

# *the*Flame

The Magazine of Claremont Graduate University

Volume 4, Number 1  
Spring 2003

## PETROPOLITICS: The New "Great Game"

Natural Beauty

Urban Refuge for Kids

Social Justice vs. Accountability in schools



“We have been  
blessed  
and feel it’s  
necessary  
to give back”  
—Roberta Jenkins

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## theFlame

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ed in 1925, focuses exclusively on  
graduate-level study. It is a member of  
The Claremont Colleges, a consortium  
of seven independent institutions.*

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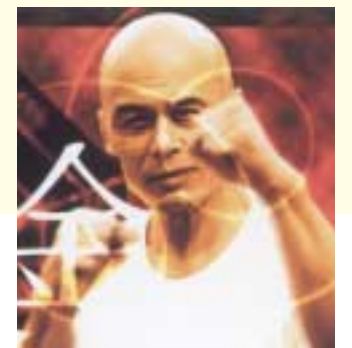
Mary Poplin, dean of CGU’s School of Educational Studies, not only  
thinks schools and colleges *can* achieve both—but that they *must*.

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the  
president's  
notebook



## Wealth and Value in Higher Education

When I was much younger and an enthusiast of wrestling on the lawn with my older brother and our friends, a signal act in our competitions was to make one's opponent yell "uncle." At age seven or eight, I remember having it both ways in those afternoon tilts—proudly kneeling on my older brother's back as he squirmed and yelled, "uncle!" Then having him get up and force me into a hammerlock only to find myself yelling "uncle" at the top of my lungs. Ever since that time, the word "uncle" has held special meaning for me as it signified not only a furious and spirited contest, but also and interestingly, both victory and defeat.

Today, there is a wrestling match going on in higher education. But unlike the capricious afternoon tilts of my childhood, there is nothing quixotic about this competition. Instead, the contestants are all manner of colleges and universities—public, private, proprietary—brought together in a fierce feeding frenzy over resources. Increasingly, their insatiable appetite for money brings them into head-to-head competition for ever scarcer tuition, foundation, state, federal, and donor dollars. Not surprisingly, these wrestling matches are defining a landscape of winners and losers among universities.

In this environment, successful fundraising in higher education has become the *sine qua non* of institutional performance and an unfortunate and very misleading proxy of academic excellence. Too often, in fact, excellence is adduced by reference to institutional wealth. So pernicious is this effect that the venerable weekly publication *The Chronicle of Higher Education* has taken to keeping score for a dozen or so universities that are striving to complete billion dollar-plus capital campaigns. Their reporting, wittingly or unwittingly, elevates the stakes for all involved, creating "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, an "uncle" if you will, uttered not in defeat, but as a victory cry and clarion call to my colleague presidents. My demur 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 dissension stems from the perversion of this principle—that it's not just about raising enough money to run the university, but about the need to accumulate significant, perhaps even disproportionate wealth.

Are the richest universities, *ipso facto*, also the finest universities? What exactly are the billionaire 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 (wrestle?) feverishly for federal grants and contracts, for corporate sponsorships, for nine-figure private gifts.

The answer to my questions, I regret to say, is that the billionaire universities are doing exactly the same things that other universities are doing—they are just doing it with wine and cheese. The old adage "if some is good, more is better" rules the day—more and larger buildings, more and fancier technology, more faculty who are members of the academies, more dining facilities, bigger stadiums, yes, indeed, the best of everything. Pardon my cynicism, but shouldn't we expect profound, perhaps even cardinal differences in mission, vision, and performance between the billionaire universities and the rest of the pack?

Here is a useful starting point: let's begin by drawing a distinction between wealth and value in higher education. Wealth, of course, refers to a great amount of something valuable; a profusion. It is, therefore, a reference to abundance. In the case of higher education, wealthy universities are identified by the size of their endowments. Value, on the other hand, refers to the relative worth, utility, or

merit of something. Generally, a thing that is highly valuable is so because it is scarce relative to demand. In higher education, value most often refers to certain scarce effects or outcomes created in the learning environment. Looked at in this way, wealth and value might be considered to be opposites. That is, wealth is a function of abundance while value grows out of scarcity.

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

In this issue of *The Flame*, we seek to illustrate why value matters in higher education. Our magazine presents a bouquet of ideas that are flowering at Claremont Graduate University, such as the role of the humanities and how landscaping 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 we'd like to receive your letters and email. We trust you will come away knowing that the pursuit of knowledge is alive and flourishing at CGU, and that educational value and academic quality motivate and guide our actions.

Steadman Upham  
President

## 10th and College

NEWS FROM

### Dreyer named provost

Philip H. Dreyer was appointed March 7 as provost and vice president for academic affairs of Claremont Graduate University. The announcement was made by the university's president, Steadman Upham.



Dreyer, who had been serving as acting provost, succeeds Ann Weaver Hart, who left the university last July to become president of the University of New Hampshire. "Dr. Dreyer has more than 27 years of experience at CGU as a faculty member and administrator," says President Upham. "His deep knowledge of CGU, coupled with his leadership skills and vision of graduate education, will enrich our academic community as we continue to advance."

A graduate of Harvard, Yale, and the University of Chicago, Dreyer is a lifespan developmental psychologist who studies how people change as they make the journey through life. He is particularly interested in how people understand themselves and how they achieve a sense of meaning and purpose within the context of their family and school experiences. The author of more than 30 books and articles, he currently serves as the convener for the Society for Research on Identity Formation. He is also director of the Claremont Reading Conference; its 70th anniversary program was held on March 21.

"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'd like to teach. "You're supposed to tell me!" he responded, only to be told, "We don't do that. You teach what you want to teach."

"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."

Dreyer and his wife, Janet, have three grown children. Janet is director of the Children's School of Claremont McKenna College. They have a longstanding attachment to the state of Maine, where they summer and own a tree farm.

Dreyer is principal trombonist of the Claremont Symphony Orchestra. He and two other members of the faculty at CGU have formed a Dixieland jazz ensemble nicknamed "the Transdisciplinarians."



Dreyer at CGU commencement



Dreyer leads a sing-along with his band, "The Transdisciplinarians," at the dedication of Hagelbarger's at CGU.

## Letters to the Editor

Yes, Merrill Goodall was one of Claremont Graduate School's pillars, and thanks for saying a part of who he was. Here are some others parts:

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 so he affected the progress and civil administration of that whole nation, now in difficult straits.

He was long active in Democratic politics, and he devoted many of his later years to work on water for the United Nations Environmental Programme.

Along with George Blair, Merrill Goodall in particular helped a generation of CGS students graduate and succeed in practical government. The ivory tower was never idle when he was there. A Blair-Goodall Fellowship might be a good idea, yes?

Joe Sonneman  
Ph.D., Government, 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 Soldner  
MFA, 1964





Dean McHenry shakes hands with G. Gopa Kumar (right).

## 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 Feng and Jean Schroedel of CGU are each slated to teach a political science course at Kerala. Professors Kumar and Prabhash from Kerala will, in turn, teach at CGU.

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

## Computers go to kids

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

Phillip Coates, a robotic engineer, started the Computers for Kids Foundation, based in San Bernardino, in 1998. Coates sees the program as an opportunity for high-risk and disabled youth to acquire technological skills that will broaden their future prospects. To qualify for a computer, an individual must complete 65 hours of volunteer work at the Computers for Kids center.

