

Volume 5, Number 1
Spring 2004

the Flame

The Magazine of Claremont Graduate University



Chance Encounters
Wired and Ready
Finding Peace in Vietnam

Help nurture a DREAM

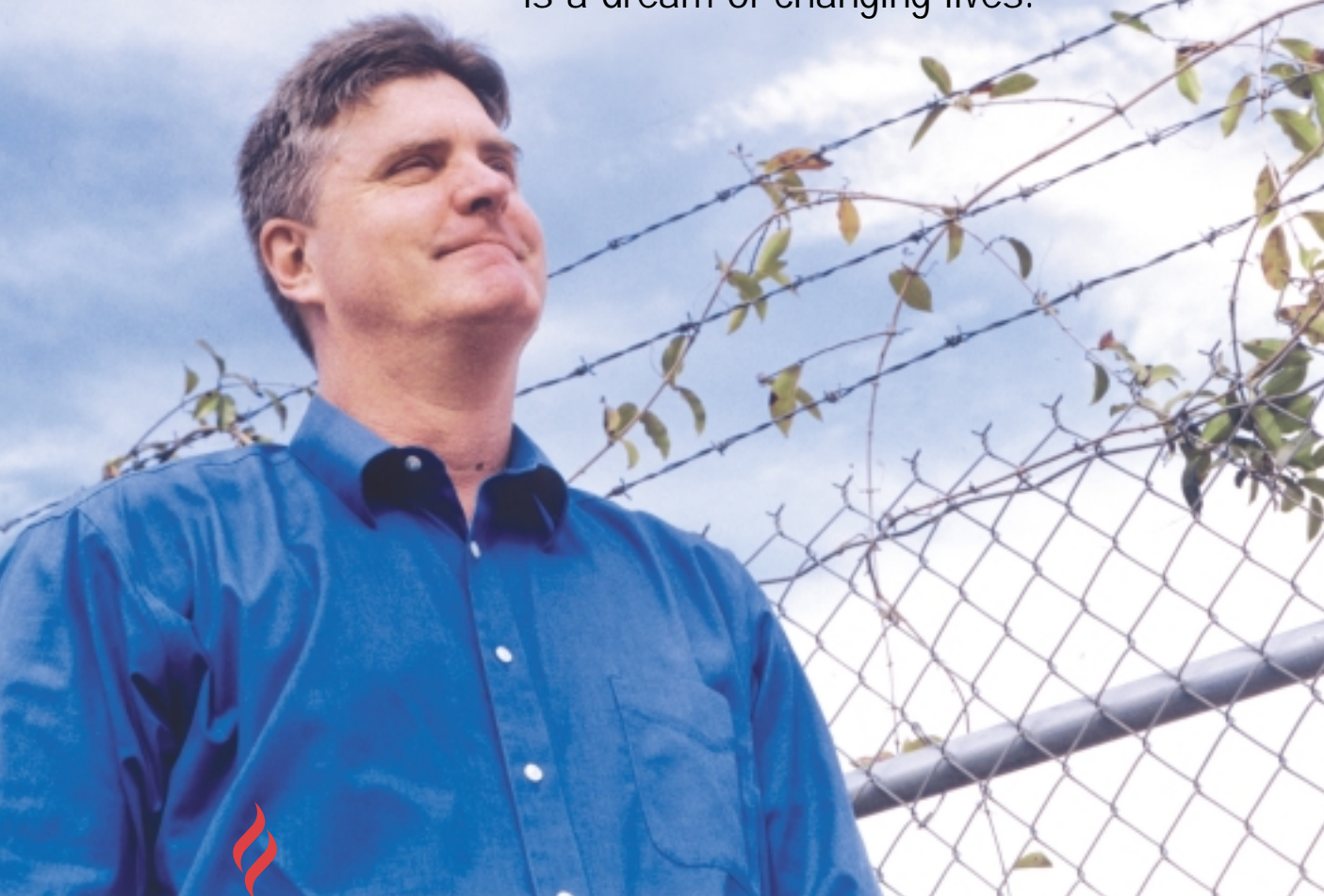
John Terrell worked as a California Youth Authority counselor for 13 years. In the early '90s he began to witness a change in the system. Correctional facilities were spending less time on rehabilitation and more time warehousing criminals.

Seeking to make a difference in the lives of youthful offenders, Terrell enrolled at CGU in a Ph.D. program in social psychology. He quickly discovered that his real-life experience with juvenile offenders differed significantly from popular theories in the field.

Most studies showed that violent offenders lacked self-esteem and had poor perspective-taking abilities. In contrast, Terrell's doctoral research found that many have a surplus of self-esteem and acute perspective-taking skills. Antisocial behavior often results from the perception of being disrespected. If young people could learn other options, aggressive reactions could change.

"We have to do everything we can to intervene before these behaviors become life patterns," says Terrell. His research demonstrates what innovative ideas and early intervention can do.

For John Terrell, pursuing this research at CGU
is a dream of changing lives.



*the*Flame

The Magazine of
Claremont Graduate University

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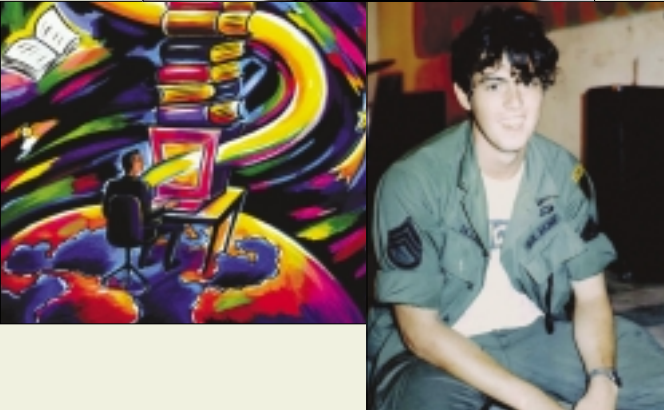
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CGU's Six Degrees of Separation

It has happened to everyone. There you are, far away from home, perhaps even on another continent. You board an airplane, and before you can secure your headphones, the passengers on either side introduce themselves. As the conversation progresses, you find that the traveler on your left is a colleague of someone you work with, while the traveler on your right used to live in a neighboring community and knows many of the same people you do. How can this happen? With 6.4 billion people in the world, how can these two randomly seated travelers on a jetliner far, far away have such a direct and unerring connection to you?

