had dared to go. 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.



Clowning *Around*

by Pat Florez

Laughter 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.”

From punk-rock to paper cutting

In addition to Fletcher’s proposal to study clowns in China, four other individuals were selected to be CGU Durfee Foundation grant recipients. They were selected from a pool of applicants based on proposals that were creative, included person-to-person contact with the people of mainland China, 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 Oia 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 Lincir 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. “They 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 Standlea.

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 them. 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

Extending the spirit of adventure

By Michael James Mahin

On a cool September morning in 1929, 10 Pomona College students stood on the deck 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 adventuresome 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 Mission to put himself through Pomona College. After graduating in 1932, 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.”

Grants 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 northwestern 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.”

“...To them, I was this crazy giant woman.”



doing flips—things I never thought I could do.”

It didn’t take long, on her first day as a clown in China, for Fletcher to win over her audience. After crossing the six-lane road she found a street vendor making noodles. Using a magic trick she learned on her own, she ate a candy and to the delight and amazement of her audience then pulled a very long string out of her mouth.

The last village Fletcher visited while in China was the hometown of her translator. “My translator just wanted to rest,” says Fletcher. “So he sent me out on a tour of the village with his six-year-old nephew. The children thought I was quite the oddity—this giant white girl. I’m hopping over puddles, trying to keep up with my tour guide, and soon other children started following me. Soon there was a whole parade of children walking with me through the village.”

“Later I performed for the children and the adults came out to watch, also,” says Fletcher. “When it was time for me to leave, they told me I was welcome back any time.”

Imagine finding a captain's log from the *Titanic*, lost diaries of General Sherman, or Rembrandt sketches in the attic.

This is how professor of education John Regan felt when he discovered 20 dusty boxes in the basements of Honnold Library and Claremont Graduate University stuffed with long-forgotten original letters and documents, and clues leading to old Chinese and English books in the library collection.

As Regan and a team of student researchers began the monumental task of sorting through the collection, they discovered its great historical value. In these boxes were fragile original documents to, from, and about major figures in China and the U.S., telling previously untold stories of remarkable years. They chronicle China in the early decades of the twentieth century, with its rapidly shifting political climate and tumultuous events leading up to



Buried TREASURE

by Carol Bliss

and following World War II.

Regan, a scholar of cultural communications and professor in the CGU School of Educational Studies, began interviewing people about events in the archives. He extended some of his many trips to China to study themes in the archives. When Chinese scholar Weijiang Zhang saw some of the letters and papers, he said in astonishment, “These were extremely prominent people, household names in China.”

The collection was bequeathed to CGU by university supporter William B. Pettus, a well-known foreign dignitary and president of the College of Chinese

Studies in Beijing. Pettus founded the college in 1916 as a school for businessmen, diplomats, and English-speaking missionaries. Its mission later expanded to include the training of Americans in knowledge of China, its civilization, language, and trade customs. After Japan invaded China, the college was reestablished at the University of California, Berkeley. As tensions escalated in Asia, Pettus placed valuable papers and books on indefinite loan to CGU for protection.

For decades Pettus was at the center of Beijing’s political, educational, and intellectual life. Until



Illustrations are from "Calls and Sounds of the Streets," a silk-bound book that was written as a master's thesis in 1936 and was found in the Pettus archive from China.

CGU researchers examined these documents, few Westerners remembered that the college had been a major player in the last days of China. "This leading educator, Pettus, faded out of our history, and with him went our knowledge of people who later became vitally important," says Regan.

The archives afford fresh perspectives on that history. They fill important gaps in U.S.–China relations, revealing personal tragedies and relationships of key figures during crucial times. The letters and documents cover the years 1928 to 1965, a time when goodwill between the U.S. and China eroded.

"During the McCarthy era the U.S. turned away from China," Regan says. "Things were very complicated. This university and this country allowed a rich history to be buried and forgotten. Who wanted to read anything about China?"

Until recently the archives stood unopened, a body of almost completely forgotten documents about individuals, events, and institutions little known in the Western world. These papers tell inside stories from an American intellectual center in the heart of China, within walking distance of the Forbidden City and Tiananmen Square.

"What times those must have been," Regan muses. In addition to Pettus' relationship and correspondence with notable historical figures, the 30,000 papers already examined document the connection between leaders in China,



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, "Goodbye 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 1950.

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 beautiful silk-bound *Calls 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 highly 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.

