PETROPOLITICS: The New “Great Game”

Natural Beauty
Urban Refuge for Kids
Social Justice vs. Accountability in schools
Matt and Roberta Jenkins come from strong family traditions of character, integrity, and hard work. “I am a believer in education,” says Matt. “You give a person some bait and a fishing pole and let him catch his own fish.”

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

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

"We have been blessed and feel it's necessary to give back" — Roberta Jenkins

To explore how you can support CGU and supplement your income through a Charitable Remainder Unitrust or Gift Annuity, please contact Debbie Bills in the Gift Planning Office:
165 East Tenth Street
Claremont, CA 91711
909-621-8027
Debbie.Bills@cgu.edu
www.cgu.edu/giving

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

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

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

"We have been blessed and feel it's necessary to give back" — Roberta Jenkins

To explore how you can support CGU and supplement your income through a Charitable Remainder Unitrust or Gift Annuity, please contact Debbie Bills in the Gift Planning Office:
165 East Tenth Street
Claremont, CA 91711
909-621-8027
Debbie.Bills@cgu.edu
www.cgu.edu/giving

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

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

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

"We have been blessed and feel it's necessary to give back" — Roberta Jenkins

To explore how you can support CGU and supplement your income through a Charitable Remainder Unitrust or Gift Annuity, please contact Debbie Bills in the Gift Planning Office:
165 East Tenth Street
Claremont, CA 91711
909-621-8027
Debbie.Bills@cgu.edu
www.cgu.edu/giving

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

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

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

"We have been blessed and feel it's necessary to give back" — Roberta Jenkins

To explore how you can support CGU and supplement your income through a Charitable Remainder Unitrust or Gift Annuity, please contact Debbie Bills in the Gift Planning Office:
165 East Tenth Street
Claremont, CA 91711
909-621-8027
Debbie.Bills@cgu.edu
www.cgu.edu/giving

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

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

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

"We have been blessed and feel it's necessary to give back" — Roberta Jenkins

To explore how you can support CGU and supplement your income through a Charitable Remainder Unitrust or Gift Annuity, please contact Debbie Bills in the Gift Planning Office:
165 East Tenth Street
Claremont, CA 91711
909-621-8027
Debbie.Bills@cgu.edu
www.cgu.edu/giving
Wealth and Value in Higher Education

When I was much younger and an enthralled wrestling fan, I was on the floor with my older brother and our friends enjoying a wrestling match. At age seven or eight, I remember hearing the term “uncle” at the top of my lungs. Ever since that time, the word “uncle” has held special meaning for me as it signified not only a familial and spiritual context, but also, and interestingly, both victory and defeat. Today, there is a wrestling match going on in higher education. But unlike the capricious afternoon bouts of my childhood, there is nothing whimsical about this competition. Instead, the contestants are all manner of colleges and universities—public, private, not-for-profit, or for-profit—all fighting for a share of their market share. Increasingly, their insatiable appetite for money brings them into head-to-head competition for over $230 billion in tuition, foundation, state, federal, and donor dollars. Not surprisingly, these wrestling matches are defining a landscape of winners and losers among universities.

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

Let me offer a dissenting voice on “uncle” if you will, uttered not in defeat, but as a victory cry and clarion call to my colleagues. My defense is not about the need for money to operate the university. To be sure, universities are expensive enterprises to run, and effective fundraising is a cornerstone of a sound and successful university. Rather, my line of reasoning stems from the premise that—this is not just about raising enough money to run the university, but about the need to accumulate significant, perhaps even disproportionate wealth.

Are the richest universities also the best universities? What exactly are the billion-dollar universities doing with all that money anyway? They all still charge tuition, often at rates substantially higher than other universities with similar missions. They all still compete (unsustainably) for federal grants and contracts, for corporate sponsorships, for nine-figure private gifts. The answer to my questions, I regret to say, is no. Indeed, it seems that the billion-dollar universities are doing exactly the same things that other universities are doing—they are just doing it with more money. The bigger buildings and facilities, the bigger star faculty, the bigger endowments. That’s what makes CGU special,” Dreyer says, “but that’s not what makes CGU successful.

To me, the billion-dollar universities are doing exactly the same things that other universities are doing—they are just spending more money. The bigger buildings and facilities, the bigger star faculty, the bigger endowments. That’s what makes CGU special,” Dreyer says, “but that’s not what makes CGU successful.

Yes, Merrill Goodall was one of Claremont Graduate University’s pillars, and thanks for saying a part of who he was. Here are some others part-Merrill was the first Foreign Service officer ever to go to Nepal, where he became a friend of the king, and had a mountain named after him. Because of Prof. Goodall, many Nepalese came to Claremont to study with him and to affect the progress and administrative reform of that world nation, now in difficult straits.

He was long active in Democratic politics, and he doubted many of his later years to work on water for the United Nations Environment Programme. Along with George Blair, Merrill Goodall in particular helped a generation of CCSU students graduate and succeed in practical government. The funny thing was, when he was there. A Blair–Goodall Fellowship might be a good idea, yes?

Joe Galvan
PhD, Claremont, 1977

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

Thanks a lot.

Joe Soldnor
HAR, Claremont, 2002

Let me offer a dissenting voice, an “uncle” if you will, uttered not in defeat, but as a victory cry and clarion call to my colleague presidents. My defense is not about the need for money to operate the university. To be sure, universities are expensive enterprises to run, and effective fundraising is a cornerstone of a sound and successful university. Rather, my line of reasoning stems from the premise that—this is not just about raising enough money to run the university, but about the need to accumulate significant, perhaps even disproportionate wealth.