In the late 1960s, Stanley Milgram wondered about this same phenomenon. Milgram was a psychologist interested in the size of social networks, and it is from his pioneering work that the now famous "six degrees of separation" arises. Through punditry and clever publicists, the actor Kevin Bacon has also become irretrievably linked to the "small world" problem that Milgram first described.

Subsequent research published in *Science* (Vol. 301, 8 August 2003) has shown how a

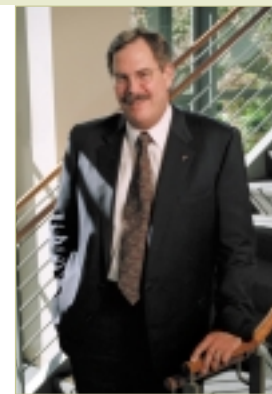
social network of 500 acquaintances requires more than 100,000 separate contacts to track who knows whom. If each of the acquaintances in this social network happens to know another 500 individuals, it is possible to have as many as 250,000 people at one "remove" from our original 500 acquaintances!

These fascinating results arise from an unusual experiment using email. This past year, three sociologists at Columbia University developed a search experiment to test the size of global social networks. They sent email messages to 60,000 people who were asked to reach one of 18 target persons in 13 different countries. The protocol required that each person forward the original email message to an acquaintance until the target person had been contacted. By counting the number of forwarded messages, the researchers could then determine the length of completed chains and, hence, the approximate size of social networks across these 13 countries.

This new experiment shows that Milgram's original research is surprisingly robust. The average number of links between the original 60,000 email users and the 18 target persons for all completed chains was only 4.05 removes! (Statistical corrections and normalization for sampling errors show that the actual average for all chains is closer to six removes.) Thus, in our increasingly interconnected world, we are on average never more than about six people away from our own personal social network. Statistically speaking, this result explains why the two passengers on the airplane can be so easily connected to you.

This research has important implications for a global university like Claremont Graduate University. CGU has more than 18,000 alumni. Using the statistical results from the Columbia University research, we can posit that the potential social network of these 18,000 alumni encompasses more than 50 million people at six removes! Additionally, based on CGU's enrollment patterns over the past 78 years, we can say with confidence that it is a global social network, extending into at least 50 different countries around the world.

CGU also has connections to many friends and supporters beyond its alumni network, and like our alumni, this group includes



many individuals who are citizens of other countries. Furthermore, CGU employs nearly

300 individuals and has a current student population of 2,100. Without too much imagination, one can begin to see that the potential size of CGU's total global social network approaches 75 million people.

This is the group of people that constitutes Claremont Graduate University's potential "sphere of influence." I use the word potential purposefully, because at this point, the chains of connection that would create this vast, global social network have yet to be completed. Such chains exist only in principle as unrealized social capital.

The greatest source of nurture, support, interest, and enthusiasm for any university arises directly from those who know what the institution stands for and what its graduates have accomplished. Such people constitute "culture brokers" because they can improve understanding, shape perceptions, and spread information about "their" institution.

If you receive *the Flame* and are reading these words, there is a high probability that you are a culture broker for Claremont Graduate University. Because you have knowledge about CGU and are connected to its history and mission, you can help others learn what you already know.

As a culture broker, I ask a special favor of you. Within the next month, please tell five people in your social network about the outstanding contributions of Claremont Graduate University. Tell them about CGU's people and programs, its connections to the world of practice, and its preeminent reputation as a premier provider of graduate education. By helping CGU in this way, you can participate in the actualization of the university's extensive global social network—the very network that will sustain CGU in the years to come.

Steadman Upham
President



Letters to the Editor

I'm heartened to see CGU embracing the "beyond" element in Trans when applied to "disciplinarity." This definition lends an evolutionary flavor to the nature of knowledge.

The title of your recent article, "Knowledge Beyond Disciplines," implies that knowledge can be derived from and exist in places outside the purview of any and all fields of study. What then shall we call this "transdisciplinary space," and how should it be viewed? Is it the product of not observing boundaries in the same space; or is it an altogether new space arising from the synthesis of the partitioned fields of the old space?

Ken Wilber, America's most widely translated philosopher, says that evolution proceeds by a process of differentiation/integration. The existence of so many disciplines attests to a differentiation. If Wilber is right, then with the awareness required to perform the integrative thinking of transdisciplinarity, it appears that our consciousness itself is poised to see its own evolutionary nature. I commend CGU for not only recognizing the need for synthesizing the disciplines, but for already starting that undertaking.

With the recognition that our current academic machinery has been deficient in employing synthesis and holistic thought, our education system appears on the verge of realizing that the mechanisms of understanding are themselves emergent. Wilber has said that we live in "flatland," but I think the advent of transdisciplinarity is indication of the vertical component's awaking. I think that the reorganization posed by transdisciplinarity is just the leading edge of an even greater revamping yet to come. I trust, I hope CGU will continue its leading role in getting us oriented in that evolutionary (vertical) direction.

Kent Ramsey
Mechanicsville, Maryland

At lecture events, I am frequently asked, "What do you do?" or "What is your degree in?" I've given a number of different answers. I say I graduated from the Center for Educational Studies at CGU, but I'm not a teacher. Or I tell them that I am a sociologist-anthropologist, but I am neither. I work with geneticists and know only enough to know how little I know about that field. Or I say I'm a cultural historian but I am not, nor am I a linguist and certainly not a biologist. And yet I am all of these things because I'm a product of CGU's transdisciplinary approach to education.

The scrutiny of a topic, across cultures, across time, and in

particular across disciplines, is not a new idea. Only a century ago, many scholars tended toward generalization. Charles Darwin, a creationist who studied Scripture preparing for a career as a country parson, collected insects for a hobby. His nascent moment—that instant of clarity when one idea out of many seems right—was sparked by a stimulus, not from one discipline but from many.