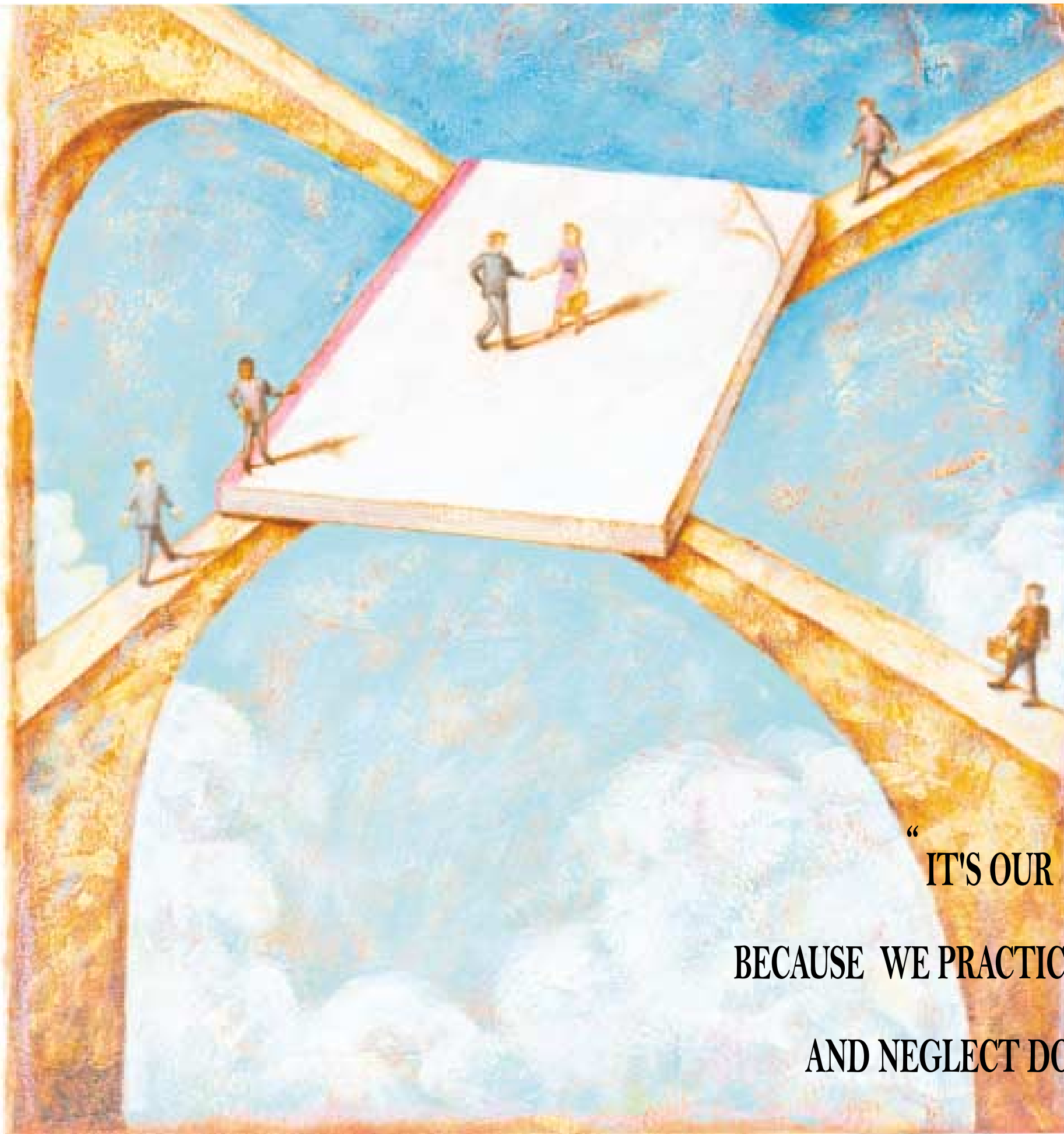


Now there is not only fear of the Japanese, but of Communists. I have come to feel that there is grave likelihood of all central China going Communist at almost any hour.

— Archival excerpt from a handwritten letter by Pearl Buck in February 1932.

by Marilyn Thomsen

The TYPEMASTER



“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.”

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 Bosnian. (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

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

Sorter to be “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 any 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 Theodore Perkins set his intellectual sails. “Perkins was coauthor 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 organismic field theory. CGU was the only place in the world at the time that had somebody who was as thoroughly familiar with organismic 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 fol-

lows 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.”

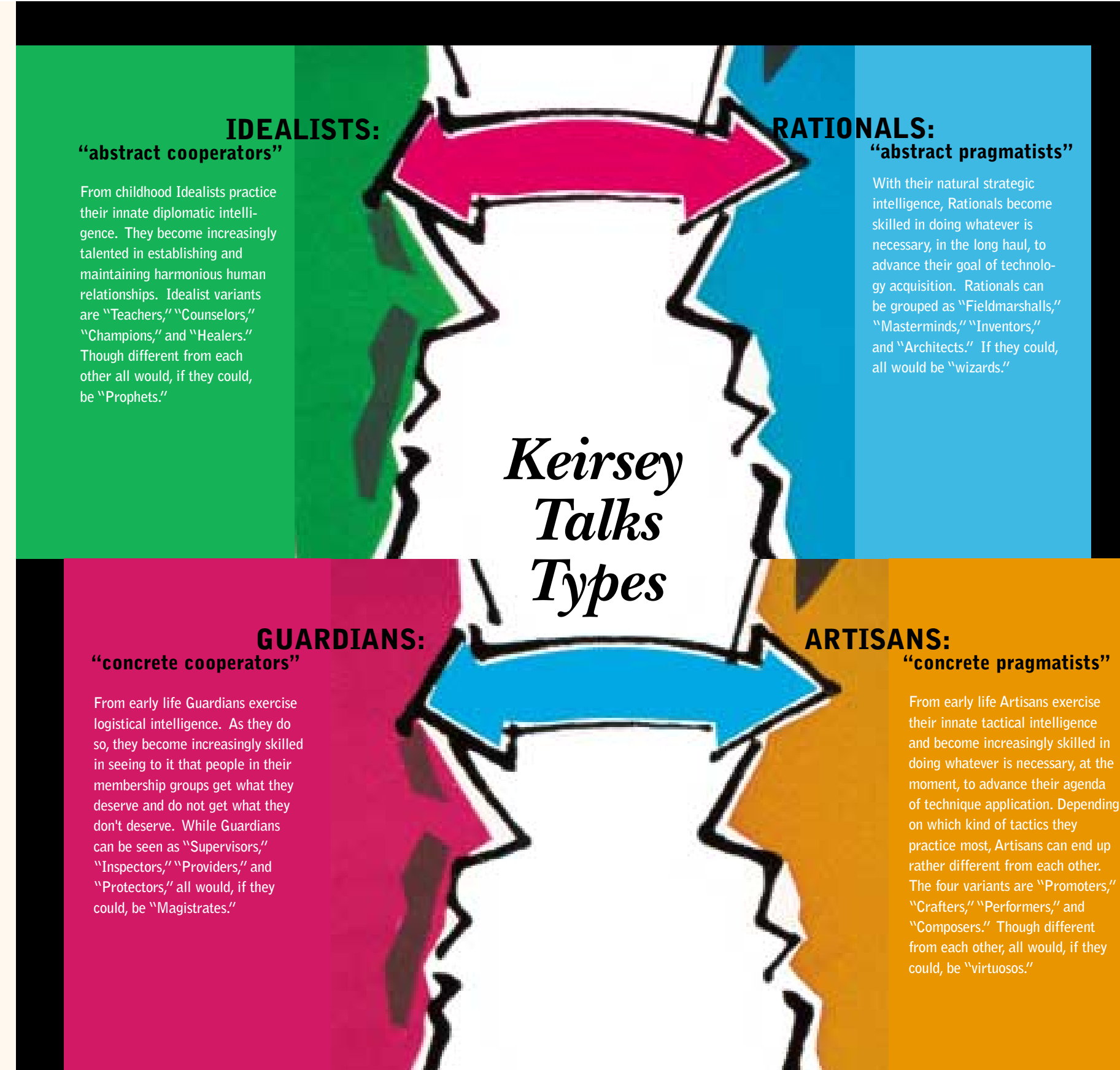
As in temperament theory, Keirsey relates the different kinds of intelligence to the use of words and tools. And as with temperament theory, he sees none as superior to another. They are merely different.