Are the richest universities, in fact, also the finest universities? What exactly are the billion-dollar universities doing with all that money anyway? They all still charge tuition, often at rates substantially higher than other universities with similar missions. They all still compete (unsustainably) for federal grants and contracts, for corporate sponsorships, for nine-figure private gifts.

The answer to my questions, I regret to say, is no. Indeed, it seems that the billion-dollar universities are doing exactly the same things that other universities are doing—they are just doing it with more money. The bigger buildings and facilities, the bigger star faculty, the bigger endowments. That’s what makes CGU special,” Dreyer says, “but that’s not what makes CGU successful.

My passion for Claremont Graduate University started when I realized shortly after I got here that this is a most amazing place,” says Dreyer. He recalls the summer before he began teaching at CGU, when he received a call asking what he would like to do. “That’s what makes CGU special,” Dreyer says, “but it presents a special challenge to faculty and students. You need to have a clear set of goals for yourself, and you need to be realistic about what in your work is really important. There’s no excuse for not doing that.”

My passion for Claremont Graduate University started when I realized shortly after I got here that this is a most amazing place,” says Dreyer. He recalls the summer before he began teaching at CGU, when he received a call asking what he would like to do. “That’s what makes CGU special,” Dreyer says, “but it presents a special challenge to faculty and students. You need to have a clear set of goals for yourself, and you need to be realistic about what in your work is really important. There’s no excuse for not doing that.”

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

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

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

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

Steadman Upham
President
NEW FACULTY FACES

CGU and University of Kerala form partnership

The Department of Politics and Policy at CGU and the Department of Political Science at University of Kerala, in Trivandrum, India, have established a three-year partnership. CGU Professor Dean McHenry, Jr. and Professor G. Gopa Kumar of Kerala spearheaded the partnership under a grant from the U.S. Department of State. The two will conduct a joint study focusing on minorities and women in local democracies while also arranging exchanges between the two departments.

The exchanges will include faculty, students, and information technology experts. Professors Yi-Fang and Jean Schroedel of CGU are each slated to teach a political science course at Kerala. Professors Kumar and Prabhash from Kerala will, in turn, teach at CGU.

McHenry and Kumar first met in 1994, when McHenry was a Fulbright Fellow in India. Three years later, Kumar came to CGU on a Fulbright.

Both expect the current collaboration to make a significant methodological contribution to the two political science departments and to the overall field of political science. An important goal of the partnership is to address the intellectual and methodological division in the field between the quantitative and descriptive approaches. While the discipline of political science in the U.S. is dominated by quantitative analysis or formal modeling, in India the descriptive approach is prevalent. McHenry and Kumar hope that the partnership will become a model for efforts to bring together the two approaches.
Conference studies venture capital for developing countries

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

Renaovation to bring cutting-edge technology

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

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

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

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

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

BECA program honored

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

New trustees elected

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

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

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

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

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

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

CGU is a leader in the science of evaluation

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

Evaluators assess the strengths and weaknesses of programs, policies, personnel, products, and organizations to improve their effectiveness. Increasing worldwide recognition of the value of accountability and professionalism has created an intense demand for graduate training in the field of evaluation.

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

In the new millennium “applied social science will divide into the progressive, evaluation-enriched school, and the conservative, evaluation-impaired school,” Scriven contends. “The progressive branch, following in the tracks of typical applied social science departments today, will gradually wither on the vine, with its aging adherents exchanging stories about the good old days.”

“The evaluation-enriched group, continuing to be led by SBOS at CGU, will educate the next generation in the evaluative social sciences,” Scriven believes, “and will continue to be funded by organizations, governments, and foundations to separate solutions and resolutions of social, educational, and organizational problems.”

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

Further strengthening the school’s leadership in the field, this year SBOS is significantly expanding its offerings by launching a new Ph.D. concentration in Evaluation and Applied Methodology and creating formal coconcentrations in this area as part of its existing applied psychology Ph.D. programs. The school is launching a new Professional Development Program to provide workshops to working professionals seeking up-to-the-minute training.

Alumnus named to a top Pentagon post

Stephen A. Cambone (MA, Government, 1990; PhD, Government, 1992) was sworn in on March 11 as Undersecretary of Defense for Intelligence. He was serving at the Department of Defense as Special Assistant to the Secretary and Director for Program Analysis and Evaluation.

After graduating from Claremont Graduate University, Cambone worked in several defense research laboratories before taking his first government post in 1982 as Director of Strategic Defense Policy in the Office of the Secretary of Defense. Returning to the private sector in 1989, he became a senior fellow at the Center for Strategic and International Studies and later director of research for the Institute for National Strategic Studies at National Defense University. Cambone served on several national security commissions. He returned to the Pentagon in 2003 as Special Assistant to the Secretary and Deputy Secretary of Defense. In July of 2001 he was appointed by Secretary of Defense Donald Rumsfeld to the post of Principle Deputy Undersecretary of Defense for Policy.

Visions for the New Millennium
Long-time professor of education passes away

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

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

Douglass directed the CLAREMONT Symphony from 1969 to 1989. Under his direction it became the largest conference of its kind, putting CGU on the map as a major center of the study of reading. In the early 1970s he brought the Mary B. Eyre Children’s School (now at Claremont McKenna College) to CGU, taking the respected school under his direction and saving it from closure. He also helped establish the George G. Stone Center for Children’s Books, a leading resource for teachers and researchers.

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

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

Douglass directed the Claremont Reading Conference from 1959 to 1989. Though recently retired, Gray continues to research, theory development, and practice in information systems. It is the highest recognition in the field.

“Whatever he put his hand to ended up being first-rate,” said Carolyn Angus, “because he really got the best out of me.”