Because I'm a graduate of CGU's School of Educational Studies, I'm a generalist seeking patterns in the relationships of seemingly unrelated disciplines. A self-described ethno-cynologist, I'm a writer who specializes in bridging the sciences and the social sciences, including history, anthropology, linguistics, genetics, evolutionary biology, and sociology, through the micro-examination of human innovations that contribute to the invention of the domestic dog.

Jane Brackman
Ph.D., Education, 1999

My wife and I greatly enjoyed reading this latest issue of *the Flame*. Congratulations on such a professional and informative publication. Also, thanks for the courtesy of publishing brief biographies welcoming Beverly Ryder and me to your Board of Trustees.

However, I should point out that you do me the undeserved honor of being President of the Alliance Française de Pasadena and member of the Social Services Auxiliary. It is my wife, Marie-Christine Slater, who holds those honors!

Richard Slater
Member, Board of Trustees

While you should be congratulated on the two articles on the Middle East in the Fall 2003 edition of *the Flame* (because they were very informative), you should be ashamed for printing the letter from Matthew Jenkins, Member, Board of Trustees, Claremont Graduate University. His remarks are pure political diatribe best served in a different venue.

If I want to read left wing liberal political views of this type, I'll buy a copy of the *New York Times* or *Los Angeles Times* and turn to the editorial pages. I read *the Flame* to learn about what is going on at "my old school" and with my fellow alumni, not to read someone's personal political views.

Mr. Jenkins may blame the United States for the problems in the Mid East and the creation of terrorists in that area, but the thugs who preach hate and send innocent young people to their deaths and then hide in caves should also receive some criticism from Mr. Jenkins.

I hope next time he sends his comments to a newspaper or magazine that deals with politics and does not push his ideas on his fellow alumni.

Robert Thornton
M.A., Management, 1992; EMBA 1995

New institute addresses sacred texts and society

With a \$600,000 start-up grant from the Ford Foundation, the Institute for Signifying Scriptures (ISS) is now CGU's newest research center, conducting groundbreaking studies on the relationship between societies and sacred texts.

The institute, led by noted professor of religion Vincent L. Wimbrush, aims to explore how sacred texts function in society and, conversely, how society produces religious texts.

"What we're looking at are texts and their meaning in society," says Wimbrush. "This is a radical departure for religious studies, which is traditionally focused only on the meaning of the texts." Indeed, the institute will be the first of its kind to focus on this interaction.

Wimbrush says the ISS is primarily concerned with historically dominated people and how they embrace scriptures relative to the larger dominant society in which they live. But he believes the research findings will shed light on all people's interaction with sacred texts. Specific projects being considered include looking at scriptures in relation

to violence, gender, nationalism, and constructions of power and authority.

Wimbrush finds the seeds of his inspiration for the new institute in his Atlanta, Georgia, roots. He grew up in an African American Protestant community steeped in the Bible. "I was surrounded by a community where the Bible was fluid, lively, and playful," Wimbrush says.

"I was taken by the creative play of the text within African American Christian culture, which contrasted with the rigid interpretation seen in the dominant Christian culture."

After graduating from Morehouse College, Wimbrush studied divinity at Yale, after which he was ordained as a Baptist minister. But he found that divinity studies did not accommodate his interest in how people interpret texts, so he completed a Ph.D. in religious studies at Harvard University. Since then, Wimbrush has built a large reputation among biblical scholars. At Union Theological Seminary in New York City, where Wimbrush served on the faculty for 12 years, he began his studies of African Americans and the Bible, which serves as the basis for his current interests within the institute.

In seeking a home for the Institute for Signifying Scriptures, Wimbrush wanted a university less bound by tradition that would support his innovative

approach to religious studies. "Most religious studies and theology programs are housed in institutions that tend to have a stake in particular interpretations of canonical texts," he says. "They generally do not support this kind of research orientation on religion."

Wimbrush saw CGU as an attractive environment because it is not beholden to a particular interpretation of texts, and also because of its encouragement of transdisciplinary scholarship, or scholarship not bound by traditional academic disciplines. The institute's research draws upon a wide range of fields including history, literary studies, sociology, anthropology, psychology, and studies of the arts.

The institute is pursuing case studies from an eclectic variety of religious communities. While Wimbrush continues to analyze African American culture, his students are doing field research all over Southern California and beyond. Communities of focus include a Cuban Pentecostal church, an Islamic school, a Methodist church serving Vietnamese immigrants, and a community in South Carolina fashioned on West African tradition and religion.

The three-year Ford grant will allow the center to host special lectures, advanced colloquia, and visiting professors, publish a scholarly journal and books from ISS research and conferences, and house senior research associates and student assistants.

The institute was officially launched with a conference on "Theorizing Scriptures" held in Claremont on February 27 and 28. The conference brought together more than 35 scholars from around the world, representing a wide range of fields, to discuss scriptures and society.

"We are bringing in new perspectives to the study of scriptures," says Wimbrush. "The engagement of sacred texts is too important to be left only to religion or biblical scholars."



"What we're looking at are texts and their meaning in society."

—Vincent Wimbrush

New fields of psychology featured at SBOS conference

Eyewitness memory, jury behavior, AIDS prevention, and racism were but a few of the issues explored at this year's Stauffer Symposium on Applied Psychology titled "The Rise of Applied Psychology: Rewarding Careers & New Frontiers for Improving the Human Condition." The conference was held in Claremont on January 24.

With nearly 500 attendees, the day-long conference was the largest ever hosted by the School of Behavioral and Organizational Sciences (SBOS). The event showcased the new reach of psychology research and applications while offering valuable insights for students thinking of a career in the burgeoning field of applied psychology.

"Our speakers were some of the most influential living psychologists," says Stewart Donaldson, dean of SBOS. "There was an overwhelmingly positive response by the audience." Conference speakers included Albert Bandura, Diane Halpern (president of the American Psychological Association), Elizabeth Loftus, Robert Rosenthal, Eleanor Maccoby, Stanley Sue, Dale Berger, and Stewart Donaldson.