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.” Idealists are intelligent in doing diplomatic operations. They are, says Keirsey, “intelligent in the use of interpersonal tools, like chairs 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 tools in 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 . . .” he pauses . . . “about technology, I guess. In my case, I went into people technology.” His personal motto? “So many books. So little time.”

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



faculty spotlight

said and done

Kathy Pezdek (*SBOS*) has commenced a three-year project researching eyewitness memory called "The Suggestive Influence of Viewing an Intervening Lineup on the Accuracy of Eyewitness Memory." The project is funded by a grant from the National Science Foundation.

John Angus (*Mathematics*) spent his sabbatical in Fall 2000 working with the Federal Aviation Administration and the Raytheon Systems Company to develop the Wide Area Augmentation System (WAAS). WAAS is a satellite navigation system designed to deliver the navigation precision and safety needed for commercial aviation. WAAS is based on the Global Positioning System.

Paul Zak (*SPE*) directed the Gruter Institute Conference on Bioeconomics held at UCLA on April 21, 2001, and also gave lectures detailing his research. He presented "The Bioeconomics of Trust" at the Russell Sage Foundation Working Group on Trust Conference held at Stanford University on February 9. At the International Society for New Institutional Economics, held September 22 through 24 in Tübingen, Germany, Zak lectured on "The Rule of One-Third." He was also invited to speak on "Trust and Growth" at a conference titled "Government, Institutions and Financial Markets in Mexico and the U.S.," held October 2 at El Colegio de la Frontera Norte, Baja California, Mexico.

Jean Schroedel (*SPE*) served as the keynote speaker at the National Organization for Women Convention held at the University of Texas at Austin in October.

Cornelis "Kees" de Kluyver (*Drucker*) was appointed executive director of the Drucker Archives in November.

Lourdes Arguelles (*Education*) served as guest editor for *Voices of Latinos in the Dharma Turning: Journal of the Buddhist Peace Fellowship* (April 2001). She and doctoral student Susan Flynn completed the evaluation of the educational program of the experimental Idyllwild Charter High School. She also completed a focus group mini-study with doctoral student Susana Gonzalez for the Tomás Rivera Institute on medical care and insurance among Latinos of different ethnoracial groups. In August 2001, she will be teaching a series of workshops on "Decolonizing Education: Andean and North American Perspectives," in Cochabamba, Bolivia. The Catholic University of Bolivia and several local organizations will sponsor the event.

Wendy Martin (*English*) will be lecturing on "Emily Dickinson and the Community of Women" at an international conference on Emily Dickinson to be held August 3-5 in Trondheim, Norway. Martin was appointed co-president of Pen West American Center.

Dale Berger (*SBOS*) presented "Small Effects and Statistical Significance: Practical Advice" at the conference "Outcomes Evaluation: Small Wins 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 Oskamp (*SBOS*) has been active on several committees for divisions of the American Psychological Association. He is the chair of the committee to name new fellows for the Society for the Study of Peace, Conflict, and Violence. He is also heading the committee to name delegates for the Society for the Psychological Study of Social Issues (SPSSI). He served as a member of a grant proposal review panel organized by the National Science Foundation and the Environmental Protection Agency this Spring.

Patricia Easton (*Philosophy*) spent the

LONDON SYMPHONY RECORDING



Photo by Keith Saunders

PETER BOYER, Smith-Hobson Family Chair in Music and Assistant Professor of Music, conducts the 94-member London Symphony Orchestra in a recording session in January at the EMI-Abbey Road Studios in London. The new CD, featuring six of Boyer's orchestral works, will be released under the Koch International Classics label in June.



Michael Brewster's (*Art*) sculpture "Aerosplane" was permanently installed in the Villa Panza Collection in Varese, Italy, in December. In October, Brewster served as a panelist for the Art Center College of Art and Design Discussion and commissioned a three-month installation of "Full O' Stuff" in the Smith Center of Pomona College.

Aneslm K. Min (*Religion*) was invited to be the external examiner in postmodern theology and liberation theology for the Honors Program at Swarthmore College May 25 and 26. Min was also invited to give a lecture on "Punctured Postmodernity: Limits to Diversity?" for the Harrington Lecture at Saint Paul School of Theology on September 18.

Richard Smith's (*Drucker*) book *Entrepreneurial Finance*, coauthored with Janet Kiholm Smith, is now being used in at least 40 universities and colleges throughout the country.

Daryl Smith (*Education*) discussed "Affirmative Action in College Admissions" as an invited plenary speaker at the College Scholarship Service of the College Board in January.

Elazar Barkan (*History*) will be a moderator for "Global Reparations Issues and Efforts" in "The Struggle for Social Justice: A Symposium on Recognition, Reparations, and Redress," organized by the four ethnic studies centers at UCLA, May 11-12. He also will be a commentator on "Reconciliation in Poland and the Baltics" at the Carnegie Council on Ethics and International Affairs in New York, June 18-19.

Constance Jordan (*English*) delivered her paper "Montaigne on Property" at the University of California, Berkeley. She also began work on the second edition of the *Longman Anthology of British Literature*, due in 2002. She received a summer fellowship from the National Endowment for the Humanities for study at the Folger Library in Washington, D.C.

John Vickers (*Philosophy*) presented "Savoir, desir, et volonte" in the seminar at L'Institut d'Histoire et Philosophie des Sciences et des Techniques, Paris, on February 28. "Croyance, Valeur, et Motivation" was presented at the Centre de Recherche en Epistemologie Appliquee, Paris, on April 21.

Fall 2000 semester in France as a scholar-in-residence at Chateau de la Bretesche (*pictured above*) with the assistance of the Borchard Foundation.

Stewart I. Donaldson (*SBOS*) organized the Stauffer Symposium of Applied Psychology. The conference, "Evaluating Social Programs & Problems: Visions for the New Millennium," was held at Claremont McKenna College on February 24.

Tom Horan (*I.S.*) will present "Cyberspace and Communities" at the annual meeting of the Congress for New Urbanism in Portland, Oregon on June 15, and "E-Commerce Collaboration Partnerships" at the International Association for Management Education in Boston on June 2.

Paul Gray (*I.S.*) received the Educator of the Year award from the Association of Information Technology Professionals at the annual Information Systems Educators Conference, held in Philadelphia on November 11.