The foundation also provides computer training to disadvantaged youth through government agencies, such as local probation departments, and sets up community-based learning centers and work stations.



Phillip Coates shows a room full of computer equipment which CGU has donated to Computers for Kids.

## HUD grant supports university-community partnership

Claremont Graduate University and Pitzer College recently received a \$350,000 grant from the Department of Housing and Urban Development (HUD) in support of the Ontario Community-University Partnership. The partnership is a grassroots think tank that represents the culmination of more than a decade of collaboration between CGU, Pitzer, and community representatives from neighboring Ontario. The partnership comprises representatives from a diverse group of community-based organizations, businesses, schools, city agencies, churches, and residents.

The HUD grant derives directly from the needs identified by the think tank in the areas of education, health, and housing. CGU and Pitzer will work with the partnership to assist in the regeneration of community life and to forge bonds among students, faculty, staff, and members of the Ontario community groups.

The partnership offers an excellent training opportunity for aspiring teachers at Pitzer and CGU. As Lourdes Arguelles, professor of education at CGU, explains, "I do not believe that teachers can be trained in the classroom only. In order to be a good teacher these days, you need to be able to walk the streets your students walk and you need to be able to know the assets of the community as well as its needs."

Carol Brandt, vice president for international and special programs at Pitzer College, adds, "Projects like this utilize the culture, history, gifts, talents, and goals of both the university and the community to work in concert. Our students gain invaluable opportunities to link the classroom with the real world and develop the skills of engaged citizenship."



"I do not believe that teachers can be trained in the classroom only."

—Lourdes Arguelles, professor of education

## NEW FACULTY FACES



### CHRISTINA A. CHRISTIE

Assistant Professor, School of Behavioral and Organizational Sciences

Ph.D., UCLA, in Social Research Methods

*Teaches:* Evaluation

*Passionate about:* "Evaluation as a dynamic, multidisciplinary field. It demands a constant interplay between the applied and the theoretical."

*If she could only have one book?* Give her a lifetime subscription to *The New Yorker*.

### RASHMITA MISTRY

Assistant Professor, School of Behavioral and Organizational Sciences

Ph.D., University of Texas at Austin, in Child Development and Family Relations

*Teaches:* Applied Developmental Psychology

*Fun fact:* She's lived on three continents, in four countries, five U.S. states, and 10 cities.

*Passionate about:* Improving the well-being of children living in poverty by providing a critical analysis of how families, schools, and policies affect children's development.

*If she were stranded on a desert island with only one book?* If forced to pick, *Pride and Prejudice* or *Jane Eyre*.

### MICHELLE BLIGH

Assistant Professor, School of Organizational and Behavioral Sciences

Ph.D., State University of New York at Buffalo, in Management

*Teaches:* Organizational Behavior

*Fun fact:* She has lived among the Turkana people of northern Kenya.

*Passionate about:* "Ways to make work fun."

*If she were stranded on a desert island with just one book it would be:* *The Dilbert Business Anthology*.

### SHIRLEY KANEDA

Associate Professor, Centers for the Arts and Humanities

*Teaches:* Art

*What makes her passionate about her field?* "I believe art is a process in which one discovers something previously unknown or unavailable. Whether I am looking at work made by others (historical or contemporary, peers or students) or mine, I find the whole practice challenging and never dull."

*If she were stranded on a desert island with just one book, it would be:* *Aesthetic Theory*, by Theodor Adorno.

### LIXIN WU

Associate Professor, Department of Mathematics

Ph.D., UCLA, in Applied Mathematics

*Teaches:* Mathematics and Financial Engineering

*Fun fact:* "I came back to L.A. after having left for exactly 10 years."

*What makes him passionate about his field?* "It is a game (investment)."

*If he were stranded on a desert island with just one book, it would be:* The guide for water mining.





## Conference studies venture capital for developing countries

The Peter F. Drucker Graduate School of Management and CGU’s Venture Finance Institute cosponsored 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.

## Renovation 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 classrooms will be equipped to offer the latest technology 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 Albrecht 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 alumna of the university, have joined CGU’s Board of Trustees this academic year. Dr. George Michael Madanat was elected to the board at its October meeting and will serve on its Academic Affairs and Development committees. Madanat is a pediatrician practicing in San Dimas and Diamond Bar, California. Madanat was born in Jordan and received his medical education at the University of Damascus in Syria. He came to the United States in 1971. Madanat has been affiliated with Claremont Graduate University since he joined the School of Religion’s Board of Visitors two years ago. Since 2001, he has been chair of that board. John C. Siciliano of San Marino, California, was elected to CGU’s Board of Trustees at its January meeting. Siciliano is director of Global Institutional Services for Dimensional Fund Advisors, a global manager of equity and fixed income securities. He is responsible for the management of Dimensional’s global institutional business, which serves corporate, foundation, university, and public clients in the U.S. and abroad. Siciliano received his B.A. degree in government from Pomona College and his M.B.A. from Stanford University. He has been a member of the Board of Visitors of the Drucker School of Management since 2001. Siciliano will serve on the Academic Affairs and 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, Judge Ferdinand 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.



Madanat



Siciliano



Fernandez

## CGU is a leader in the science of evaluation

The School of Behavioral and Organizational Sciences at Claremont Graduate University has positioned itself as a leader in the rapidly changing and growing field of evaluation and is continuing to add new programs to strengthen that lead. 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,” predicts Scriven. “The evaluation-impaired branch, following in the tracks of typical applied social science departments today, will gradually wither on the vine, with its aging adherents exchanging 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 non-solutions 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.



From left:  
Dean Kees de Kluyver;  
Camillia Sommerville;  
Peter Drucker;  
CGU President  
Steadman Upham,  
Doris Drucker,  
and Ian Sommerville.



Four panels chronicling Peter F. Drucker’s intellectual journey were unveiled in the Burkle Building on January 23. They celebrate Drucker’s many contributions to society and to the profession of management. A bronze bust of Drucker, created by Opoku Acheampong, was also unveiled. A Drucker School alumnus, Acheampong received his executive management certificate in 2000. The display is located on the classroom level of the Burkle Building, which houses the Peter F. Drucker Graduate School of Management. It was made possible by the Somerville family. Iain Somerville, a management consultant, executive educator, and social entrepreneur, is a member of the Drucker School Board of Visitors.

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

## Alumnus named to a top Pentagon post

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



Stephen Cambone



Long-time proessor 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.

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

Douglass directed the Claremont Reading Conference from 1959 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. In 1971 he founded the Center for Developmental Studies in Education which brought these various pursuits together.

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

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

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



Paul Gray receives lifetime achievement award

“It is an almost indescribable experience to be walking up to the dais before 800 colleagues in your profession, all standing and applauding you,” says Paul Gray. The CGU professor emeritus and founding chair of information science at CGU had that experience December xx in Barcelona. He was presented with the LEO Award for Lifetime Exceptional Achievement in Information Systems. The award, presented at the annual meeting of the International Conference on Information Systems, honors individuals who have made seminal contributions to research, theory development, and practice in information systems. It is the highest recognition in the field.

“The LEO is the nicest award to receive,” says Gray, “because it tells you that your peers believe that the work that you have done over the years is important for them to recognize at their premier worldwide meeting.” LEO awardees are considered pioneers in the field who have made sustained and global contributions. Gray, who taught at CGU from 1983 to 2001, has written 13 books, authored 126 scientific articles, and serves on the editorial boards of seven professional journals.