The School of Behavioral and Organization Sciences, CGU, and the John Stauffer Charitable Trust sponsored the symposium along with cosponsors Claremont McKenna College, Harvey Mudd College, Scripps College, and Pitzer College.



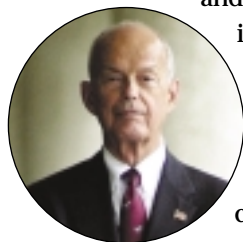
Ceremony honors new partnership

Peter F. Drucker and Masatoshi Ito congratulate each other on dedication of the management school which bears their names. Mr. Ito, founder of the Ito-Yokado Group in Japan, one of the world's largest retail companies, has enjoyed a long-time relationship with Professor Drucker. He credits his business success to the time spent with "the founder of modern management." The addition of Mr. Ito's name to the school recognizes his recent generosity to the school's endowment, a gift made to honor Mr. Drucker.

Former National Security Agency chief to speak at commencement

Admiral Bobby R. Inman, USN (Ret.) will be this year's spring commencement speaker. Inman served in the U.S. Navy from 1951 to 1982, when he retired with the permanent rank of admiral. While on active duty he served as director of the National Security Agency and deputy director of the Central Intelligence Agency. After retirement from the Navy, he was chairman and CEO of the Microelectronics and Computer Technology Corporation in Austin, Texas, and chairman/CEO of Westmark Systems, Inc., a privately owned electronics industry holding company.

In addition to activities on many corporate and civic boards, Inman currently serves on the faculty of the



University of Texas at Austin as the Lyndon B. Johnson Centennial Chair in National Policy. He is also a member of the Board of Visitors for the School of Politics and Economics at CGU.

Commencement exercises will be held at 10 a.m. on Saturday, May 15, at the Mudd Quadrangle of The Claremont Colleges. For more information, go to www.cgu.edu/commencement/eventinfo.

Program makes future professors better teachers

With prestigious awards and glowing reviews from students, the Preparing Future Faculty (PFF) program continues to find success in training future professors not only how to be great researchers, but also great mentors, teachers, and academic citizens.

"Your department teaches you your field," says Amy Essington, a doctoral student in history. "PFF teaches you how to *teach* it." In addition to a fellowship program and individual consultations, PFF offers a professional development practicum of workshops and learning communities of faculty and graduate students engaged in year-long, topic-based programs designed to enhance and support teaching and learning.

Workshops focus on academic service, grant seeking and writing, organizing research, getting published, developing course syllabi, teaching philosophies, and understanding student learning styles.

"By providing a forum in which future faculty can work through the challenges of being a faculty member," says PFF director, Laurie Richlin, "we give our students a head start, making them that much more prepared for research, teaching, and academic responsibilities, and therefore, that much more marketable."

Richlin recently received national recognition for her cutting-edge contributions to faculty development with the Certificate of Special Achievement from the Professional and Organizational Development Network in Higher Education.

"I cannot say enough about the PFF program," says H. Lane David, a doctoral student in economics. "It should be required of all graduate students who intend to pursue an academic career."



"...we give our students a head start, making them much more prepared."

—Laurie Richlin

Nothing lost in this translation

Planning a major new garden at The Huntington Library, Art Collections, and Botanical Gardens is a big enough challenge, but bringing together two very different cultures in the process posed unique challenges. The forty-third annual Issues in Communication Symposium held at CGU on December 10 explored these issues in a four-hour program of presentations and discussion.

The Huntington in San Marino has begun construction on a \$10 million Chinese garden set to open in 2006. It will be one of the largest such gardens to be built outside of China. The Huntington began working with local firms along with designers from the Suzhou (China) Institute of Landscape Architectural Design early in 2003.

"The Americans came from a more practical orientation, while the Chinese were concerned with aesthetics," said Ming Zhou, a CGU education student who spoke at the symposium about her experience as a translator during the garden's planning. "It was a challenging process because local building codes, practical considerations, and design that stayed true to Chinese culture all had to be reconciled," said Ming.

The symposium included an overview and glimpse of the new garden by Laurie Sowd, director of operations at The Huntington, and CGU student Richard Zhang discussing the Chinese literary classic *A Dream of Red Mansions* as it related to the symbolic and cultural meanings of the garden.

More than 75 people attended the event, including members of the Chinese Consulate, Huntington representatives, distinguished scholars, and CGU faculty, staff, and students. The Communication Project of the School of Educational Studies hosted the day's activities in honor of the late Ethel Pearce, a long-time patron and friend of CGU.



中國園
 水波含在
 綠地蓮葉
 香遠益清

Community college leaders get much-needed support

With budget cuts, tuition increases, and rising demand, never has it been harder to be chief executive at a community college. The Community College Leadership Development Initiatives (CCLDI) at CGU continue to offer a helping hand with new programs aimed at assisting these leaders through valuable education, information, and support services.

This past spring the CCLDI established a unique executive coaching service. The coaches, a distinguished group of retired community college CEOs with years of successful experience, provide leaders with a responsive support system for private, professional discussions aimed at improving their effectiveness.

“The CEO is in an isolated place,” says Martha Romero, a former community college president and founding director of CCLDI. “They can’t talk candidly or appear to be vulnerable to their board or the people who work with them. Yet, they need a sounding board for ideas—someone to talk to about the pros and cons of certain actions.”

The CCLDI also offers community college policy seminars featuring national experts discussing curriculum, workforce, accountability, assessment, state resource allocation, technology, financial constraints, and other topics relevant to community college leaders. Seminars are held in spring and fall at locations in both Northern and Southern California.

Other ongoing offerings through CCLDI include the monthly *Leadership and Research Briefs* newsletter, which presents research reports and studies of interest to community college leaders, and the Leadership Academy—an intensive week-long residential program offering peer support and seminars led by distinguished guest speakers. A doctoral fellows program and website with essential links and resources for community college professionals are also administered by the CCLDI.