Mary Poplin (*Teacher Education*) was appointed as CGU's director of Teacher Education in November.

John Regan (*Education*) will be receiving the "Hu Shih" papers from Irene Eber of the Truman Institute of Hebrew University. The collection of documents will be held in the CGU special collections archive.

D.Z. Phillips (*Religion*) was elected President of the British Society of Philosophy of Religion for a term beginning in September 2000. Phillips completed a series of five Vonhoff Lectures at the University of Groningen and a lecture tour at the University of Virginia, Old Dominion, and the College of William and Mary.

bookshelf

Evaluating Diversity on College and University Campuses by Daryl Smith, Professor of Education and Psychology (Washington, D.C.: AAC&U, 2000)

To Form a More Perfect Union: Campus Diversity Initiatives a National Profile by Daryl Smith Professor of Education and Psychology (with others), Professor of Education and Psychology (Washington D.C.: AAC&U, 2000)

A Diversity Research Agenda: What More Do We Need To Know by Daryl Smith (lead author), Professor of Education and Psychology (Washington, D.C. AAC&U, 2000)

Recovering Religious Concepts: Closing Epistemic Divides (Swansea Studies in Philosophy)

by D.Z. Phillips, Danforth Professor of the Philosophy of Religion (St. Martin's Press, 2000)
This book is a collection of essays that discusses the unnecessary epistemic divides created by philosophers in discussing central religious concepts.

Digital Places: Building Our City of Bits

by Thomas Horan, Professor of Information Science (Washington, D.C.: The Urban Land Institute, 2000)

This book offers realistic suggestions and technological insights to developers, architects, and planners who are grappling with the challenge of incorporating technology into development.

Financial Market Reform in China: Progress, Problems and Prospects

co-edited by Yi Feng, Assistant Professor of Political Science (Boulder, CO: Westview, 2000)

Monetary Stability and Economic Growth

co-edited by Paul J. Zak and Robert Mundell (Edward Elgar Publishers, Ltd, 2000)

In this book, Zak and Mundell, the winner of the Nobel Prize in Economics in 1999, discuss the role that monetary stability has in economic growth and the ways that governments can achieve monetary stability.

Becoming Adult: How Teenagers Prepare For The World of Work

by Mihaly Csikszentmihalyi and Barbara Schneider (New York: Basic Books, 2000)

How do young people envision their occupational futures? What do teenagers feel about their schooling and after-school work, and how do these experiences affect their passage to adult work? These are the questions that Mihaly Csikszentmihalyi and Barbara Schneider pose. The authors evaluate the findings of a groundbreaking five-year survey to determine how adolescents learn about and choose careers.

reading room

JUSTICE AND TRUTH IN GRADES

John Vickers, *Professor of Philosophy*

A few years ago when CGU 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).

SCALE	A	B	C	D	E
I (Four-Point)	4.00	3.00	2.00	1.00	0.00
II (Five-Point)	5.00	4.00	3.00	1.50	0.00
III (Six-Point)	6.00	5.00	4.00	2.00	0.00
IV (Seven-Point)	7.00	6.00	5.00	2.50	0.00
V (Eight-Point)	8.00	7.00	6.00	3.00	0.00

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 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.

SCALE	Justine (2 A's, 1 E)	Maurice (3 C's)
I (Four-Point)	2.67>	2.00
II (Five-Point)	3.33>	3.00
III (Six-Point)	4.00=	4.00
IV (Seven-Point)	4.67<	5.00
V (Eight-Point)	5.33<	6.00

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. (C 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.

Patricia Easton's (*Philosophy*) article "Robert Desgabets, A Cartesian?" will appear in the forthcoming series, *Blackwell Companions to Philosophy: The Blackwell Companion to Early Modern Philosophy*, edited by Steven Nadler. She also recently completed the first draft of a translation of Desgabets's most important philosophical work, *Supplement a la philosophie de M. Descartes*.

A volume titled *The Essential Drucker* will be published in Europe in Fall 2001. **Peter F. Drucker** is also completing a major series of articles titled "The Next Society," scheduled to be published in another volume this spring.

The paper, "Evaluation of an interactive tutorial for teaching the Central



Limit Theorem" by **Dale Berger** (*SBOS*) and CGU students including C.L. Aberson, M.R. Healy, D. Kyle, and V.L. Romero was published in *Teaching of Psychology*, #27, pp. 289-291. Another paper titled "Using Learning Theory to Design Effective On-line Statistics Tutorials" appeared in *Behavior Research Methods, Instruments, & Computers*, #32(2), pp. 246-249, and involved the same authors.

Wendy Martin (*English*) has finalized a project with Houghton Mifflin detailing the evolution of the short story. The compilation will include a collection of short stories and interviews, timelines, and a historical overview of the genre. Publication will be completed at the beginning of 2003. Her article "The World Wide Web and The Future of Scholarship" was published in *Looking Backward, Looking Forward-PMLA: Millennium Issue*, a publication of the Modern Language Association of America, in December, 2000.

Yi Feng (*SPE*) has produced a number of articles over the past few months. "Trade Policy Management, Industrial Characteristics and WTO: A Case Study of China," appeared in *Asian Post-crisis Management: Corporate and Governmental Strategies for Sustainable Competitive Advantage*. "Openness and Trade Policy: An Industrial Analysis," with Baizhu Chen, and was published in *Chinese Economic Review*, #11(4), 2001. "Political Institutions and Private Investment: A Study of Developing Countries" ran in *International Studies Quarterly*, Vol. 45 (2001). "The Effects of Intangible Assets on Income in China: Education, Experience, and Political Affiliation—A Survey Analysis" will appear in *Intangibles and Competition and Cooperation: Euro-Asian Perspectives*.

Stuart Oskamp (*SBOS*) recently published "Psychological Contributions to Achieving an Ecologically Sustainable Future for Humanity" in the Fall 2000 issue of *Journal of Social Sciences*.



Lourdes Arguelles's (*Education*) article "How Do We Live, Learn, and Die? A Teacher Walks an Engaged Buddhist-Inspired Path with Some of Her Students" will appear in the forthcoming book *Spirituality in Education, Foundation for Educational Renewal*, edited by John P. Miller. She also contributed a chapter titled "Working with Paulo Freire's Heirs: Neo-Buddhist Approaches," published in *Beyond Freire*, edited by Frederique Apfell-Marglin and Chet Bowers. "La Luz del Mundo: Notes on Origins, Dynamics, and State Relationships of a Destructive Sect" (in Spanish) appears in *Revista Academica*, edited by Jorge Ederly.