Gray was named Educator of the Year in 2000 by the Association for Information Technology’s Special Interest Group on Education and is a recipient of the NATO Systems Science Prize. A fellow of the Association for Information System, he was also recently made a fellow of the Institute for Operations Research and Management Science, 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.



Music professor captures the immigrant dream

“Instantaneous standing ovations and lots of cheering and yelling—like a sporting event,” was how composer and Smith-Hobson Family Chair of Music Peter Boyer described audience reaction to his piece *Ellis Island: The Dream of America*. It 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.” Now 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 1910 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 dramatic orchestral score, which has been compared to the works of Aaron Copland, Leonard Bernstein, and John Williams.

“The stories were so compelling,” says Boyer. “These people knew very 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

ing 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 *Ellis Island* this November, and several other orchestras are currently considering the piece. In February, Boyer conducted the Philharmonic Orchestra at London’s Air Studios in a recording of the *Ellis Island* music. He is currently seeking out celebrity actors to record the immigrants’ stories, and hopes the CD will be released by summer 203.



photos courtesy of The Ellis Island Immigration Museum, National Park Service

faculty spotlight

School of Behavioral and Organizational Sciences

Dean **Stewart Donaldson** was featured in the Exemplars section of the leading journal in the field of evaluation, *The American Journal of Evaluation*. He was introduced as one of the foremost leaders in theory-driven evaluation and was interviewed at length about how he conducts theory-driven evaluations to develop modern programs and organizations. Donaldson also recently published two articles with colleagues (Michael Scriven, CGU, and L.E. Gooler) in the *American Journal of Evaluation*.



School of Educational Studies

**Carolyn Angus**, associate director of the George G. Stone Center for Children’s Books at CGU, has been appointed to two influential American Library Association committees: Notable Children’s Books and Best Books for Young Adults. In 2002, Angus served on the Batchelder Award Committee. The Batchelder Award is given to an American publisher of the best translation into English of a book originally published in another language and another country.

**Laurie Richlin**, director of the Preparing Future Faculty (PFF) Program and Faculty Learning Communities Project, along with four PFF fellows from 2001-2003, published “Teaching and Learning in Different Academic Settings,” a chapter in the textbook *Teaching & Learning in College: A Resource for Educators* (4th edition).

Centers for the Arts and Humanities



*Women’s Studies: An Interdisciplinary Journal*, edited by **Wendy Martin** (English), celebrated its 30th year of publication in 2002.

The L’institut d’histoire et de philosophie des sciences et des techniques, University of Paris, recently voted **Jack Vickers** (*Philosophy*) as a research associate. It is rare that a North American scholar is accepted into the ranks of this prestigious institute.

School of Politics and Economics

A project on the international financial crisis, led by Professors **Thomas Willett** and **Arthur Denzau** (*Economics*), has been productive. Five dissertations have been completed by students working with the project, two current doctoral students working on the project have received Haynes Dissertation Fellowships, and several other students are at early stages of their dissertations. While on sabbatical in spring 2002, Willett spent several months with the Research Department of the International Monetary Fund, where he presented one of the main papers he coauthored with Denzau and some of the Ph.D. students involved in the project.

**Paul Zak** (*Economics*) has established a lab at CGU—the Center for Neuroeconomics Studies—to pursue his cutting-edge research in the new field of neuroeconomics.



His research has been either featured or mentioned by Discovery Channel Canada, the *Financial Times of London*, and the *Wall Street Journal*. Zak is also part of a network of academic economists invited to advise the White House on economic policy.

School of Religion

**D.Z. Phillips**, Danforth Professor of Philosophy of Religion at CGU, was honored in a festschrift edited by John H. Whittaker (Louisiana State University) and published by Palgrave. The volume begins with a personal tribute by Ieuan Lloyd (formerly University of Birmingham) and ends with an account of Phillips’ contribution to philosophy in the Welsh language. The festschrift also contains a list of Phillips’ publications consisting of 21 books, 19 edited books, and 94 articles.

Institute for Democratic Renewal

President emeritus **John Maguire** has been named to an expert advisory group of the Southern Education Foundation (SEF) in Atlanta that will examine leadership in historically black colleges and universities (HBCUs). The project will study unmet professional development needs of leaders of HBCUs and career ascension patterns and will propose strategies to try to meet those needs.





# PETROPOLITICS:

## *The New "Great Game"*

By Lewis W. Snider

A new "Silk Road" across central Asia will transport oil and gas to an energy-hungry world. CGU professor Lewis W. Snider looks at the petropolitics of the crucial pipeline routes.

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 marshalling the forces and weapons that constituted Operation Desert Storm against Iraq in 1991.

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 have 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 invasion 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 Basin and Central Asia, sometimes called the "Persian Gulf of the 21st Century." The region, with at least 200 billion barrels of oil and 6.6 trillion cubic meters of natural gas, represents the most significant energy future outside the Persian Gulf at a time when the large fields in the North Sea, Alaska, and elsewhere are about to enter a phase of rapid decline.

While the world has ample supplies of oil today, the future is far more uncertain. The U.S. is already buying all the oil that Venezuela, Mexico, and Canada produce. According to Department of Energy projections, when China and India approach South Korea's current level of per capita energy use—within 20 years—their daily combined oil demand will be 100 million barrels daily. Total global oil consumption currently is 60 to 70 million barrels a day.



Map courtesy of: "Caspian States Join the Great Game." Euromoney 390 (Oct. 2001): 18-19.

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

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" is the energy-rich independent republics in former Soviet Central Asia and the Caspian Sea Basin. Their energy resources are worth an estimated \$5 trillion, and the West, Russia, China, and India are all vying for control over the pipeline routes that would take it to global markets.

The geopolitics of Caspian oil stems from the fact that Central Asia's oil and gas producers are landlocked. Their energy wealth

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-Supsa 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 in 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.

### Pipelinestan: "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 Novorossisk is closed to commercial traffic for as long as two 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. Needless to say, the Russians are not supportive of this alternative since it offers regional producers a substitute to using Russian pipelines and avoiding 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

is the energy-rich independent republics the West, Russia, China, and India to global markets.

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

In 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, 790-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 mil-

lion 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 Usman Aminuddin and American ambassador Wendy Chamberlain. The official statement read: "The pipeline opens up new avenues of multi-dimensional regional cooperation, particularly in view of the recent geopolitical developments in the region." U.S. retaliation against the Taliban and al Qaeda for the terrorist attacks of September 11th was a godsend for Pakistan, Turkmenistan, and UNOCAL.

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

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

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



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.





By René Russo

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 those countries love and respect their natural heritage. They plant according to what their land can sustain.

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

As Clem Hamilton [director of Rancho Santa Ana Botanic Garden]

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

We have some of the most diverse, rich, and beautiful trees, shrubs, and flowers in the world. In the garden, they need very little water, they would save us money, and they would give us gardens, parks, free-way medians, and landscapes that would rival any in the world. 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. I hear it today in my neighborhood: “Oh, I just love this garden; it reminds me of Connecticut.” I love Connecticut—but in Connecticut!

The practices of the early California settlers continue today.