Douglass's family history with CGU goes back to 1910 with his great-grandfather, who was a teacher at CGU. Douglass's father, Malcolm Paul Sr., was a professor of education at CGU and later became the University's first President. Douglass is survived by his wife of 54 years, Emilie Douglass, who directed the Oral History Program at CGU until recently. Their two sons, Malcolm Paul Jr. and John Aubrey Douglass, both plan to continue the family legacy at CGU.

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

Music professor captures the immigrant dream

“Imaginative, friendly, and very approachable, Paul Boyer was the perfect mentor,” said Smith-Hobson Family Chair of Music Peter Boyer. “Whenever he had an idea, he was always willing to share it with his students.”

Boyer chose to create a piece that would reflect the immigrant experience, both in terms of cultural geography and emotion—from laughter to pain. The immigrants’ stories also inspired the innovative format Boyer chose for the piece. It is a symphonic performance that is also a theater piece.

“The stories were so compelling,” says Boyer. “The orchestra is the perfect medium to bring them to life.”

Boyer spent several months studying transcripts and recorded interviews of immigrants, creating a piece that tells the story of immigration through music. The piece, titled “Ellis Island: The Dream of America,” premiered last April with the Hartford Symphony Orchestra at the Bushnell Center for the Performing Arts. In July, it was broadcast across the country on National Public Radio’s “SymphonyCast.”

Boyer is set on completing an international recording of the work with the famed Philharmonia Orchestra in London. The 43-minute work presents the real-life stories of seven immigrants who came to America between 1924 and 1940. It features seven actors portraying the immigrants telling their stories in front of the orchestra with projected images culled from the Ellis Island archives. The stories are accompanied by Boyer’s dynamic orchestral score, which has been compared to the works of Aaron Copland, Leonard Bernstein, and John Williams.

“The stories were so compelling,” says Boyer. “They people knew a little about America. They just came on faith, on the dream of a better life, and often had to endure horrible conditions on the journey over. I really came to admire them.”

Boyer first became enamored of the immigrant experience when reading about the Titanic disaster as a child. The stories of immigrant steerage passengers fascinated him the most, inspiring an orchestral piece honoring the passengers on that ill-fated vessel, and later leading him to the Ellis Island Oral History Project. Boyer spent several months studying transcripts and recorded interviews of immigrants from this immense archive. In the end, he chose seven stories of four women and three men from seven different countries.

In his choice of stories, Boyer wanted to convey the range of the immigrant experience, both in terms of cultural geography and emotion—from laughter to pain. The immigrants’ stories also inspired the innovative format Boyer chose for the performance, which he describes as “an interesting middle ground between symphonic performance and theater.”

The Buffalo (NY) Philharmonic and the Kalamazoo (MI) Symphony Orchestra will both perform the piece this November, and several other orchestras are currently considering the piece. In December, it will be performed at the Philharmonia Orchestra at London’s Air Studios in a recording of the Ellis Island music. It is the first time in history that a North American scholar is accepted into the ranks of this prestigious institute.

Gray was named Educator of the Year by the Association for Information Technology in Education’s National Information Systems Science Prize. A fellow of the Association for Information Technology in Education, he was also recently named a fellow of the Institute for Operations Research and Management Sciences, the professional society for the field of operations research.

Though recently retired, Gray continues to teach, do research, consult, and curate the Paul Gray PC Museum at Claremont Graduate University.

Paul Gray receives lifetime achievement award

“It is an almost indescribable experience to be walking up to the dais before 800 colleagues in your profession, all standing and applauding you,” says Paul Gray. The CGU professor emeritus and founding chair of information science at CGU had that experience December 29 in Barcelona. He was presented with the LEO Award for Lifetime Exceptional Achievement in Information Systems.

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

“The LEO is the nicest award to receive,” says Gray. “It is an almost indescribable experience to be walking up to the dais before 800 colleagues in your profession, all standing and applauding you.”

Gray, a North American scholar, is accepted into the ranks of this prestigious institute. Gray was named Educator of the Year by the Association for Information Technology in Education’s National Information Systems Science Prize. A fellow of the Association for Information Technology in Education, he was also recently named a fellow of the Institute for Operations Research and Management Sciences, the professional society for the field of operations research.

Gray was named Educator of the Year by the Association for Information Technology in Education’s National Information Systems Science Prize. A fellow of the Association for Information Technology in Education, he was also recently named a fellow of the Institute for Operations Research and Management Sciences, the professional society for the field of operations research.

Gray, a North American scholar, is accepted into the ranks of this prestigious institute. Gray was named Educator of the Year by the Association for Information Technology in Education’s National Information Systems Science Prize. A fellow of the Association for Information Technology in Education, he was also recently named a fellow of the Institute for Operations Research and Management Sciences, the professional society for the field of operations research.

Gray was named Educator of the Year by the Association for Information Technology in Education’s National Information Systems Science Prize. A fellow of the Association for Information Technology in Education, he was also recently named a fellow of the Institute for Operations Research and Management Sciences, the professional society for the field of operations research.

Gray, a North American scholar, is accepted into the ranks of this prestigious institute. Gray was named Educator of the Year by the Association for Information Technology in Education’s National Information Systems Science Prize. A fellow of the Association for Information Technology in Education, he was also recently named a fellow of the Institute for Operations Research and Management Sciences, the professional society for the field of operations research.

Gray was named Educator of the Year by the Association for Information Technology in Education’s National Information Systems Science Prize. A fellow of the Association for Information Technology in Education, he was also recently named a fellow of the Institute for Operations Research and Management Sciences, the professional society for the field of operations research.

Gray was named Educator of the Year by the Association for Information Technology in Education’s National Information Systems Science Prize. A fellow of the Association for Information Technology in Education, he was also recently named a fellow of the Institute for Operations Research and Management Sciences, the professional society for the field of operations research.