Paul Zak's (*SPE*) article "Trust and Growth," coauthored with Stephen Knack, will appear in the April

2001 issue of *The Economic Journal*. "Immigration, Fertility, and Growth," coauthored with Jacek Kugler and Yi Feng, will appear in the *Journal of Economic Dynamics and Control*. He also co-wrote with Arthur Denzau "Economics Is an Evolutionary Science," to be published in a forthcoming issue of the journal *Evolutionary Approaches in the Behavioral Sciences: Toward a Better Understanding of Human Nature*.

Jean Schroedel (*SPE*), alongside Ph.D. students Pamela Fiber and Bruce Snyder, coauthored the article "Women's Rights and Fetal Personhood in Criminal Law," which appeared in *The Duke Journal of Gender Law & Policy*. Her research was sent as part of an amicus curiae brief to the U.S. Supreme Court in a historic fetal abuse case.

Magid Igbaria (*IS*) coauthored four articles, including: "Technology Acceptance in the Banking Industry: A Perspective from a Less Developed Country" in *Information Technology and People*, Vol. 67 (with M. Anandarajan and U. Anakwe.) and "Information Technology Adoption" in *Encyclopedia of Library and Information Science*, Vol. 67 (with C. Shayo). "Opportunities in Web-Based Teaching: The Future of Education" appeared in *Web-Based Learning and Teaching Technologies: Opportunities and Challenges*.

Tom Willett (*SPE*) and Xiaoqiang Hu coauthored "The Variability of Inflation and Real Stock Returns," which appeared in *Applied Financial Economics*. He also published an essay, "Understanding the IMF Debate," which appears in the Spring 2001 issue of *The Independent Review*.

John Angus's (*Mathematics*) article "Availability of Continuous Service and Computing Long Run MTBF and Reliability for Markov Systems" will appear in the spring issue of *Probability in the Engineering and Informational Sciences*.

Cornelis A. de Kluiver's article "New Governance for a New Economy" will appear in the Winter 2001 issue of *Leader to Leader*, #19.

Anselm K. Min (*Religion*) published "Dialectic of Salvation in Solidarity: Philosophy of Religion after Kant and Kierkegaard," in *Kant and Kierkegaard*, edited by D.Z. Phillips and Timothy Tassin.

Daryl Smith's (*Education*) article "How to Diversify the Faculty" appeared in *Academe*, 86(5), 2000. "The Benefits of Diversity—What The Research Tells Us" appeared in *About Campus*, 5(5), 2000.

Thomas Horan (*IS*), H. Dittmar, and D. Jordan contributed the chapter "Transportation Policies for Sustainable Communities" in *Toward Sustainable Communities: Transitions and Transformations in Environmental Policy*, edited by D. Mazmanian and M. Kraft, and released during the Winter 2000.

John Vickers (*Philosophy*) published "I Believe It, But Soon I'll Not Believe It Any More: Scepticism, Empiricism, and Reflection" in *Synthese*, 124-2 (August 2000), and "Logic, Probability, and Coherence" in *Philosophy of Science*, 68 (March 2001).

Tammi Schneider's (*Religion*) archaeological findings in Israel were published in the article "A New Ostrakon from Tell el-Far'ah South," in *Near Eastern Archaeology* 63/2, 2000.

upcoming

APRIL

26 Peter Boyer in Concert. Janus Orchestra with Peter Boyer conducting. Will be performing two of his works, "Three Olympians" and "Ghosts of Troy." Garrison Theater, 8:00 p.m. Admission is free. For more information call 909-621-8081.

MAY

1 "David Bohm: A Process-Relational Interpretation of Quantum Physics." Louis Jensen, speaker. Center for Process Studies Seminar, Haddon Conference Room, Butler Bldg., Claremont School of Theology, 4:10 – 6:00 p.m. For more information call 909-621-6330.

3 "The Search for the Origins of Christianity at Bethesda." Richard Freund, University of Hartford, speaker. Library of the Institute for Antiquity and Christianity, 7:30 p.m. For more information call 909-621-8066.

8 "Community Identity and the Missions of Ezra and Nehemiah." Tamara Eskenazi, speaker. Albrecht Auditorium, 7:30 p.m. Brownlee Memorial Lecture. For more information call 909-621-8066.

12 Commencement Ceremony Mudd Quadrangle, 10:00 a.m. For more information call 909-607-3305.

25-27 "Gender, Orality and Indigenous Religions." International conference with international scholars. Sponsored by Women's Studies in Religion and hosted by Karen Torjensen of CGU in collaboration with Sylvia Marcos of the National University of Mexico. For more information call 909-621-8085.

AUGUST

31 New student registration

SEPTEMBER

4 Fall semester classes begin

ART

Meredith Dalglish, M.F.A. 1983, is founder and director of the Women's Institute for Creativity, Inc. in Miami, Florida. She completed a permanent wall installation for downtown Atlanta's Hilton Hotel for the 1996 Olympics. She works as an adjunct professor in painting for Dade County Public Schools and is presently organizing a large multimedia project to help "heal" the Amazon rainforests.

Sheri Leigh (formerly Sweigard), *MFA, 1986*, was presented the first annual Spirit of Entrepreneurship Award by Sierra Nevada College at its fall convocation. She has been teaching and directing the college's summer workshop program since 1997, and recently traveled to Japan and China. She will be returning to Tokyo this December for a one-person show.

Barbara Kerwin, MFA, 1995, held her third solo exhibition, "Dreaming of Rectangles," December 2, 2000 through January 10, 2001 at the Santa Monica Ruth Bachofner Gallery, Bergamot Station. This marks the fifty-ninth exhibition of her art in Los Angeles, New York, and Canada.

Paul Cantales, MFA, 1990, is currently a fulltime independent artist and has won several awards for his sculptures, including five Best Sculpture in Show awards from the John Slade Eli Gallery. In 1995 he was invited to join one of the oldest art organizations in the United States, The New Haven Paint and Clay Club. Cantales has just completed new work for two shows in 2001 and has show dates scheduled for 2002.

DRUCKER

Janis Dietz, Ph.D., 1997, has recently published her first book with Demos Publishing, titled *Yes, You Can: Go Beyond Physical Adversity and Live Life to the Fullest*. The book is available through Amazon.