For more information on CCLDI and its programs, go to www.cgu.edu/ccldi or call 909-447-1287.



Innovation award goes to emergency response team

When urban sprawl dangerously stretched rural emergency response resources, a group of volunteers in River Falls, Wisconsin did something about it. Now the group serves as a model for other rural areas facing growing populations and limited resources. On November 8, the Peter F. Drucker and Masatoshi Ito Graduate School of Management honored the group with the Peter F. Drucker Award for Nonprofit Innovation.

“Nonprofit organizations have been the country’s leading innovators,” said Peter Drucker. “The purpose of [this award] is to find the innovators, whether small or large, to recognize and celebrate their example, and to inspire others.”

a model that can be replicated or adapted by other organizations.

The River Falls First Responders, which won out over 259 contenders for the honor, was formed to speed up emergency response times which had become dangerously long due to increased demand from expanding populations and limited resources.

The group includes 28 volunteers trained and equipped to give oxygen, minor medications, and defibrillation to restart a patient’s heart. Since the organization’s founding in January 2002, average response time dropped from 20 minutes to just three or four.

“I was overjoyed we won this award,” says First Responders president Joe Covelli. “We worked very hard to build this organization. It’s a real honor to be chosen among these other groups that deserve so much credit.”

President’s Medal awarded

Douglas E. Hill, managing partner of St. Louis-based financial services firm Edward Jones, was awarded the President’s Medal for distinguished service to CGU on January 22. The award is the university’s highest honor.

The presentation came during a dedication ceremony for the Edward Jones Wing of the Burkle Building at the university, which houses the Peter F. Drucker and Masatoshi Ito Graduate School of Management.

President Steadman Upham noted Hill’s vital role in securing a \$10 million challenge



grant to the Drucker/Ito School last May. The gift, made by the partners of Edward Jones along with AIG SunAmerica and The Starr Foundation, will establish faculty chairs and student fellowships at the school.

NEW FACULTY FACES (from left to right)



Linda M. Perkins

University Associate Professor

Ph.D., University of Illinois, in the history of American higher education and administration

Teaches: history, education, and women's studies

Influences: "My parents—they had a great belief in the power of education and were extremely encouraging and supportive of my endeavors."

Attraction to field: "So much is unknown about the unique and important contributions that African American women have made to American history in general and education in particular."

Most interesting professional experience: "Being a post-doctoral fellow at the Mary Ingraham Bunting Institute at Radcliffe College. I was surrounded by women who were involved in all aspects of research on women in a wide variety of fields. It really helped me move into a more interdisciplinary mode of thinking."

Favorite place: "New York City—it's a paradise for a person who is both an academic and a patron of the arts."

What interested her in coming to CGU? "I was drawn by the great reputation of the institution, the fact that I've worked here before and know a lot of the people, and the opportunity to return to working full-time with doctoral students."

faculty spotlight



Berger

Dale Berger (*psychology*) and **Stewart Donaldson** (*dean, School of Behavioral and Organizational Sciences*)

helped to organize and presented papers at the Stauffer Symposium on Applied Psychology titled "The Rise of Applied Psychology: Rewarding Careers & New Frontiers for Improving the Human Condition" held on January 24 in Claremont.



Donaldson

Peter Boyer (*music*) has had his work "Ellis Island: The Dream of America" performed by a number of orchestras

in the 2003-04 season, including the Buffalo Philharmonic, Kalamazoo Symphony, Pioneer Valley Symphony, Claflin Hill Symphony, and Brown University Orchestra. Boyer was Artist-in-Residence at Brown University in early March. He has been invited to conduct "Ellis Island" with the Brooklyn Philharmonic at the Celebrate Brooklyn Festival in New York City on July 10. In addition, Boyer has been commissioned to compose a major work in celebration of the 25th anniversary of Orange County's Pacific Symphony. The work will be premiered on June 13.



Peter F. Drucker (*management*) was presented with the prestigious American Management Association

Leadership Visionary Award at the AMA's 80th Annual Forum on Leadership held in New York City in November. Drucker was chosen for the honor based on a survey that asked the presidents of America's 500 largest companies and deans of the top 100 business schools which individual has most influenced today's business leaders.

James Wallace

Associate Professor, Peter F. Drucker and Masatoshi Ito Graduate School of Management

Ph.D., University of Washington, in accounting

Teaches: accounting

Influences: “Two individuals seem to stand out: Warren Buffett and Arthur Levett. I like Buffett for his folksy philosophy that stresses fundamentals and solid ethical management. I admire Levett, the former chairman of the Securities and Exchange Commission, for his crusade, in the face of strong opposition, to the many problems we have recently begun to take as serious in the accounting industry.”

Attraction to field: “I am continually amazed by the relative brilliance of a system that is more or less unchanged after nearly 500 years.”

Favorite movie: “It has to be *Casablanca*. Could any movie have more unforgettable lines?”

Favorite book: “Pretty much any Clancy book qualifies as a favorite.”

What interested him in coming to CGU? “There is not an oversupply of business schools that embody the Drucker philosophy that doing good is as important as doing well.”

Gondy Leroy

Assistant Professor, School of Information Science

Ph.D., University of Arizona, in management information systems

Teaches: information science

Influences: “My Ph.D. advisor Hsinchun Chen at the University of Arizona.”

Attraction to field: “Very exciting research is happening in information science that can make an impact on science, business, and the community.”

Favorite book: *Crime and Punishment* by Fyodor Dostoevsky

Favorite place: “The bottom of the Grand Canyon.”

Jennifer Merolla

Assistant Professor, School of Politics and Economics

Ph.D., Duke University, in political science

Teaches: political science

Attraction to field: “I’ve been drawn to the study of politics since high school when I participated in Project CloseUp, a hands-on learning program in Washington D.C. where students experience the nation’s government at work. I have also been interested in the public element of politics. While we make many individual decisions about our own lives, in the political sphere we ask people to make decisions for the collective. My research is focused on the factors that influence political behavior, such as turnout and vote choice.”