Gray was named Educator of the Year by the Association for Information Technology in Education’s National Information Systems Science Prize. A fellow of the Association for Information Technology in Education, he was also recently named a fellow of the Institute for Operations Research and Management Sciences, the professional society for the field of operations research.

Gray was named Educator of the Year by the Association for Information Technology in Education’s National Information Systems Science Prize. A fellow of the Association for Information Technology in Education, he was also recently named a fellow of the Institute for Operations Research and Management Sciences, the professional society for the field of operations research.

Gray was named Educator of the Year by the Association for Information Technology in Education’s National Information Systems Science Prize. A fellow of the Association for Information Technology in Education, he was also recently named a fellow of the Institute for Operations Research and Management Sciences, the professional society for the field of operations research.

Gray was named Educator of the Year by the Association for Information Technology in Education’s National Information Systems Science Prize. A fellow of the Association for Information Technology in Education, he was also recently named a fellow of the Institute for Operations Research and Management Sciences, the professional society for the field of operations research.

Gray was named Educator of the Year by the Association for Information Technology in Education’s National Information Systems Science Prize. A fellow of the Association for Information Technology in Education, he was also recently named a fellow of the Institute for Operations Research and Management Sciences, the professional society for the field of operations research.

Gray was named Educator of the Year by the Association for Information Technology in Education’s National Information Systems Science Prize. A fellow of the Association for Information Technology in Education, he was also recently named a fellow of the Institute for Operations Research and Management Sciences, the professional society for the field of operations research.

Gray was named Educator of the Year by the Association for Information Technology in Education’s National Information Systems Science Prize. A fellow of the Association for Information Technology in Education, he was also recently named a fellow of the Institute for Operations Research and Management Sciences, the professional society for the field of operations research.

Gray was named Educator of the Year by the Association for Information Technology in Education’s National Information Systems Science Prize. A fellow of the Association for Information Technology in Education, he was also recently named a fellow of the Institute for Operations Research and Management Sciences, the professional society for the field of operations research.

Gray was named Educator of the Year by the Association for Information Technology in Education’s National Information Systems Science Prize. A fellow of the Association for Information Technology in Education, he was also recently named a fellow of the Institute for Operations Research and Management Sciences, the professional society for the field of operations research.

Gray was named Educator of the Year by the Association for Information Technology in Education’s National Information Systems Science Prize. A fellow of the Association for Information Technology in Education, he was also recently named a fellow of the Institute for Operations Research and Management Sciences, the professional society for the field of operations research.

Gray was named Educator of the Year by the Association for Information Technology in Education’s National Information Systems Science Prize. A fellow of the Association for Information Technology in Education, he was also recently named a fellow of the Institute for Operations Research and Management Sciences, the professional society for the field of operations research.

Gray was named Educator of the Year by the Association for Information Technology in Education’s National Information Systems Science Prize. A fellow of the Association for Information Technology in Education, he was also recently named a fellow of the Institute for Operations Research and Management Sciences, the professional society for the field of operations research.

Gray was named Educator of the Year by the Association for Information Technology in Education’s National Information Systems Science Prize. A fellow of the Association for Information Technology in Education, he was also recently named a fellow of the Institute for Operations Research and Management Sciences, the professional society for the field of operations research.

Gray was named Educator of the Year by the Association for Information Technology in Education’s National Information Systems Science Prize. A fellow of the Association for Information Technology in Education, he was also recently named a fellow of the Institute for Operations Research and Management Sciences, the professional society for the field of operations research.

Gray was named Educator of the Year by the Association for Information Technology in Education’s National Information Systems Science Prize. A fellow of the Association for Information Technology in Education, he was also recently named a fellow of the Institute for Operations Research and Management Sciences, the professional society for the field of operations research.

Gray was named Educator of the Year by the Association for Information Technology in Education’s National Information Systems Science Prize. A fellow of the Association for Information Technology in Education, he was also recently named a fellow of the Institute for Operations Research and Management Sciences, the professional society for the field of operations research.
American foreign policy has for more than 50 years been explicitly designed to ensure access to reliable sources of the energy needed today to keep the nation’s factories and gas-guzzling vehicles running. By the mid-1970s the security of the Persian Gulf and its oil was such a crucial issue for Washington that U.S. Secretary of State Kissinger warned Soviet Foreign Minister Andre Gromyko that Soviet attempts to block the Strait of Hormuz—the entrance to the Persian Gulf from the Arabian Sea and the Indian Ocean—was one of three nuclear casus belli of the United States, the others being a Soviet invasion of Western Europe and an attack on Japan. This was Kissinger's way of underscoring that the U.S. was willing to use nuclear weapons in order to prevent the fall of the Persian Gulf into Soviet hands. Subsequently the Carter Administration formed a dedicated force—the Rapid Deployment Force—precursor to the Central Command (CENTCOM), specifically for the purpose of protecting Middle Eastern oil supplies and preventing a Soviet advance toward the Persian Gulf, primarily through Iran. CENTCOM played the critical role in marshaling the forces and weapons that constituted Operation Desert Storm against Iraq in 1990.