William S. Schilling, MA, Management, 1984, returned to Southern California last year after five years in Toronto, Canada, to become chief people officer at DaVita Inc.

Henry P. Seman, MBA, 1987, is currently working as vice president of sales for Professional Diagnostics Management, one of America's largest worker's compensation- focused PPOs.

Jean Elizabeth Biacsi, Executive MBA, 1987, is founder and chairman/CEO for Nurse Jean, LLC, a professional patient advocacy company. She is author of *Nurse Jean's Practical Guide to Self-Care After Surgery*, was recipient of the "Great 100 Nurses of Texas" award in 1999, is chairman of the Legislative Advocacy Committee Agency on Aging, and a Board Member for the Dallas-Fort Worth/American College of Health Care Executives.

Eydie Galper, MBA, 1995, was recently named vice president of marketing for Think Outside Inc., which invents, engineers, and manufactures compelling products for use in mobile computing. Galper was previously employed by Qualcomm, where she led the team that introduced the PDQ Smartphone, the industry's first wireless phone based on the Palm Operating System.

Carmel Marti Day, Ph.D. Executive Management, 1981, is former chairwoman and professor in the Department of Health Services Management at the University of La Verne in Southern California. She has published more than 90 articles on management concerns in the areas of human resource development, performance appraisal, training, and interviewing. She was the first woman graduate from the CGU doctoral program in executive management. She is cited in *Who's Who: American Women*, *Who's Who in the West*, and *Who's Who: Community Leaders of America*. She is nationally and internationally known for her management consulting, seminars, and workshops.

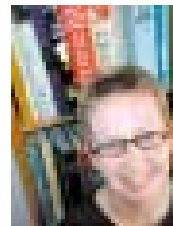
EDUCATION

Sharon Toomey Clark, Ph.D., 1999, was recently appointed to a full-time faculty position at Massachusetts College of Liberal Arts.

Catherine Flannely Longe, MA, Educational Psychology, 1963, retired after 35 years as an educator and now does consulting work for the Hemet and San Jacinto School Districts. She also serves as the director of the Hemet Education Foundation and on the executive boards of the Mt. San Jacinto College Foundation, the California Retired Teacher's Association, and the Assistance League of Hemacinto.



FOOD FOR THOUGHT



JESSAMYN NEUHAUS (Ph.D. History, 2001) has taken history class into the

kitchen with her dissertation, *Cooks, Ladies, and Men: Cookbooks and Gender in Modern America, 1920-1963* (forthcoming in 2002 from Johns Hopkins University Press). Neuhaus 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 cookery ideal.

By comparing cookbooks aimed at a female readership and more specialized recipes intended for "the man in the kitchen," Neuhaus explores how cookery instruction played an active role in gendering our commonly held notions of food and food preparation. "Cookbooks in the 1920s and 1930s seemed to be in the process of defining middle-class women's role in modern America," says Neuhaus. "Cookbooks in the 1950s revealed a full-blown crisis 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. Neuhaus 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 Neuhaus, 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 Neuhaus, "almost everyone wants to tell me about their favorite cookbook or their grandmother's recipe box or their own experiences at the stove."

Neuhaus's work has appeared in the *Journal of Social History*, the *Journal of the History of Sexuality*, and *American Periodicals: A Journal of Criticism, 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. She recently presented a paper titled "Is Meatloaf for Men? Gender and Meatloaf Recipes, 1920-1963" at the Popular Culture Association Annual Conference. Neuhaus has taught gender studies, history of sexuality, and women's history courses at New College of California, California State University, Hayward, Oregon State University, and Lewis and Clark College. She currently resides in Portland, Oregon, with her husband and newborn son.

Carolyn Conway Madding, Ph.D., 1995, Associate Professor of Communicative Disorders at Cal State Long Beach, was recently awarded tenure. She is also cochair for the College of Health and Human Services Faculty Council and director of a U.S. Department of Education Bilingual Training Grant.

James Abbot, Ph.D., 1977, has written a book titled *Managing at the Speed of Life: The ABC's of TQM for Schools* (American Press, Boston), which is about implementing the principles and practices of Total Quality Management in schools. He is currently a principal in the Los Angeles Unified School District.

Douglas DeWitt, Ph.D., 1993, recently accepted an appointment as associate professor of educational leadership at Minnesota State University at Ann Arbor.

Elizabeth Ann Stark, Ph.D., 1985, recently retired from Chaffey College and has relocated with her husband to Arizona. They are building a home at Montezuma Heights Airpark, enjoying the air, flying, and a new lifestyle.

John S. Caputo, Ph.D., 1976, is professor of communication at Gonzaga University. His latest book with Praeger Press is titled *McDonaldization Revisited: Critical Essays on Consumer Culture*. Caputo was recently acknowledged as a master teacher by the Western States Communication Association and received the award at the organization's February 2001 convention. This spring Caputo will be teaching in Gonzaga's Florence, Italy Program.

Candace Kaye, Ph.D., currently a professor of education at Cal State Long Beach and the director of graduate programs in early childhood education, was awarded a 2000-01 Contemplative Practice Fellowship from the American Council of Learned Societies. This program provides fellowships for academic faculty members to develop courses and teaching materials that explore contemplative practice from a variety of disciplinary and interdisciplinary perspectives. The fellowship will allow Kaye to develop a course titled "Individual and Cultural Interpretations of Visual Literacy: Within the Classroom and Beyond."

Michael A. Car, Ph.D., 1977, is now registrar for National University. He was previously employed as records officer and judicial coordinator at San Diego State University.

Bettina A. Babbitt, Ph.D., 1982, was a workshop presenter, representing UsabilityMDx, Inc., at the ninth Annual Medicine Meets Virtual Reality Conference, held in Newport Beach.

HUMANITIES

Frederick Carl Luebke, MA, History, 1958, is the Charles J. Mach Distinguished Professor Emeritus at the University of Nebraska-Lincoln. After receiving his MA at CGU, Luebke earned his Ph.D. at the University of Nebraska-Lincoln. He went on to receive numerous grants and awards, including a Fulbright Research Fellowship in 1974, the Ray Allen Billington Award for best article in Western American history from the Western History Association in 1988, and the Louise Pound-George Howard Distinguished Career Award from the University of Nebraska-Lincoln in 1994. Luebke has published extensively on the history of immigration in the United States, with special attention to German immigrants and the regional history of Nebraska.