Favorite book: “Outside of politics I love to read *Bon Appetit*.”

Favorite place: “Beavertail in Rhode Island—It is a lighthouse surrounded by miles of rocks to walk along. I always find going there peaceful and reinvigorating.”

What interested her in coming to CGU? “I found the politics and policy department to be very collegial, and I liked the feel of a smaller department (probably since I am from Rhode Island).”

Vincent L. Wimbush

Professor, School of Religion

Ph.D., Harvard University, in the study of religion

Influences: “Benjamin Mays and Howard Thurman—these were strong, dignified, thoughtful Black men, visionary men of the academy and larger society.”

Attraction to field: “I relish the opportunity to contribute to efforts to make sense of the world as it is shaped—for good and ill.”

Most interesting professional experience: “Working with, learning from, and being challenged by gifted and creative students.”

What interested him in coming to CGU? “I was interested in the opportunity to be part of a conversation about a new orientation in the study of religion, society, and culture for our times. With its focus upon and support for research, for innovative teaching and programming, with its independence, and its manageable size, CGU is a very good place for me to be at this time.”

Thomas Horan (*information science*) recently coedited *Digital Infrastructures: Enabling Civil and Environmental*

Systems Through Information Technology (Routledge), due out this summer. He also cowrote three chapters of the book.



D.Z. Phillips (*religion*) chaired the 25th Annual Philosophy of Religion Conference titled “Discourses On Religious Differences,” held at CGU on February 13 and 14.

Gail Thompson (*education*) guest edited, wrote the introduction, and collaborated on an article for the February issue of the *High School Journal*. The themed issue is titled “Playing God With Other People’s Children.” Thompson’s new book, *Through Ebony Eyes: What Teachers Need to Know But Are Afraid to Ask About African-American Students* (Jossey-Bass), is due out in April.

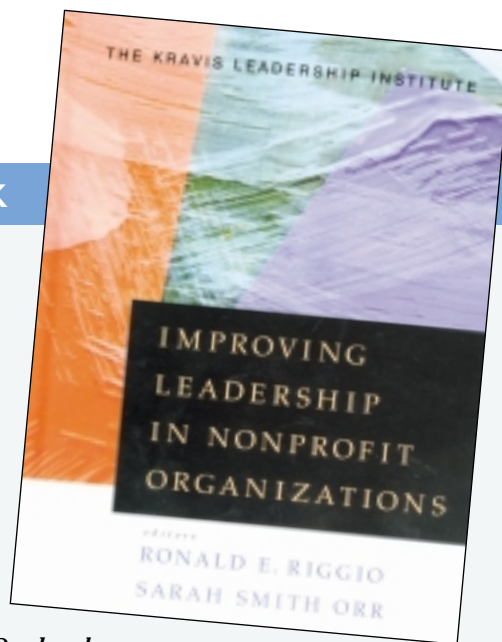
staff spotlight

Susan Steiner (*associate vice president, Office of Sponsored Research and Programs*) wrote an opinion piece on how the movie *Mona Lisa Smile* portrays Wellesley College in the 1950s titled “‘Smile’ Maligns Alma Mater,” in the January 15 issue of *USA Today*.



Marilyn Thomsen (*director, Office of Marketing and Communications*) wrote an opinion piece titled “Fans Love Baseball, But Does It Still Love Them Back?” in the October 1, 2003 issue of *USA Today*.

booktalk



Sarah Smith Orr has been a leader and voice for nonprofit organizations for 30 years. Now a leadership consultant and coach, she is also completing the Ph.D. in educational studies at CGU. The Flame talks with her about Improving Leadership in Nonprofit Organizations, a book she coedited with Ron Riggio, published in November 2003 by Jossey-Bass.

the Flame: There are a lot of books on management. What makes *Improving Leadership in Nonprofit Organizations* stand out as especially useful?

Sarah Smith Orr: This book is to some degree about management, but it's more about leadership. It's about understanding the influence of societal factors on the nonprofit organization as well as how leaders need to develop their leadership and create an environment for effective performance.

the Flame: How did your background as a leader bring you to this project?

Orr: I was fortunate that when I was doing my Executive MBA at CGU a faculty member asked if I would be interested in serving on the newly formed board of the Kravis Leadership Institute at Claremont McKenna College. A 2002 conference focused on nonprofit leadership, cochaired by the institute director, Ron Riggio, and me, was the basis for the book.

the Flame: A lot of CGU faculty wrote chapters in the book.

Orr: There's an extraordinary wealth of scholarship

here. We would have been short-sighted not to have engaged that.

the Flame: How did your involvement in the book project fit with your education program?

Orr: The chapter that I wrote, the conclusion, focuses on soul-based leadership. My work in the School of Educational Studies has centered on adult development, with a linkage to leadership. I have a deep commitment to the nonprofit sector. It has always been troublesome to me that many of those who have given their heart and soul, often with compensation far below market value, end up terribly depleted because they've given so much of themselves. So I looked at leadership in nonprofit organizations from the perspective of why people come to work there and what they are seeking.

the Flame: You've had a very successful career at the United Way, Leadership California, and in your consulting business. What brought you back to school?

Orr: What brought me back to school was repackaging myself for the next major chapter of my life. It's been a fabulous journey. I don't regret a single bit of it. Just making the decision to walk through the door of repackaging my life has brought opportunities I never dreamed I'd be involved in, including this book.

There is no treading water in life. I believe strongly in lifelong learning. We need to continue to feed ourselves with new information and experiences.

the Flame: You wrote about soul-based leadership. How can organizations go about embodying that?

Orr: It has to come from the leader. An organization doesn't do that on its own. A leader has to embody the value set that creates a soul-based environment, that demonstrates caring about people, that creates opportunities for people to learn and grow, and that supports them in their quest to find meaning in their roles, whatever those roles are. Then it is vital to create the systems that support those values.