While the United States has never had to resort to the most drastic measures to defend Western access to Persian Gulf oil fields, it has, since the “oil shocks” of the mid-1970s, engaged in at least two undeclared wars against the Soviet Union, as well as the declared Gulf War of 1990-91, in order to ensure the West’s access to, and hegemony over, the oil resources of the Gulf. These actions included arming the Afghan Mujahideen against the Soviet Union in Afghanistan and sponsoring Islamist revolutionaries against the Soviet Union in Chechnya. Against this background of history, it is likely that the Bush Administration’s current involvement with Iraq is as much about the supply and price of oil as it is about Iraq’s possession of weapons of mass destruction. Saddam Hussein long cherished a dream of creating an oil-rich, militarily powerful, industrially advanced country that would dominate the Middle East and establish the Arab world’s influence in international politics. If Iraq, with the world’s second largest proven oil reserves, could become a nuclear power, it could have imposed its hegemony over the other oil-producing states in the Persian Gulf region and exercised a great deal of control over world oil prices and supplies. And its ability to threaten nuclear strikes against Israel or the oil fields of Saudi Arabia’s Eastern Province or Kuwait would have made it dangerous for the purpose of disarmament prohibitively costly. The loss of capacity from radioactively contaminated oil fields in Saudi Arabia or Kuwait would wreak havoc on world oil futures and create a major disruption in the petroleum-dependent U.S. economy.

The Rising Importance of the Caspian Basin

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

While the world has ample supplies of oil today, the future is far more uncertain. The U.S. is already buying all the oil that Venezuela, Mexico, and Canada produce. According to Department of Energy projections, when China and India approach South Korea’s current level of per capita energy use—within 20 years—their daily combined oil demand will be 100 million barrels daily. Total global oil consumption currently is 60 to 70 million barrels a day.
must be exported through long pipelines. The country that controls the pipelines effectively controls the flow of Caspian oil. As these deposits become increasingly important to meeting world demand, whoever controls the pipelines will have an increasingly decisive say on the direction of world politics.

Russia, the world’s second-largest oil exporter, wants Central Asian resources to be transported across its territory. The United States and Turkey do not. Many of the new Central Asian republics are interested in the construction of pipelines that are not controlled by Russia in order to gain a measure of independence from their former rulers in Moscow.

With the exception of the Baku-Supса pipeline (represented by the solid blue line on the map), the only export routes, for the moment, are through Russia. Most of the “New Great Game” consists of building alternative pipelines to Turkey and Western Europe and eastward toward the Asian markets. India, Iran, Pakistan, and Russia are all planning to supply oil and gas to South and Southeast Asia through India.

An alternative pipeline route is one that runs to the south from Iran (shown in yellow on the map). In terms of topography, geography, and economics, the Iranian route is a winner. The land is flat, the distance from the Caspian to the Gulf is short, there are world-class oil terminals in the Gulf, and a $1 billion or less price tag makes it the cheapest option. It is also the route most favored by the major international oil companies.

The political problem, however, is that the Iranian route runs through Iran, it is too vulnerable to the uncertainties surrounding relations between Iran, the United States, and Russia. As long as the Iranian government is even remotely connected with supporting terrorism through Hizbollah and Hamas in Palestine, the Iranian route will remain a definite nonstarter.

These figures suggest that Persian Gulf oil, in which Iraq is a major player, and the new fields in the Caspian Basin will become more rather than less important in the future.

**Pipeline Politics**

Today the geostrategic prize in what some describe as the “New Great Game” in former Soviet Central Asia and the Caspian Sea Basin... are all vying for control over the pipeline routes that would take it to global markets.

Pipelineistan: “The New Silk Road”

Russia has remained the dominant power in the region because of the Central Asian countries’ continued reliance on it for oil and gas transport. And Russia’s economy is still intimately intertwined with most of the countries in the region. However, the U.S. could prove to be a powerful ally for these Central Asian republics in future disputes. These countries hope that American rewards for friends in the region would translate into investments in oil and gas infrastructure and pipelines.

They also see big advantages in helping the U.S. with its war on terrorism in Afghanistan. It could, they hope, open the door to their south, a very advantageous pipeline route that has been locked for decades.

One way the U.S. is undermining Russian influence in the region is Washington’s promotion of a wide-diameter pipeline from Baku to the Turkish port of Ceyhan on the Mediterranean Sea. This route is represented by the red dashed line on the map. The commercial advantages are that it will have the capacity to transport up to a million barrels of oil per day enabling it to utilize Very Large Crude Carriers (VLCCs), while the other ports are restricted to smaller tankers which can transit the Bosphorus. Another advantage is that the Baku-Ceyhan route’s operations are seldom hindered by the weather, whereas the port of Novorossiisk is closed to commercial traffic for as long as active months out of the year. The strategic advantage, however, is that this pipeline route (construction of which is expected to be completed by 2005), avoids transiting both Russian and Iranian territory and provides an alternative means of oil and gas transport to the Caspian Basin and Central Asia countries’ reliance on Russia. Needles to say the Russians are not supportive of this alternate route it offers regional producers a substitute to using Russian pipelines and extracting the high tariffs that Russia often imposes on them for this service.

**New Opportunities**

Clearly, the U.S. attacked Afghanistan to exact revenge for September 11. However, retribution against the Taliban and Osama bin Laden presented a golden opportunity to expand American geopolitical influence in South and Central Asia. Pakistan and the U.S. have long sought to build pipelines running due south from Termez, Uzbekistan to Kabul, Afghanistan, then down to Pakistan’s Arabian Sea ports of Karachi and Gwadar. Officials call this route the “new Silk Road,” after the fabled path used to export ancient China’s riches. This route, however, requires a stable pro-Western Afghanistan.

In 1997 UNOCAL and the government of Turkmenistan led an international consortium – the Central Asian Gas Pipeline, Ltd. (CentGas)—that reached a memorandum of understanding to build a $2 billion, 900 mile-long, 1.5 meter-wide natural gas pipeline from Dauletabad in southern Turkmenistan to Karachi, Pakistan, via the Afghan cities of Herat and Kandahar. A $600 million extension to India was also being considered. However, the continued fighting between the anti-Taliban Northern Alliance and the Taliban, plus the capricious nature of Turkmenistan president Saparmurat Niyazov, finally led UNOCAL to pull out.