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

## Restoring California’s native landscapes is responsible and enriching

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

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

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

*Actress Rene Russo, known for her roles in films such as The Thomas Crown Affair, Ransom, and Tin Cup, is an enthusiastic supporter of the landscape use of Californian native plants. This mission is also shared by the Rancho Santa Ana Botanic Garden, home of the CGU botany program. Russo’s remarks are excerpted from two recent speeches, one at the Garden, in which she helped the Metropolitan Water District of Southern California announce its native gardening initiative to promote water conservation.*





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

# Urban Refuge

By Bryan Schneider

At the 42nd Street School in the Lemert Park section of Los Angeles, 20 elementary school students gather for extra after-school instruction. One might expect these to be the top students in the school staying late out of devotion to their studies, but in fact many of these students are considered difficult by teachers and administrators and are one step away from expulsion. Yet, for some reason they still volunteer to stay later than all the other kids.

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

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 Teaching in an After School Pedagogical Laboratory), employs exemplary classroom teachers who have a long and successful record of teaching inner-city students. These master teachers teach math, science, and reading to 20 elementary school students while also showing five new teachers best practices in working with students of varied language, culture, and race.

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

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 harshness 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

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.

James Lytle, superintendent of the Trenton Public Schools in New Jersey, which will soon have its own L-TAPL lab, says the program offers new teachers a chance to learn and discuss best practices that doesn't often occur in the face of tight budgets and personnel shortages. "New teachers are often isolated and sent into the classroom and expected to know how to teach right away," he says. "It's one of those things where you ask, 'Why don't schools do this kind of thing more?'"

Subira Kifano agrees, noting, "[Teaching] enrichment programs and processes are seldom introduced and applied in inner-city schools where, ironically, students would benefit the most." She says that although all credentialed teachers work with senior teachers as part of their initial training, emergency credentialing has short-circuited even that basic mentoring. Further, few urban school teachers get specialized training in dealing with the unique challenges they face.

**"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."**



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 Ph.D in

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, it's about wanting to do well," she says. "The [real measure] is whether you've sparked a passion for learning." To illustrate her point, she recounts the story of a student in Oakland who was "brilliant but difficult." The boy didn't want to come to school and when he did, he was often disruptive, earning him many suspensions. When he and his mother were evicted from their apartment and had to move to a homeless hotel outside of the school's area, the boy made his mother take him to the same school. "She had to take three buses 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.



# Social Justice vs. Accountability

Mary Poplin, dean of CGU's School of Educational Studies, not only thinks schools and colleges can achieve both—but that they must.

**M**ary 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 110 students and from enrolling 6 percent students of color to 60 percent. Poplin became the dean of the School of Educational Studies this past summer. She talked about the current state of education with the *Flame* managing editor, Carol Bliss.



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

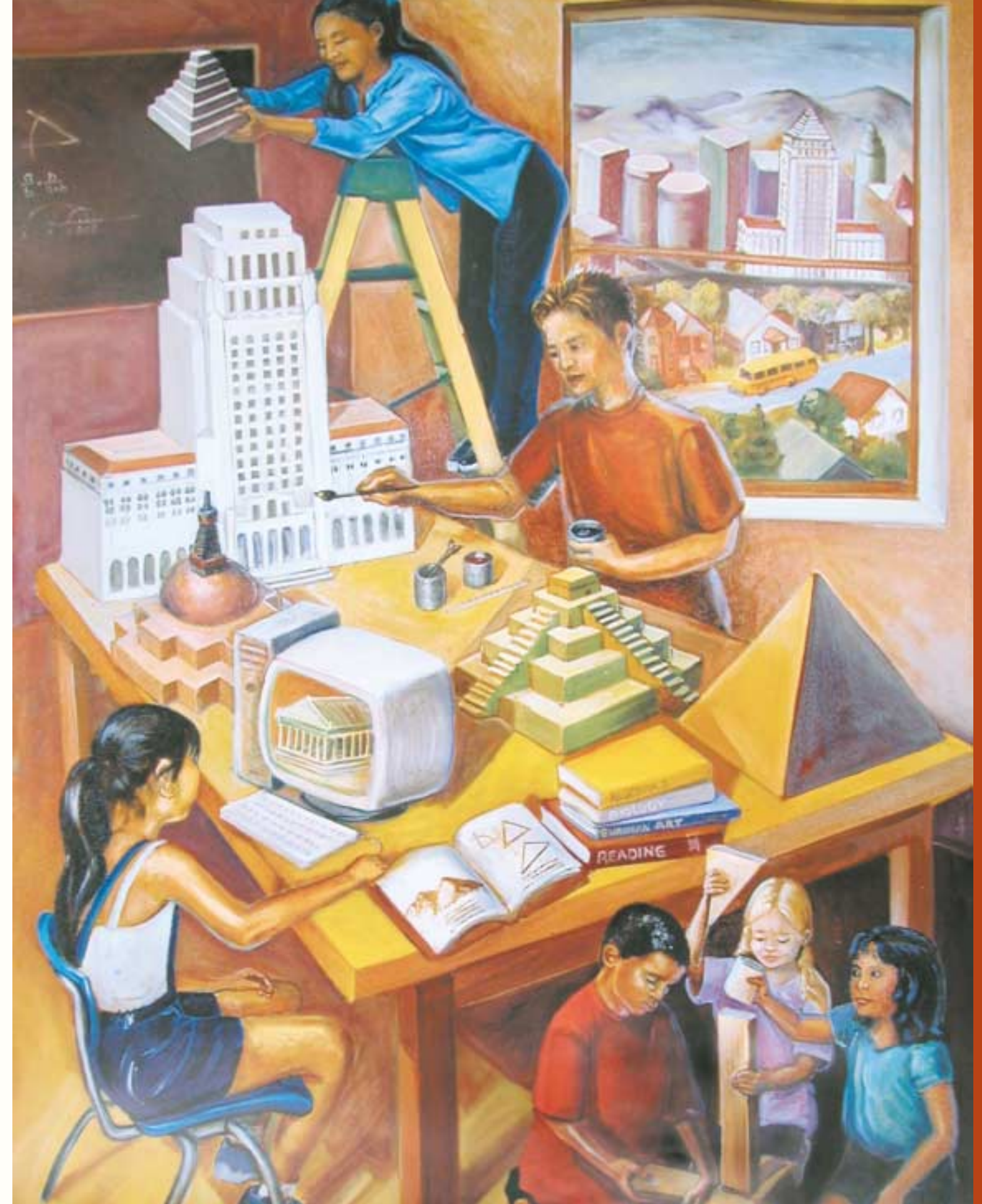
**Poplin:** The major issue confronting all of education from pre-kindergarten to postgraduate school is how do we develop an educational system that simultaneously works for academic excellence and social justice.

**the Flame:** What is stopping us?

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

Let me give a couple of examples. If you look at the publications from teacher education programs around the nation, you will find many attacks on the new accountability movements. Academics have for many years primarily focused their social justice efforts with new teachers and upcoming professors on improving the self-esteem and political understandings of children, youth, and college students. However, this has often left the children of the poor without the advanced skills necessary to read, write, and calculate, ultimately leaving them without access to or success in higher education. These students’ parents are shocked because they interpret the relatively high grades these students receive with the notion that they are doing well in school; they are college bound. The No Child Left Behind effort is an attempt to correct the unbalanced and unfair approaches to 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-





ing. Parents understand the system. A multiethnic panel examines any test questions where students differ by race and class and determines whether the question is biased or the instruction is poor.