Five Things

Most People
Believe about
American
Education
That Are
WRONG

By David Drew

Will Rogers said, “People’s ignorance isn’t the problem; it’s what they know for sure that isn’t true.” One reason that reform of our educational system often fails is that every politician and voter holds strong opinions about American schools. After all, they all went through the school system. Some of those opinions are simply wrong. Here are some examples:

1. American students perform dismally on international assessments of education achievement. This shows us that American schools have deteriorated in the past 30 or 40 years. This is because of the destructive influence of the 1960s: drugs, rock and roll, and the replacement of rigorous standards by a “feel good” grading system.

Fact: Yes, our students, particularly our high school students, do score at or close to the bottom of the list, depending on the subject being tested, well below such countries as Slovenia. The fact that we score poorly now does not mean that our educational system has deteriorated. In fact, it was always bad. Our high school students have always scored at or near the bottom. (Ironically, our college and university system is the best in the world.) In my book *Aptitude Revisited: Rethinking Math and Science Education for America’s Next Century*, I reviewed and presented international educational achievement data from the 90s, 80s, 70s, 60s, and even the 50s. In a 1965 mathematics assessment, for example, the U.S. placed last among all nations tested. The other nations achieved mean scores from 36.4 to 21.6. The U.S. score was 13.8.

2. We look bad on international comparisons because we strive to educate everyone, including many students who just aren’t very smart. Other countries only educate a small elite.

Fact: Universal education doesn’t explain why our students perform below those from other countries. When data about only the top 1 percent from each country are examined, the ranking of U.S. students increases a little, but essentially they only move from “the worst” to “dismal.”

Furthermore, the concept of aptitude has been used as an excuse for the failure to deliver effective instruction. Perhaps the most important research finding to emerge from international comparisons of educational achievement is this: when American students do poorly, teachers and parents attribute this failure to low aptitude. When Japanese students do poorly, teachers and parents conclude that the student has not worked hard enough.

American educators base many decisions, such as those about tracking, on their perceptions of how intelligent a student is—perceptions that are often wrong. Furthermore, aptitude has been overrated as a factor in achievement. Some of the most successful people in every walk of life were not considered very bright when they were in school.

3. Students of color lack the aptitude to master mathematics and science.

Fact: Students of color can easily master and excel in mathematics and science. Uri Treisman at the University of California, Berkeley created workshops for African American students who were doing poorly in calculus, many of them failing. Instead of remedial education, he designed workshops to encourage students to excel and required them to do additional, difficult homework problems. They succeeded. Treisman reported that at any given SAT performance level, the African American workshop participants earned better grades than did the white stu-

dents and the Asian students.

4. English is the language of the U.S. Despite the growth in the Latino population, we have never supported bilingual education in the past and we shouldn’t do it now.

Fact: In the early days of this country many schools, particularly in Pennsylvania, carried out instruction entirely in German. One expert estimated that 1 million pupils attended public bilingual schools during the early 1800s, when the U.S. population was much smaller. In the third Congress, two Congressional committees debated whether to print all federal laws in German as well as in English.

5. As one politician put it, professors and researchers are “pointy-headed intellectuals who can’t even park their bicycles straight.” They have no idea how to solve the problems in our schools.

Fact: Educational researchers have indeed figured out most of the solutions to the problems. But professors and politicians each use jargon and cannot communicate with each other.

Researchers write statements such as this: “In the hierarchical multiple regression analysis, the beta for the treatment effect approached significance. If we had access to a larger sample, or had measures of additional covariates, the beta might have been statistically significant.” Translation: “The program didn’t work. Maybe we did the evaluation study wrong.”

Politicians say things like this: “The problems in our schools really aren’t that complicated. All we need to do is return to the basics.” Translation: “I’ve got a good job, and I went to a small town public school during the Eisenhower administration. If we would just return to the 1950s, everything would be fine.”

If we are to engage in a serious national dialogue about education reform, we should base that dialogue on facts, not on what “everybody knows.”

David E. Drew, Ph.D., holds the Joseph B. Platt chair and is the former dean of the School of Educational Studies at CGU. He can be reached by email at david.drew@cgu.edu.

WIRED

&

READY



THE CHANGING FACE OF EDUCATION

By Bryan Schneider

When I walk into the classroom, the instructor—a head on a television screen—regards my entrance with a brief pause, as any teacher might notice a tardy student. I feel strange about this, not being accustomed to people I'm watching on TV watching me. The handful of students in the room can see me, too, on the screen to the right of the instructor, as I sit in the back trying to be inconspicuous.

Except for the large television screens, the classroom looks like any other. The students are neatly arranged in rows facing the teacher on the screen. Another teacher, live and in-person, sits behind a desk in a corner grading papers, but it appears his only function here is to make sure there are no glitches. The blue walls bear the typically eclectic decorations of a classroom—posters, artwork, memorabilia.

This multimedia classroom allows students at Lutheran High School of Orange County to take college-level courses from professors teaching simultaneously to a live audience of college students elsewhere. This particular class is an introductory sociology course piped in from miles away.

The professor treats the remote students no differently than the ones sitting right in front of her. When she directs a question to the students and nobody volunteers an answer, she begins randomly selecting students both near and remote. "Let's hear from a student in Orange," she says. The students around me look at each other, deciding who will volunteer. One of them begrudgingly picks up a console sitting on one of the desks, pushes a button, and talks to the head on the screen, which appears to hear her reply perfectly.

Videoconferencing, as in this high school classroom, is one of many technologies that stand to revolutionize education. But it's the students down the hall in the computer lab surfing the Net that may be giving us an even clearer picture of what learning will look like in the future.

These innovations pose vexing questions about the role of teachers and the necessity of classrooms, to the point where an esteemed thinker like Peter Drucker has declared the traditional university a moribund institution.

If anything has the potential to turn brick-and-mortar places of learning into archaeological relics, it's the Internet. Students can now do their research online and never set foot in a library. Course Web sites and discussion

boards are now common. Wireless networks allow those with laptops to connect to the Web without a telephone line in sight. E-mail on many campuses is more popular than talking.