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

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

Given America’s ongoing dependence on imported oil, it is inevitable that the U.S. should try to extend its influence politically, militarily, and economically into the Caspian Sea Basin and Central Asia. One of the risks, however, is that in its search for energy, the U.S. is developing close relations with yet another group of repressive regimes. The very real danger is that the Western governments are being duped into thinking that the Islamic Republic of Iran is an ally in the War on Terrorism.

It is vital that the U.S. learn from its experience in the Middle East over the last half century and not repeat its negative elements. The tragic alternative could be, in the immortal words of Yogi Berra, “Deja vu all over again.”

For 26 years, Lewis W. Snider has been helping students in the School of Politics and Economics understand U.S. relations in the Middle East, with special emphasis on defense policy. A Fox News consultant during the Gulf War, he has been invited since September 11 to help the public understand the Middle East and Central Asia through lectures and broadcast interviews. This article is adapted from one such presentation.
Ben Parks, Dennis’ son, is also a CGU Art alumnus. 

Very early one morning I was fortunate to be on the Orient Express from Venice to Paris. At about 6:45 a.m. I opened the window of my sleeper car, and as far as I could see there were sunflowers. It was the most beautiful thing, and it said, “Welcome to France.”

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

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

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

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

I would like us all to think about water conservation in a new way, to think of it in terms of healing. Because it is not just about saving 200,000 acre-feet of water a year and holding it in a storage facility. It is about taking responsibility for where we live, and living within our means. The abundance of water that I grew up with, and that we all take for granted, has been both a blessing and a curse. We have the privilege of living in southern California because of our water, but I think that when William Mulholland [1855-1935, primary architect of the Los Angeles water supply] turned on that tap and said, “Here it is, come and get it!” we lost something very unique to southern California. We lost our sense of place, we lost our individuality and we lost our natural heritage. Suddenly we could sustain all those East Coast English gardens the early settlers longed for; that made them feel more at home: “Oh, I just love this garden. It reminds me of Connecticut.” I love Connecticut—but in Connecticut!

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

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

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

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

Rene Russo, known for her roles in films such as The Thomas Crown Affair, Ransom, and Tin Cup, is an enthusiastic supporter of the landscape use of Californian native plants. This mission is also shared by the Rancho Santa Ana Botanic Garden, home of the CGU botany program.

Russo’s remarks were excerpted from a recent speech, Ocean the Garden, in which she developed the Metropolitan Water District of Southern California announced its native gardening initiative to promote water conservation.
At the 42nd Street School in the Leimert Park section of Los Angeles, 20 elementary school students gather for extra after-school instruction. One might expect these to be the top students in the school staying late out of devotion to their studies, but in fact many of these students are considered difficult by teachers and administrators and are one step away from expulsion. Yet, for some reason they still volunteer to stay later than all the other kids.

Why is this? Someone has shown them that learning can be fun, that all of their energy and smarts can be channeled towards learning instead of disruption and the myriad of challenges and temptations an inner-city student faces every day. They’ve discovered that learning and interest don’t have to be mutually exclusive.

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

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

Refuge

With L-TAPL, Foster aims to answer the question of how the world students live in outside the schools can become harmonious with classroom learning instead of clashing. “Teachers can’t overcome every situation in student’s lives,” says Foster, “but often times schools for poor kids take a punitive approach. They respond to the hardness the students experience outside of school with more harshness.”

Subira Kifano, a master teacher in the program and a doctoral student in education at CGU, who has taught inner-city kids for 23 years, agrees with Foster. “There is very little protection. [for these kids]. I take pride in the fact that the lab has become, in many instances, a refuge from the ugliness inside and outside the school.” Another problem, as Foster points out, is that teachers in urban schools often hold low expectations for students. The program strives to counteract the negative associations many kids have with school. Foster believes learning can be fun and exciting if the cultural background the child brings to the table is appreciated and accounted for in the learning. “Kids often say to me they love to learn, but they hate school,” she says. “We need to make learning something interesting by connecting it to the student. The best thing we can do is excite their passion for learning.”

Much of Foster’s interest in the improvement of teaching to diverse students started with her own experience in mostly white parochial schools. Growing up in a small town in Massachusetts, hers was the only African American family in the entire community. She lived in the same house her grandfather built after escaping slavery. Although she was always one of the brightest students, she felt her learning was often stifled by learning conditions that didn’t account for her background.

In the late-1960’s, Foster worked as a teacher in the Boston public schools before desegregation. After receiving her PhD in anthropology and education at Harvard, she researched how schools dealt with students speaking the African-American dialect Ebonics. In the course of that research she found that teachers could talk about effective ways of working with urban kids, but they didn’t know how to actually accomplish this in the classroom. From this observation came the idea of bringing master urban teachers together with new teachers.

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

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

“WE NEED TO MAKE LEARNING SOMETHING INTERESTING BY CONNECTING IT TO THE STUDENT. THE BEST THING WE CAN DO IS EXCITE THEIR PASSION FOR LEARNING.”
Mary Poplin is a leader in creating new models for education designed to meet the needs of California’s diverse communities. For almost 20 years she has worked in higher education administration designing and implementing the CGU teacher education program. During this time the CGU program grew from 20 to 120 students and from one to six percent students of color to 80 percent. Poplin became the dean of the School of Educational Studies this past summer. She talked about the current state of education with The Flame’s managing editor, Carol Bliss.

the Flame: What are the major issues confronting education today?
Mary Poplin: The major issue confronting all education from pre-kindergarten to postgraduate school is how we develop an educational system that simultaneously works for academic excellence and social justice.