**the Flame.** *Where is California in all this?*

**Poplin:** Sadly California is near the bottom. Our test has not been criterion referenced, it has been standardized, forcing 50 percent of the schools and students to be below average. The standards chosen for the curriculum are not basic but advanced skill standards. We are proposing in California for everyone to have advanced math skills, for example. If you liken the test to a crane to lift us up, we have built a crane that doesn't reach the ground.

“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.

**the Flame.** *Why is there so much emphasis on testing?*

**Poplin:** 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 resist being held accountable for student progress. For many years we have held ourselves accountable largely to processes and pedagogies rather than results.

Frankly, I think we are afraid we can't achieve the results we want.

**the Flame.** *Where is CGU in all this?*

**Poplin:** Our faculty has recently affirmed our desire to step up to the plate and contribute to these issues. We have reaffirmed our commitment to social justice and accountability and we are beginning a dialogue on how we can become more strategic and have more impact. Each member of the faculty already is involved in some related work in this area. David Drew works in math and science and equity issues. Michele Foster has a large grant from the Department of Education to develop a pedagogical laboratory that is increasing the achievement of urban students while increasing the peda-

—John Rivera, associate dean

gogical skills of teachers. Gail Thompson's research is revealing issues from parent and student perspectives that make achievement difficult for African American students. Daryl Smith and Jack Schuster's work in higher education focuses on social justice and systemic issues in higher education. Our community college leadership initiative led by Martha Romero, John Regan's work in Asia, and Phil Dreyer's work in reading and assessment are further examples of the faculty's commitments.

Bruce Matsui and Charles Kerchner are working inside individual schools helping them to use their accountability data to make effective changes and to develop appropriate indicator systems. Lourdes Arguelles' work in Ontario and other places links the community and parents to schools and other institutions. And I already mentioned John Rivera, who has led the focus on social justice and accountability in the teacher education program. Having been “one of those poor kids,” he is applying his research and experience in public policy, higher education, public schools, and business to define the central issues and principles that must be tackled for educators to make progress in achieving excellence and equity.

Now we have to begin the difficult work that such change requires in ourselves and our own work. We will also need to work alongside other educators, business people, parents, and political leaders from all sides who have been calling for accountability in education and institutions of higher learning.



**the Flame.** *You advocate a revolution for transforming education. Can you describe what that would look like?*

**Poplin:** Here's the first part of the revolution. 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.** *The average person who is not in education may believe that the problems in California schools come from high immigration rates, trying to teach to kids with multiple native languages, and too much diversity. Can you address this?*

**Poplin:** There are more than 4,500 K-12 schools in the United States who have high levels of poverty and high achievement. It can be done. We've used that as an excuse for far too long. I know it's controversial, but educators and teachers unions have been a part of this. We have said, “Well what do you expect from us? We have poor kids. We don't have the money.” Money is good, but it can be done with less than we think. Look at Catholic schools and you see that the money thing is not true. We let ourselves off too easily.

**the Flame.** *Beyond theory, what do real parents want for real kids?*

**Poplin:** They want their kids to do well in school—to read, write and calculate, to love learning, to get a good job, go to and complete college if they want, and to be virtuous people. We found in the research project *Voices from the Inside* about ten years ago that parents of all races and classes share the same dreams and values.

**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?*

**Poplin:** I believe every person has a purpose for his or her life for which they are uniquely designed, and the degree to which they are undereducated is the degree to which that purpose never gets fulfilled. To not fulfill one's purpose is devastating to the individual and ultimately to the entire society because we are interdependent. Martin Luther King, Jr. said it this way: “Until I'm free to become who I was created to be, you won't be free to be who you were created to be.”

**the Flame.** *What's going on in research, teaching, and practice that addresses these issues?*

**Poplin:** The high poverty/high achieving schools research is very critical to us, as is the higher education access and equity work. What we want our graduates to be able to see is that there are people who are effectively educating poor students into college. Ultimately my dream is to have a demonstration school on the university campus where we can show without question that students who are from non-English speaking and/or low income homes can easily become highly educated. (The old lab schools on university campuses served the wealthy, mostly professors' children.) We could use this new lab school to educate our teachers and demonstrate to others what's possible. We are always telling our teachers, “Don't listen to people who tell you these kids can't

do better.” There are so many success stories—look at Ben Carson, Richard Rodriguez, Sandra Cisneros, our own John Rivera, and many of our own students—people who grew up in poverty and are accomplishing great things.

Herein lies a serious problem of the academy. We teach graduate students to critique the way things are, and that is vitally important. However, it is not enough. We must teach them also to imagine, develop, and implement better classrooms, colleges, universities, and schools, and to do that we must also better develop ourselves. We cannot go into this lightly. It will take new resources and new ways of working, because these issues and these times are challenging and real change is always both difficult and invigorating.





## "More Truly and More Strange"—Why the Humanities Matter

By Marc Redfield

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

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

So though the word "inhumanity" necessarily and rightly makes us think about suffering and injustice, by "ever-increasing" inhumanity I mean to point to something a little different. I mean the uncertainty of purpose and identity in which we live, an uncertainty that paradoxically increases even as our

lives, here in the middle-class Western world, grow more and more physically comfortable and technically enhanced. Technology has penetrated very far into the fabric of reality, and we are approaching the point at which machines will think, bodies will be clonable, and life will be technically producible in test tubes. But the paradox is that the more technical power we acquire, the more fragile our sense of our own humanness becomes.

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

The task of thought becomes how to 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've 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 otherness. 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 betray our trust if we simply make the dead speak as we want them to speak. We must rather listen endlessly, and try to speak the truth of someone who is not us, of a place and time that are not ours.

Yet at the same time we are always speaking from our own time and place, with a responsibility to that time and place as well. If that sounds like a paradox, it is. It's a paradox we live every day and in my opinion makes for what's exciting and vital about thinking and teaching on the university level. We are subject to a double 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, and 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.



### ARTS AND HUMANITIES

**Barbara Edelstein**, *MFA, 1984*, has just completed a permanent sculpture titled "Elemental Spring," using copper and water, for the Guangdong Museum of Art in Guangzhou, China. Edelstein has also had recent shows at the Union Center for the Arts and the Artcore Brewery Annex, both in Los Angeles.

**Martin Betz**, *MFA, 1986*, is president and CEO of Hui No'Eau Visual Arts Center in Makawao, Hawaii.

**Darcy Buerkle**, *Ph.D., History, 2001*, joined the history department at Smith College in Northampton, Mass. Her research interests continue in the vein of her dissertation, "Facing German Jewish Women's Suicide: Disciplinary Foundations and Visual Culture, 1815-1943," and focuses primarily on modern European women's history. In Spring 2003, she will be teaching "Women in Modern Europe, 1789-1918" and "Representing the Past: Memory, Monuments and Memorials."

**Doug Bloom**, *MFA, 2001*, was featured in a recent issue of the Pacific Coast version of *New American Painters*. His exhibition, "Re-connecting," showed from February 9 to April 11, 2003 at the University of La Verne's Tall Wall Space.

**Alexander Couwenberg**, *MFA, 1997*, has an upcoming exhibition for the spring/summer of 2003 at the Riverside Museum of Art, Riverside, California. Previously, Couwenberg exhibited at the Ruth Bachofner Gallery in Santa Monica, California, and was a featured artist from October 13, 2002 to December 30, 2002 at the Il Magli, Provincia di Brescia in northern Italy.