John Moore, Jr., Ph.D., History, 1972, is coauthor with Jerry Pubantz of *To Create a World? American Presidents and the United Nations* (Peter Lang Publishing), which was named the Outstanding Academic Title for 2000 by *Choice* magazine. The book was completed while Moore was a Senior Fulbright Scholar/ Lecturer in Finland during 1999

Hyojook Paik, Ph.D., Music, 1998, is founder and artistic director of the Korean Master Chorale. He has appeared at the Dorothy Chandler Pavilion, the Hollywood Bowl, the John F. Kennedy Center, Chicago's Orchestra Hall, and the Cerritos Center for the Performing Arts. He has also performed with the Crystal Cathedral Symphony Orchestra, Seoul Philharmonic Orchestra, the Korean National Philharmonic, and he was a panelist to the twenty-seventh Annual Conference of the Association of California Symphony Orchestras. Paik is also the music director of the Bethel Sanctuary Choir of Young-Nak Presbyterian Church of Los Angeles, the largest Korean community church in the United States.

Jack Alan Scott, Ph.D., History 1970, was elected to the California State Senate last November by a margin of over 50,000 votes. His Senate district includes Pasadena, Glendale, Burbank, northeast Los Angeles, and other cities and communities. His wife, Lacreata, is a professor of English at Cerritos College.

Charles Timberlake, MA, History, 1962, was honored with the Distinguished Faculty Award by University of Missouri at Columbia's alumni association. This is the association's highest honor awarded to a faculty member and recognizes sustained effort in teaching, research, and serv-



ALUM CONTINUES IN CLAREMONT STYLE

OSKAR GRUENWALD (Ph.D. Government, 1972) is cofounder of the Institute of Interdisciplinary Research, an organization that provides a fitting illustration of Claremont's dedication to transdisciplinary research. The IIR seeks to increase understanding among academics, college students, and the public of the interrelatedness of all areas of knowledge across the disciplines—social sciences and humanities, the arts and the natural sciences—and reconnect them once more with ethics and faith.

In 1983, Gruenwald, along with David Morsey, the late Bible scholar and president of the Harvester Mission, founded the IIR as well as the International Christian Studies Association. Their goal was "to recover the lost unity of Renaissance learning," and to encourage "dialogue across geographical, disciplinary, and denominational boundaries," writes Gruenwald. To provide a forum for such discussions, Gruenwald founded the *Journal of Interdisciplinary Studies: An International Journal of Interdisciplinary and Interfaith Dialogue*, which in 1991 was nominated to the International Social Science Honor Society.

According to Gruenwald, these endeavors "build on my graduate school experience at CGU, since area studies are by their nature both comparative and interdisciplinary." Reflecting on his experience at CGU, Gruenwald is especially thankful to Fred Warner Neal his dissertation advisor, who taught him "the value of balanced research, analysis and argumentation, regardless of one's personal predilections." His academic philosophy parallels the "Claremont Style" of thinking and learning, and is organized around the ideas of synthesis and transdisciplinarity.

"It is becoming increasingly clear that neither man nor his world can be fully understood from the standpoint of any single discipline," observes Gruenwald, commenting on the tendency of schools and institutes to compartmentalize knowledge along academic disciplines, fields, and subfields.

Gruenwald's most notable work, *The Yugoslav Search for Man: Marxist Humanism in Contemporary Yugoslavia*, as well as his research on Yugoslavia, has resulted in many guest lectures, and most recently garnered an invitation for him to speak at the 2000 World Congress for Central and East European Studies, held in Finland.

Five essays published in *JIS* have won prestigious Templeton Awards for best published papers on science and religion. Two of the five were written by Gruenwald. More information about these organizations may be obtained at www.JISonline.org



Courtesy of Peterson Automobile Museum

ARTE Y ESTILO: THE LOWRIDING TRADITION

AN EXHIBITION held at the Peterson Automobile Museum recently showcased more than 20 lowrider cars and a collection of bikes, highlighting the artistic skills and technical feats inherent in these creations of the Los Angeles area's lowrider community. From a cultural perspective, the exhibition explored the migration of lowrider activity across cultural and geographic boundaries and documented related social rituals such as the blessing of cars, weddings, quinceneras, and cruising. Curator of the exhibit was Denise Sandoval, a Cultural Studies student at CGU.

ALUM RECEIVES PRESIDENTIAL AWARD HONOR

RON SMILEY (*Ph.D. Executive Management, 1992*) was presented the Presidential Rank of Meritorious Executive Award by Robert Pirie, Undersecretary of the Navy, on behalf of then-President Bill Clinton. Smiley is currently director of the Corporate Operations Group for the Naval Air Warfare Center Weapons Division and was one of 26 U.S. Navy senior executives honored with this award in October. The Presidential Rank Award is among the highest honors a public employee can receive and is offered in recognition of sustained, outstanding achievement on behalf of the government. Selection criteria include career achievements, previous honors and awards, personal initiative, and innovation.

"I have very fond memories of my CGU experience," says Smiley, "particularly meeting other executive management program students, the top-notch instructors, and learning from the sagacious Peter Drucker." Smiley earned both his master's degree in management and his Ph.D. in executive management from the Drucker School.

Smiley began his naval career in 1970 as an electronics engineer in the junior professional program at the Naval Missile Center in Point Magu, California. While there he was a development and test engineer for target control and instrumentation systems. After advancing through directorship positions, Smiley was selected to serve as the department head/competency manager for systems engineering at the Naval Air Warfare Center Weapons Division. In 1998, he was assigned as director for corporate operations.

Smiley has three children and lives with his wife, Drexel, in Ventura, California. He is an avid tennis player and a jazz music enthusiast/collector. He uses both hobbies to "balance an otherwise hectic schedule."

ice. His specific research interests are Russian studies and Russian history.

POLITICS AND ECONOMICS

Charles Tooman, MA, Economics, 1992, is working as a consultant in PA Consulting's Global Strategy and Industries Group. He works specifically in the area of energy risk management and currently lives with his wife, Katie, outside Boulder, Colorado.

Christopher C. Harmon, Ph.D., Government and International Relations, 1984, is teaching at Command and Staff College, U.S. Marine Corps University, in Quantico, VA. His new book, *Terrorism Today* (Frank Cass Publishers), was reviewed by the *New York Times* Literary Supplement. His first book, *Statecraft and Power: Essays in Honor of H.W. Rood*, written with fellow CGU graduate David Tucker and co-written with other CGU students, was released in 1994.