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

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

Regarding the second point, many states are still scrambling to develop accountability systems that work for social justice. The one that has had the most success to date is in Texas, where an accountability system was designed around specific skills to be achieved at each grade. Teachers, schools, and the public have access to the progress reports of students on these exams by race and class. So a school where only the middle class is successful will not achieve an acceptable rating. The criterion-referenced system reveals by student, teacher, and school exactly which skills are being learned and which are not. Teachers are given help in areas they are weak in teach-
For people who don’t have kids in the schools, can you speak to why we all should care about education and why it matters so much?

What’s going on in research, teaching, and practice that addresses these issues?

There is no such thing as accountability without social justice or social justice without accountability.

The formula for ranking schools changes almost every year (as do the tests) and it is pretty much incomprehensible unless you are trained in statistics. Political changes of parties or individuals cause drastic changes in policy. Granted, a school can use a test in a way that is detrimental for the learning also. For example, educators can become so focused on the test that they stop considering how children learn. I learned from my sister, who is a superintendent in a small town in Texas, that you can use a test to change things for children, to raise expectations of teachers, to focus their work, and to develop a critical dialogue at the school that focuses on issues of race and class and the improvement of all students’ work.

Beyond theory, what do real parents want for real kids?

Where is California in all this?

Why is there so much emphasis on testing?

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

Practice: John Rivera, associate dean

We need to agree on a basic core of standards that we want everybody to meet. The average student doesn’t need enough science, for example, to become a physicist. Then we need to agree upon a powerful and simple accountability system. I don’t think it’s rocket science to teach or assess math, science, art, writing and reading. All political parties in the state as well as the business community, parents and teachers need to get behind a plan to fix a system that works for excellence and equity and stick to it, changing it only slightly as problems are revealed. And the system needs to extend into higher education, a conversation that is just now developing. Clearly, there are people coming out of undergraduate institutions with decent grades who still have not mastered writing, for example. Higher education is as resistant to accountability as K-12, perhaps more so because of the challenge it may offer to individualism.

The Flame: Congratulations on your Graduate Student of the Year award.

The Flame: What’s going on in research, teaching, and practice that addresses these issues?

The Flame: For people who don’t have kids in the schools, can you speak to why we all should care about education and why it matters so much?

The Flame: Why is there so much emphasis on testing?

The Flame: What’s going on in research, teaching, and practice that addresses these issues?

The Flame: Why is there so much emphasis on testing?
“More Truly and More Strange”—Why the Humanities Matter

By Marcia Bullard

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

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

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

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

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

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

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

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

That’s why the humanities matter. I am proud to be teaching at a school with colleagues who give me the sense of the humanities mattering which is, so to say, humanity living on.
John Khanjian (Ph.D., Religion, 1974) recently received the Medal of the Cedars with the rank of knight from the President of the Republic of Lebanon. By the appointment of the Lebanese President, General Emile Lahoud honored Khanjian for his exceptional accomplishments as president of Haigazian University in Beirut. In addition, his presidential accomplishments were honored by his university with a “Doctor Honoris causa” in Humanities. Khanjian was an inaugural inductee to CGU’s Alumni Hall of Fame in 2000.

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

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

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

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

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

Greek Math Society and was leader of the Greek team of the International Mathematical Olympiads for 12 years. He has also served as chairman of the County Council in Arta, his birthplace. His daughter, Electra, is a geologist.
Robert Yu (MA, International Relations, 1969) left CGU as a student in International Studies and returned a martial arts teacher. After completing his MA and becoming A.B.D. (all but dissertation), Yu set out for Taiwan, ostensibly to pursue studies in language and cultural studies in preparation for his dissertation. Little did Yu know that what was to be a short, fact-finding trip would be the start of a lifelong journey.

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

One day, Yu’s brother, who was in Taiwan on a medical internship, invited him to train with a group of martial arts practitioners called the White Crane Boxers. This initial introduction was all it took. Yu’s interest in the internal aspects of martial arts grew until he met SiGong Hsing-Yi. Hsing-Yi was a reputed master of XingYi (also spelled Hsing-I), an internal style of kung fu that stresses the meditative aspects of training. Similar to Tai Chi Chuan and Pa Kua, XingYi is characterized as a “moving meditation,” emphasizing posture, breathing, stillness, and relaxation.

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

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

In Spring 2003, Yu was featured on the cover of the journal of Asian Martial Arts. This final introduction was all it took. Yu’s interest in the internal aspects of martial arts grew until he met SiGong Hsing-Yi. Hsing-Yi was a reputed master of XingYi (also spelled Hsing-I), an internal style of kung fu that stresses the meditative aspects of training. Similar to Tai Chi Chuan and Pa Kua, XingYi is characterized as a “moving meditation,” emphasizing posture, breathing, stillness, and relaxation.

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

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

In Spring 2003, Yu was featured on the cover of the journal of Asian Martial Arts. This final introduction was all it took. Yu’s interest in the internal aspects of martial arts grew until he met SiGong Hsing-Yi. Hsing-Yi was a reputed master of XingYi (also spelled Hsing-I), an internal style of kung fu that stresses the meditative aspects of training. Similar to Tai Chi Chuan and Pa Kua, XingYi is characterized as a “moving meditation,” emphasizing posture, breathing, stillness, and relaxation.

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

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

In Spring 2003, Yu was featured on the cover of the journal of Asian Martial Arts. This final introduction was all it took. Yu’s interest in the internal aspects of martial arts grew until he met SiGong Hsing-Yi. Hsing-Yi was a reputed master of XingYi (also spelled Hsing-I), an internal style of kung fu that stresses the meditative aspects of training. Similar to Tai Chi Chuan and Pa Kua, XingYi is characterized as a “moving meditation,” emphasizing posture, breathing, stillness, and relaxation.