**William "Bill" King**, *Ph.D., History, 1973*, has published his third book, *Pomona: Citrus Empire* (Heritage Media) and is in his third term as history department chair at Mt. San Antonio College in Walnut, California.

**Fern Joan Ritchie**, *MFA, 1968*, with the help of fellow alumnus and husband Ralph Ritchie (MA, Education 1959), recently self-published a retrospective catalog of her work since 1948. The CD edition includes pictures, biographical information, and art criticism.

**Ramon Eduardo Ruiz**, *MA, History, 1948*, received his Ph.D. from the University of California at Berkeley in 1954 after attending CGU and went on to a distin-

guished career as a scholar, focusing on Central and Latin American history. In 1998 he was awarded the National Humanities Medal and is currently a professor emeritus, at the University of California at San Diego.

**Colin P. Ruloff**, *MA, Philosophy, 1998*, has two forthcoming articles: "Some Remarks on Bonjour on Warrant, Proper Function, and Defeasability," for *Principia: An International Journal of Epistemology*; and "Evidentialism,

Warrant, and the Division of Epistemic Labor," for *Philosophia: The Philosophical Quarterly of Israel*. Ruloff is currently completing his Ph.D. in philosophy from CGU while residing in Vancouver, British Columbia, Canada.

**Darryl Tighe**, *MFA, 1982*, had a solo exhibition at the University of California at San Francisco's Faculty/ Alumni House from September 5 to November 30, 2002. Tighe currently resides in Oakland, California.

### ALUMNA INAUGURATES ETS MINORITY FELLOWSHIP

Consuella Lewis (Ph.D., Education, 2000) became the inaugural recipient of the Educational Testing Service's (ETS) Sylvia Taylor Johnson Minority Fellowship. This postdoctoral fellowship, created in honor of Sylvia Taylor Johnson, the renowned Howard University psychometrician, educator

and researcher, supports research and development of strategies and models in the field of educational measurement and fairness in test use. Lewis will be analyzing the restricted Science and Engineering Statistical Database (SESTAT). It tracks the successes and failures of science and engineering graduates, attending specifically to those indicators that seem to increase persistence and success among minorities and women within these disciplines.

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

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

In addition to scholarship, Lewis reflects fondly on the diversity and idea of community that her professors fostered at CGU: "Those friends are the colleagues I work with today." Lewis continues, "It's a small world. I was at a conference in Beijing, China, and ran into a history alumnus from CGU. The university has an international presence, and it is not unusual to run into a CGU graduate anywhere in the world." Lewis will continue as an ETS fellow until the end of August, 2003.







ALUMNUS GETS KNIGHTHOOD

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 quieted 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, Haigaizian 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 equally extensive reorganization of the university’s mission and academic structure. As the Haigazian board of directors observed, and as the Lebanese government recognized, Khanjian’s accomplishment had a symbolic importance that extended beyond his structural successes. Khanjian himself observed, “Our rebuilding of the university mirrored our hope in rebuilding Lebanon.”

This return also stood for the reintegration of Christian and Muslim areas of Lebanon. Haigazian University is a Christian, liberal arts institution, operating on the United States’ model of higher education, using English as its language of instruction. As an extension of the Armenian Evangelical Church, Haigazian’s mission focuses on the development of ethics and 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 neared 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 oppositions that we as scholars, and human beings, have the most to gain.” This realization articulates the aspirations he held for Haigazian Univesity 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.



**Charles Timberlake**, *Credential, Education, 1959; MA, History, 1962*, continues a distinguished career as a professor of Russian history. After receiving his Ph.D. in History (1968) from the University of Washington, Seattle, Timberlake went on to become a professor of history at the University of Missouri, Columbia. In addition to numerous publications, awards and various consultant positions, Timberlake is a scholar-in-residence at Joensuu University, Finland, presenting regularly on issues related to Russian history.

**Clare Van Vliet**, *MFA, 1954*, was awarded an honorary doctorate in fine arts by San Diego State University, in May 2002. In addition to earning a MacArthur fellowship, and several grants from the National Endowment for the Arts, Van Vliet is founder and owner of Janus Press, a world renowned printer of fine books since 1955. She was recently awarded the Paton Prize by the National Academy of Design in New York City and was an inaugural member of CGU’s Alumni Hall of Fame.

DRUCKER

**Michael F. Carroll**, *MA, Executive Management, 1996*, was recently appointed human resources director of the National Notary Association.

**William Cohen**, *Ph.D. Executive Management, 1979*, became president of California American University in June 2002. He has published 46 books, been translated into 16 languages, and recently received an honorary doctorate in Humane Letters from the International Academy for the Integration of Science and Business, Moscow, Russia, in October, 2002.

**Mark Evilsizer**, *MA, Executive Management, 1994*, was elected to the Board of Governors of the Palomar Community College District in San Diego. Evilsizer will resign from the adjunct teaching position he held in the Business Education and Vocational Programs departments at Palomar College, but feels now that he will be in a better position to positively influence the growth of the college in its continued pursuit of academic excellence.

**Gary Tomak**, *MBA, 1993*, is school board president of the Desert Sands Unified School District.

EDUCATION

**Robert L. Brickman**, *Ph.D., Education, 1970*, has been a superintendent for public schools and a professor at various colleges and universities.

**Vinita Dhingra**, *Ph.D., Education, 1992*, was selected to be Cal Poly Pomona’s new executive director of diversity. Dhingra was previously a communication professor and executive associate for undergraduate studies.

**Eileen Fay**, *MA, Education, 1986*, has been a substitute teacher for nearly 14 years but has had difficulty finding a full-time teaching position. She resides with her mother in West Hurley, New York.

**Daniel and Kathleen Fitzgerald**, both *MA, Education, 1993*, are teachers in the Ontario-Montclair School District: Daniel at Bernt, and Kathleen at Euclid. They live in Rancho Cucamonga, California.

**Rebecca Gutierrez Keeton**, *Ph.D., Education, 2002*, is now director of the Student Life and Cultural Center at Cal Poly Pomona.

**Beatriz Martinez Remark**, *MA, Education, 1980*, has returned to California so that her daughter Guadalupe can learn English, in addition to the Spanish and German she already knows. Remark recently visited Mexico City on the occasion of the Pope’s visit for the canonization of the Blessed Juan Diego.

**McCay Vernon**, *Ph.D., Education, 1966*, continues to publish widely on the development and psychology of the deaf, especially as related to criminal behavior and legal responsibility.

**Carole Weeks**, *Ph.D., Education, 2000*, currently serves as assistant principal at Soto Street Elementary in Los Angeles. Weeks’ research interests include what she calls “Essential Caring in Schools” and is concerned with developing a school climate that supports students’ positive character development.

INFORMATION SCIENCE

**Donna M. Schaeffer**, *Ph.D., Management of Information Systems, 1996*, was awarded the University of San Francisco’s 2002 Sarlo Prize by the president, trustees, and deans of the university for being the faculty member who most conveyed the ethical values identified by the university’s founding principles and mission.

MATH

**Theodore S. Bolis**, *Ph.D., Mathematics, 1971*, taught for nine years in the State University of New York system before moving to Ioannina, Greece, where he became a professor of math. He has served as president of the

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 an archaeologist.

**Steve Burnett**, *MS, Mathematics, 1986*, with coauthor Stephen Paine, published RSA Security’s *Official Guide to Cryptography* (Osborne/ McGraw-Hill, 2001). It has been translated into both German and Japanese.