Philippe Maystadt, MA, Public Administration, 1973, worked as the Minister of Finance of Belgium from 1988-98, and during the years 1993-98 served as Chairman of the Interim Committee of the International Monetary Fund. Currently, he is president of the European Investment Bank, the financial arm of the European Union.

John C. Eastman, MA, 1989, Ph.D., Government, 1993, worked as a law clerk for Supreme Court Justice Clarence Thomas, was associate professor of constitutional law at Chapman School of Law, and serves as director of the Claremont Institute Center for Constitutional Jurisprudence.

James D. Calder, Ph.D., Government, 1978, was named associate dean for the College of Urban Professional Programs at the University of Texas at San Antonio and recently published *Intelligence, Espionage and Related Topics: An Annotated Bibliography of Serial, Journal and Magazine Scholarship, 1844-1998* (Greenwood Publishing).

Bridgett Chandler, MA, International Studies, 1987, and husband Bear Silverstein, joyfully welcomed their daughter, Anna, born August 7, 2000. Chandler joined the newly formed Talaris Research Institute, an interdisciplinary research organization designed to combine the science of learning with the practice of education, and is co-owner of the fine wine shop she and her husband bought last year in West Seattle.

Bruce Hamlett, Ph.D., International Relations and Government, 1971, is currently the executive director of the New Mexico Commission on Higher Education. Previously, he was assistant professor of political science at Santa Clara University. He spent more than 18 years with the California Postsecondary Education Commission in Sacramento.

Barry N. Mesher, MA, Government, 1974, is a senior partner at Lane, Powell, Spears, Lubersky, LLP, a law firm with offices in the Pacific Northwest and London. He specializes in litigation, defending corporations in industry-wide and environmental claims as well as the defense of civil rights claims. He is also an accomplished golfer.

Michael J. Ross, Ph.D., Government, 1975, recently published the sixth edition of his book *California: Its*

Government and Politics (Harcourt College Publishers).

Patrick McCarthy, Ph.D., Economics, 1976, recently joined The Georgia Institute of Technology as the new chair of the School of Economics in Ivan Allen College. He spent the last 22 years at Purdue University as a professor of economics in the School of Management. His book, *Theory and Practice of Transportation Economics: A Case Study Approach*, was published last summer by Blackwell Publishers.

Norman R. Bottom, MA Anthropology, 1970, Ph.D. Government, 1971, was appointed director of certification for the Certified Confidentiality Officer Program of the Business Espionage Control and Countermeasures Association.

Judge Linda Wilde, MA, International Relations, 1985, recently completed a term as associate presiding judge of the Appellate Department of the San Bernardino Consolidated Trial Courts.

David Merrifield, Ph.D., Economics, 1982, died January 24, 2001, at the age of 52. As director of Western Washington University's Center for Economic and Business Research since 1985, he was known to the business community and the media throughout the northwest for his economic analyses and forecasts. He was particularly sought out for his expertise on the impact of the Canadian economy on border states. Merrifield was also the founding editor of the *Northwest Journal of Business and Economics* and in 1990 received Western Washington University's highest recognition for faculty, the Excellence in Teaching Award.

RELIGION

to CGU departments, CGU news, a directory of participating alumni, and free email forwarding. In addition, the customizable interface allows users to set up their own personal CGU portal, complete with weather updates, stock quotes, local and world news, and favorite web sites. Registration information is being mailed, or contact alumni@cgu.edu for more immediate assistance.

11TH ANNUAL DRUCKER ALUMNI DAY

Punctuated by a celebration for Peter Drucker's ninety-first 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 Cornelis "Kees" de Kluiver, this annual event, along with the recent formalization of a chapter in Japan, reflects current efforts by the Drucker School "to create meaningful professional relationships between students, faculty, and alumni that reflect the values on which the Drucker School was founded."

Bruce Epperly, Ph.D., 1980, has authored two new books, *The Power of Affirmative Faith: A Spirituality of Personal Transformation* (Chalice Press) and *God's Touch: Faith, Wholeness and the Healing Miracles of Jesus* (Westminster/John Knox Press). Epperly has also received a John Templeton Foundation award as codirector of the Psychiatry and Spirituality Residency Course Program at Georgetown University Medical Center and was keynote speaker on "Christianity and Complementary Medicine" for the Lutheran Health Care Association of Canada in January 2001. As executive director of the Washington Institute of Spirituality and Health in the District of Columbia, he consults with churches, physicians, nurses, and healthcare institutions on issues of health, spirituality, and professional self-care. Epperly is an adjunct professor at Georgetown University Medical School and at Wesley Theological Seminary.

SBOS

Lauren Kent Gerbrandt, Ph.D Psychology, 1967, trained at the Institute of Physiology-Czechoslovakia, Stanford Medical School, and Yale Hospital, and served as a professor of psychology at UC Berkeley, and CSU Northridge. He also worked with conference planning at the MIT Neuroscience Research Program and is presently a usability analyst with CTB/McGraw Hill.

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 Flame* or on the CGU website. Detach this form and send with your mailing label to: Office of Alumni Relations, Claremont Graduate University, 165 East Tenth St., Claremont, CA 91711.

Name* _____

Address _____

City _____ State _____ Zip _____

check box if new address Country _____

Home phone _____ Fax _____

Work phone _____ Email _____

Year of graduation or last class taken _____

Program/School Education SBOS Arts & Humanities
 Religion Drucker IS SPE

Degree(s) earned at CGU, with year(s) _____

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

*(include maiden name if it has changed since leaving CGU)



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!**



Front row, from left: **Betty Hagelbarger**, *dean of students and registrar*; **Ethel Rogers**, *associate director, Educational Studies*; **Virginia Dukes**, *credential analyst, Teacher Education*; **Grace Ng**, *accounting clerk, student accounts*.
Back row: **Frank Traficante**, *professor of music*; **Robert Williamson**, *chair, Mathematics*; **Roland Reiss**, *professor of art*; **Paul Gray**, *professor of information science*. Not pictured: **Delores Burriss**, *recruitment and placement coordinator, Teacher Education*; **Lois Gruber**, *acquisitions manager, Higher Education Abstracts*; **James Myers**, *professor of marketing*; **Joseph Weeres**, *professor of education*.

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