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

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

In Spring 2003, Yu was featured on the cover of the journal of Asian Martial Arts. This final introduction was all it took. Yu’s interest in the internal aspects of martial arts grew until he met SiGong Hsing-Yi. Hsing-Yi was a reputed master of XingYi (also spelled Hsing-I), an internal style of kung fu that stresses the meditative aspects of training. Similar to Tai Chi Chuan and Pa Kua, XingYi is characterized as a “moving meditation,” emphasizing posture, breathing, stillness, and relaxation.

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

Twenty years later, Yu is a lecturer in kinesiology at the University of Wisconsin, Madison, where he teaches classes in Chinese martial arts, including Tai Chi Chuan and Pa Kua, and XingYi as well as self-defense and assault prevention. When asked if he regrets not finishing his Ph.D., Yu laughs, “No, but my parents never forgave me. The irony is," he continues, "that even though I never finished my Ph.D., my time at CGU is still a central moment in my life. On one hand, it opened me up to the world as a whole, but more importantly, it gave birth to the impulse that led me to Taiwan. Sure, I was searching for a dissertation topic, but for me, what I found was much more valuable."
"Life is not simple to live. But the rules by which we live (or should live) stem from the simplicity of form. I believe there is no true representation of the rules in so-called Robert Fulghum's If I Realized before I Left for Kindergarten. World leaders, warriors, and common folks alike will find there is really nothing closer to the truth in the reflection of themselves in his lessons learned. Smile. I dare you."—Ron Kirstatter

Ph.D. student, School of Religion

"The book I would preserve is The Hitchhiker's Guide to the Galaxy by Douglas Adams. If you have never read this book, I urge you to do so. It is a classic work of science fiction that explores themes of meaninglessness and absurdity in a humorous and entertaining way."—Theo Joseph

Ph.D. student, Social Psychology

"My book choice would be Jonathan Livingston Seagull by Richard Bach. It is about the human condition in which our search for perfection, determination, and unlimited potential shine through. Jonathan, the main character, is a bird, which helps us cut through race, ethnicity, religion, and all the other socially constructed categories that seem to divide us as humans. The book can be read in less than 30 minutes, but its richness will remain forever."—Tracy Lucey

Ph.D. student, Social Psychology

"In the summer of 1987, I purchased the complete works of Herman Hesse at a second-hand store. Over the years, I eventually read each of the novels and books of poetry and then passed them on to friends. But the one volume I have never parted with is My Belief. Filled with philosophical musings, imagined conversations, literary criticism, and requiems for lost friends and lost youth, this is the collection I turn to when my writing becomes modulated. Whenever I finish reading one of Hesse's pieces, I am reminded that intelligent writing is not achieved through, nor should it be measured by the obscurity of its terminology or the exclusivity of its references."—Sandra Vileles

MFA (Visual Arts) 2003

Question for next issue: What would you suggest for your last book to read on your summer vacation?

Please keep your "Book Talk" submission to 100 words or less. Copy may be edited. Email it to: marilyn.thomsen@cgu.edu. Thank you!

The Cambridge Companion to Emily Dickinson
Edited by Wendy Martin
(Cambridge University Press, 2002)
This book, consisting of 11 essays by international scholars, provides new perspectives on the work of Emily Dickinson. The essays examine Dickinson's writings, letters, and critical stance on the works of American and English poets. The book includes an introduction and a comprehensive guide for further reading.

Souls for Sale: The Diary of an Ex-Colored Man
By Anthony Awadish Samari (CSCI doctoral student, School of Politics and Economics) (Kali Press, 2002)
Samar's book portrays his experience as a second-generation leader in the post-civil rights era of the 1980s. As an initial of the Los Angeles chapter of the NAACP, Samar found that inner race conflict and the increasing success of the civil rights agenda established the progressive civil rights agenda established by the previous generation of activists. The social and economic reconstructions of the Reagan era also led to cultural compromises on the part of civil rights organizations.

High Aviation: Cultural Studies in Addiction
Edited by Anthony Awadish Samari (CSCI doctoral student, School of Politics and Economics) (Kali Press, 2002)
Brooks and Mitchell's collection of essays examines the history and psychological development of the modern concept of addiction. The authors address the meaning of the term addiction within the concept of modernism and consumer capitalism as well as the idea of "addiction" as an identity and all addictive substances as well. The volume as a whole effectively examines the various assumptions and discourses that came to regard identity as pathology.

Monetary Stability and Economic Growth: A Dialog Between Leading Economists
Edited by Robert A. Mundell and Paul A. J. Zak (Lexington Books, 2001)
A dialogue between eminent economists, this book offers a unique insight into the way that economists analyze the causes of money management in the United States, Latin America, Europe, and Japan. The essay addresses such questions as whether international monetary reform is possible, how the euro will affect financial markets, and how monetary stability affects economic growth. The authors also recommend reforms that move toward monetary stabilization and stimulate economic growth.

Claying the Stones: Naming the Borders: Cultural Property and the Regulation of National and Ethnic Identity
Edited by Deirdre Sansan and Ronald Bush (Kathryn Press, 2003)
These 14 essays address concerns over a variety of cultural properties, exploring them from perspectives of law, anthropology, physical anthropology, ethnography, archaeology, history, and cultural and literary study. The book divides cultural property into three types: tangible, intangible property such as art, architecture, museums, music, archeological remains, and communal "representations" that have left groups to carry both outsiders and insiders as cultural traits.
Building Community, One Playhouse at a Time

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

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

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

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