RELIGION

**Glen W. Davidson**, *Ph.D., Religion, 1964*, is now director of educational programs for the New Mexico Commission on Higher Education in Santa Fe.

**Craig A. Evans**, *Ph.D., Religion, 1983*, has moved after 21 years at Trinity Western University in British Columbia, Canada, to Acadia University and Divinity College in Nova Scotia, Canada, where he was installed as the Payzant Professor of New Testament. Evans has been the editor-in-chief for the *Bulletin for Biblical Research* and recent publications include *Jesus and His Contemporaries* (1995), *Authenticating the Words of Jesus* (1999), and *The Dictionary of New Testament Background* (2000).

**Bruce Epperly**, *Ph.D., Religion, 1980*, has had his newest book, *Mending the World: Spiritual Hope for Ourselves and Our Planet*, coauthored with Rabbi Lewis Solomon, published by Innisfree Press, in November, 2002. His previous book, *The Power of Affirmative Faith: A Spirituality of Personal Transformation* (Chalice Press, 2001) received an award as “one of the best books in spirituality in 2001” from *Spirituality and Health* magazine.

**Dan Wotherspoon**, *Ph.D., Religion, 1996*, was named editor of *Sunstone* magazine and executive director of the Sunstone Education Foundation, a leading independent voice and journal in Mormonism, in 2001.

**James Samuel “Sam” Sallie**, *Ph.D., Religion, 1969*, has been traveling extensively, continuing his interest in archaeology and specifically in Native American rock art. He recently completed a paper titled “Memories of a Forgotten War: Korea, 1951-2.” He will also be submitting a piece called “Veterans and Their Survivors: WWI-Desert Storm” to the Smithsonian Institute History Project.



Alumni Outreach

Would you like to be an ambassador for CGU?

Alumni are the most important form of advertising a university has. In an attempt to improve its recruitment process, CGU is seeking to involve alumni more actively. Whether you have been out of school for 50 years or five years, we could use your support.

If you are interested in learning more about participating in receptions, networking occasions, and other student outreach activities, please return the reply card below or contact:

Sandra Wada  
CGU Recruiter  
sandra.wada@cgu.edu  
(909) 607-3689

Yes, I am interested in learning more about assisting CGU in the recruitment of new students.

Name:

First Middle Last \* (Maiden)

School and degree earned: \_\_\_\_\_

Year of Graduation: \_\_\_\_\_

Home address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Business address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

I prefer to receive information at: ☐ Home ☐ Work

Via: ☐ Phone ☐ Mail ☐ Email

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







Robert Yu's student card

CGU’S KUNG FU CONNECTION

Robert L. 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 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 life-long 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 Sifu Hong Yixiang; it was with Yixiang that his initial, informal commitment grew into a three-year apprenticeship. “When I was training, I had no intention of ever teaching. I just wanted to train,” observed Yu. Yixiang was

a reputed master of Xing-Yi (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, Xing-Yi 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, Pa Kua, and Hsing-I 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*, which has also published his articles “Hong Yixiang and Five Fists Xing-Yi Boxing in Old Taipei” (vol. 11:3) and “American Boxing and Chinese Xingyi: A Comparison” (vol.10:3).

SBOS  
**Jo Ann Cherami Brannock**, *Ph.D., Psychology, 1981*, recently copublished “The Development of Structure and Function in the Postnatal Human Cerebral Cortex” in the journal *Pediatric and Molecular Medicine* (vol. 21, 2002). Brannock is also an active member of the SBOS Alumni Council.

**Mike Cowen**, *Ph.D., Psychology, 1991*, received the Human Factors and Ergonomics Society’s 2002 Jerome H. Ely Award for the journal article “The Use of 2D and 3D Displays for Shape-Understanding versus Relative-Position Tasks,” which he co-wrote with Harvey Smallman, Mark St. John, and Heather Oonk. This work, which was published in the spring 2001 issue of *Human Factors*, is part of a larger project called “Perspective View Technologies,” which Cowen manages for the Space and Naval Warfare Systems Center and the Office of Naval Research.

**Ira A. Greenberg**, *Ph.D., Psychology, 1967*, was coauthor and editor of the recent publication *The Hebrew National Orphan Home: Memories of Orphanage Life* (Bergin & Garvey Press, 2001). Greenberg previously published books on psychodrama and group hypnotherapy.

**Hanna Levenson**, *Ph.D., Psychology, 1972*, recently co-authored and published her second book, *A Concise Guide to Brief Dynamic and Interpersonal Psychology* (American Psychiatric Publishing, 2002).

**Eugene Mills**, *Ph.D., Psychology, 1952*, was honored by the University of New Hampshire, where he served as president as well as a professor of psychology and held numerous other administrative jobs. Mills was recognized for his distinguished service to the university with the naming of a new residence hall in his honor. In addition, he is an accomplished business leader, entrepreneur and public servant, and is a member of CGU’s Alumni Hall of Fame.

SPE  
**Brooke Newell**, *MA, Politics and Policy, 1989*, serves as a program director with the United Methodist Board of Church and Society. She and her husband, the Rev. C. James Green, work and live in Washington D.C.

**Leopold P. Mureithi**, *Ph.D., Economics, 1974*, is currently a professor of economics at the University of Nairobi, Kenya. He is particularly interested in

economic analysis, human resource development, technologies, and futures studies. He has held numerous consulting positions with government ministries and international organizations.

**Joe Sonneman**, *Ph.D., Government, 1977*, showed his digitized carbon prints of black and white photos at the Juneau Arts and Humanities Council Gallery in Alaska. One of his sequenced photos was accepted into the biennial juried “Alaska Positive” show, which will tour Alaska for a year. Sonneman has completed his first divorce case and continues to work politically to preserve the Alaska Permanent Fund and its dividends for all Alaskans.

**Jem Spectar**, *Ph.D., Political Science, 1999*, was appointed associate provost for academic affairs at the University of Scranton in Pennsylvania. Prior to this appointment, Spectar was the director of ??? studies at Princeton University’s Rockefeller College, and assistant dean of students and professor of law at the University of La Verne in California.

**Luke A. Stedman**, *MA, International Studies, 1996*, is director of advance for U.S. House Speaker J. Dennis Hastert. In this position, Stedman planned and directed all political operations related to the Speaker’s campaign travel and political schedule for the 2002 election cycle.

**Chris and Carol Cate Webster**, *Ph.D., Government, 1972; Ph.D., Government, 1974*. Chris has retired twice from positions with the state of Washington and now enjoys his time building furniture and throwing pots. Carol is the staff director for the Governor’s Juvenile Justice Advisory Committee for Washington State, managing an annual budget of \$4 million in research and direct service grants.

**Carl H. Yaeger**, *MA, Government, 1962* retired from 25 years of teaching at Utah Valley State College in 1998. Yaeger also recently retired as a Lieutenant Colonel in the U.S. Army Reserves, where he specialized in anti-terrorism intelligence. He has written over 70 articles on terrorism and extremist groups, and has published four full-length novels. Yaeger lives with his wife of 44 years in St. George, Utah. They have four children and 14 grandchildren.

Alumni: What are you doing?

Please use the space below to update us on your personal or professional life. Add additional pages if needed, and do send photos, though we apologize that we cannot return them. Updates may be published in future issues of *the Flame* or on the CGU website. Detach this form and send with your mailing label to Office of Alumni Relations, Claremont Graduate University, 165 East Tenth St., Claremont, CA 91711.

Name\* \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

☐ check box if new address      Country \_\_\_\_\_

Home phone \_\_\_\_\_ Fax \_\_\_\_\_

Work phone \_\_\_\_\_ Email \_\_\_\_\_

Year of graduation or last class taken \_\_\_\_\_

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

Degree(s) earned at CGU, with year(s) \_\_\_\_\_

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

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



Question:

*“If you could only preserve one book for posterity, what would it be?”*

“Aside from the Bible, I’d pick Peter F. Drucker’s *The Post-Capitalist Society*, because it integrates the major political philosophies of our era (capitalism, socialism) and shows how they ended up in the modern economy, with pension funds and mutual funds owning companies instead of individual capitalists. It provides a road map through economic history to where we are today, and the starting point for posterity’s planning and expectations for the future.”

Brad D. Bargmeyer  
MBA, 1999  
MA, Politics, 2000

*How the Irish Saved Civilization: The Untold Story of Ireland’s Heroic Role from the Fall of Rome to the Rise of Medieval Europe.*  
“Beyond describing the role of the Irish saints and scholars who preserved Western culture at a time when other European cultures were destroying all in their wake, this book brings to life St. Patrick’s Ireland in delightful, easy-to-read prose along with 1,600 years of Western history. After reading this book I began a long, long journey into my Irish roots and have read probably 100 books about Irish history and Irish people from the mystical Celts and Tuatha De Dana (fairy people) to present day political Ireland.”

Pamela Hawkes  
Program Administrator, Centers for the Arts and Humanities

“Life is not simple to live. But the rules by which we live (or should live) stem from the simplest of form. I believe there is no truer representation of these rules than in Robert Fulghum’s *All I Really Need to Know I Learned in Kindergarten*. World leaders, warriors, and common folks alike will find there is really nothing closer to the truth than in the reflection of themselves in his lessons learned. Smile. I dare you.”

Ron Kirstatter  
M.S. Student, School of Information Science

“The book I would preserve is *The Hitchhiker’s Guide to the Galaxy* by Douglas Adams. If you only have one book, it should be something that lifts the spirit and this book is about the funniest, and thereby most uplifting, ever written. I think it offers tremendous insight into the state of human consciousness in our times, as any good piece of art does. And this book so eloquently melds insight with sarcasm that life, the universe, and everything would be markedly more barren without it.”

Richard Curtis  
Ph.D. student, School of Religion

“If I had to preserve one book for posterity, it would be the novel *Ender’s Game*, by Orson Scott Card. This book, which has won both the Hugo and Nebula awards for great science fiction, is an exciting read. Card’s tale is of a future world menaced by aliens. Seen from the point of view of a gifted young boy named Andrew Wiggin, it is both inspiring and troubling. In its fantastic way it illustrates a basic truth—that our noblest intentions and greatest abilities can have huge and terrible consequences. This is one of the great novels, like J.D. Salinger’s *Catcher in the Rye*, that I read again and again.”

Paul Brodhead  
MBA Class of 2004

“My book choice would be *Jonathan Livingston Seagull* by Richard Bach. It is about the human condition in which our virtues of persistence, determination, and unlimited potential shine through. Jonathan, the main character, is a bird, which helps to 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.”

Theo Joseph  
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, Essays on Life*. 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 own writing becomes muddled. 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 Wiles  
MFA (Visual Arts) 2000

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

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

## upcoming

### MAY

1 “Belief, Truth, and Context.” John Vickers, speaker. Annual Spring Lecture Series of the Center for the Arts and Humanities. 4:15 p.m., Founders Room of Harper Hall, 150 East Tenth St. Reception follows. [www.cgu.edu/hum/fls.htm](http://www.cgu.edu/hum/fls.htm).



1 “New Rhetorics: The Contribution of Modern Rhetorical Theory to New Testament Exegesis and Hermeneutic.” Professor James D. Hester, emeritus, speaker. Public Lecture Series of the Institute for Antiquity and Christianity. 7:30 p.m., library of the Institute for Antiquity and Christianity. [www.cgu.edu/inst/iac](http://www.cgu.edu/inst/iac); 909-621-8066.

4 “Garden with a View.” Rene Russo, host. Rancho Santa Ana Botanic Garden, 1500 North College. 3 to 7 p.m. 909-625-8767, ext. 251.

10 “Pedagogical Foundations and Educational Reform.” Dr. Mary Poplin, speaker. 9 – 11:00 a.m., Burkle Auditorium, Claremont Graduate University. Teacher Education; 909-621-8076.

16 Spring Semester 2003 ends.

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

19 Module I, Summer Session

### JUNE

16 Teacher Education Module III, Summer Session

21-27 Second CCLDI Leadership Academy, Western Region (California, Hawaii, and the Western Pacific Islands). For a copy of the 2003 program and application information go to [www.cgu.edu/ccldi](http://www.cgu.edu/ccldi).

### JULY

14 Module II, Summer Session

15-17 “Evaluation & Applied Methods.” School of Behavioral and Organizational Science, professional development workshop. For more information go to [www.cgu.edu/sbos](http://www.cgu.edu/sbos).



## bookshelf

### *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 criticism by placing them in different literary, cultural, and political contexts. Wendy Martin, in the introduction, addresses the new directions and trends that Dickinson studies are taking. Martin includes a detailed chronology and a comprehensive guide for further reading.



### *Souls for Sale: The Diary of an Ex-Colored Man*

By Anthony Asadullah Samad (CGU doctoral student, School of Politics and Economics)  
(Kabili Press, 2002)  
Samad’s book portrays his experience as a second-generation leader in the post-civil rights era of the 1980s. As an official of the Los Angeles chapter of the NAACP, Samad found that inner race conflict and leadership succession battles had supplanted 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 Anxieties: Cultural Studies in Addiction*

Edited by Janet Farrell Brodie and Marc Redfield  
(University of California Press, 2002)  
Brodie and Redfield’s collection of essays examines the history and ideological 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 “addict” as an identity and of “addiction” as a disease. The volume as a whole effectively examines the modern institutions 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 J. Zak  
(Edward Elgar Publishing, 2003)  
A dialogue between eminent economists, the book offers a unique insight into the way that economists analyze the causes of money mismanagement in the United States, Latin America, Europe, and Japan. The essays address 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.



### *Claiming the Stones/Naming the Bones: Cultural Property and the Negotiation of National and Ethnic Identity*

Edited by Elazar Barkan and Ronald Bush  
(Getty Trust Publication, 2003)  
These 14 essays address controversies over a variety of cultural properties, exploring them from perspectives of law, archaeology, physical anthropology, ethnobiology, ethnomusicology, history, and cultural and literary study. The book divides cultural property into three types: tangible, unique property, such as the Parthenon marbles; intangible property, such as folktales, music, and folk remedies; and communal “representations” that have led groups to censor both outsiders and insiders as cultural traitors.







## 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 jailhouse, a red-brick barn, a polka-dotted beach hut, a Mediterranean chateau, a farmhouse, and an adobe-style ranch. "The event was a fabulous example of what can be accomplished in a short time when people believe in a good cause," said Emile Pilafidis, director of the Management Program at the Peter F. Drucker Graduate School of Management.

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

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

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



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