Thomas Horan, associate professor of information science at CGU and executive director of the Claremont Information and Technology Institute, points out that the Internet has a palpable effect on the dynamic between teacher and student. "With the Internet, the teacher's role changes," says Horan. "Students are less dependent on the teacher for information. The teacher becomes more of a facilitator for understanding information."

Horan adds that with all the information out there that students can get for themselves, the learning process becomes much more driven by the student. "I notice that students bring more cutting-edge issues to the table from what they've learned on the Net," he says.

As if the changes the Internet has brought to traditional classrooms weren't enough, online education, or "e-learning," where the class communicates only in course e-mail bulletin boards or chat rooms, has spawned a reevaluation of the value of a brick-and-mortar education. The question arises, "Will the traditional classroom become a thing of the past?"

To answer this question we need to go back to the 1990s, when online courses first appeared. At that time, some experts predicted that online education would be a failed experiment and would never compete successfully with traditional face-to-face classroom experience. Others said students of the future would take all their courses online, interacting with professors and classmates only through their home computers.

The online critics often support their arguments by citing some high profile failures. Columbia University's for-profit online-learning venture, Fathom, was one such doomed experiment. Designed to sell Web-based courses and seminars to the public, the venture attracted many prestigious partners like the London School of Economics and Political Science and the University of Chicago, only to shut down after only two years of operation in March of 2003, when it couldn't turn a profit.

Lack of accreditation, transfer credit problems, and technical glitches contributed to the demise of many e-learning ventures. So-called "digital diploma mills" became all too common with the rise of the Internet, con-

tributing to a perception of online educational programs as inferior to traditional ones. Although improvements have been made, many think the quality of online programs remains dubious.

“Read the book, take the test” is how Dennis Eastman, a CGU doctoral student in education, adjunct professor at Biola University, and a teacher at Lutheran High School, describes many of the online courses he’s seen offered. “Professors need to engage students—help them to think, not just regurgitate information,” he says.

According to Horan, it is this challenging of students to think for themselves that leads to a deeper kind of knowledge called tacit knowledge, which he describes as “knowing how to get there,” versus explicit knowledge which is akin to

“ Online, everyone is equal. . . . Online communication gets past the

asking for directions. “Distance education has not done a good job of teaching tacit knowledge,” he says.

Many cite the limitations of communication online as the biggest problem. “In the classroom, you know the inflection of my voice and my general mood,” says Eastman. “The expectation is not as clear online. Inflection, correction, clarification, and emotion are lost. Emotion and repetition are the two primary ways we learn. The students I talk to say online communication is so far removed from interaction with the teacher and other students, it’s really discouraging.”

Horan agrees. “In person, I’m communicating over 10 gigabits per second to you. You’re going to get a fraction of that in a chat room. In the classroom people listen, they react, nod, put their hand up, interrupt. You have a very creative, flexible, and spontaneous environment. You don’t get that in a chat room.”

Another problem with e-learning is the amount of time it requires of teachers. June Millovich, another CGU doctoral student in education and professor of human development at Saddleback College, says she spends twice as much time on the online courses as she does on traditional classes. “I spend more time communicating with students in online courses,” she says. “Much more time is spent on communication in online courses than in on-ground courses.”

Students expect 24-hour access to their teacher, Millovich says, and are bolder about approaching her online than in person, so she must sift through a flood of e-mail every day.

Lourdes Arguelles, professor of educational studies at CGU, points to another problem she sees with online learning. “I try as much as possible to stay away from learning activities characterized by the presentation of knowledge in abstract form and without a context,” says Arguelles, who is coteaching a

course on technology and community with Thomas Horan. “I think that distance education and other technology-assisted educational initiatives should emphasize active perception in authentic settings rather than depend exclusively on concepts and representation.”

Finally, Millovich points out that students need to be very self-motivated to succeed online. “Those students that need a lot of structure, who need a teacher to motivate them, won’t do as well online,” she says.

But while online distance education certainly has its drawbacks, it also has many advantages, as evidenced by the success of for-profit ventures like the University of Phoenix. Helped along by cheaper computers and the spread of broadband Internet connections, the company now enrolls

63,041 online students.

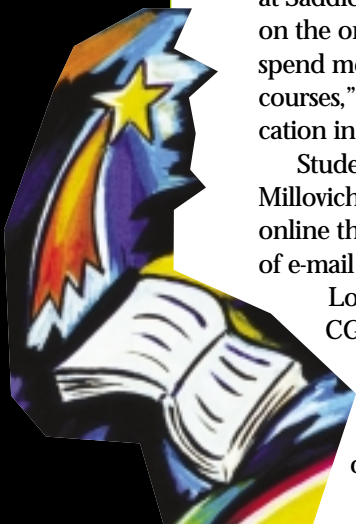
The U.S. military’s online education program, eArmyU, has also seen impressive growth, partnering with institutions like the University of Maryland to provide distance education opportunities to military personnel. The program currently enrolls more than 30,000 students.

These online programs address the needs of a large number of people who can’t participate in traditional education—soldiers serving overseas, working professionals, parents who want to finish their degrees without missing their kids’ soccer games. And many attribute the nonprofit universities’ lack of online success to not catering effectively to this marketing niche.

Indeed, e-learning has many advantages face-to-face education can’t offer. It drops geographic limitations, offering the same resources to someone in rural Nebraska as to a person living in New York City. The shortage of classroom space facing many institutions can be alleviated. Some students learn better online than in a classroom.

And while teachers acknowledge the social handicaps of e-learning, they also see some advantages. “Online, everyone is equal,” says Dennis Eastman. “No one asks you about your background, no one cares about your looks. It takes weeks to get past this in the classroom. Online communication gets past the superficial and invites social interaction.”

June Millovich says of the classes she teaches that there is often more interaction between her and her students in the online classes than in a brick-and-mortar setting. “If I have a class of 45 students on campus, I don’t get a chance to talk to each of them every week,” she says. “Online I usually do communicate with each student weekly.” Millovich also notes that communication is more direct, specific, and individualized than in a traditional setting. Students tend to discuss more personal and off-course topics online, and shy



students are more apt to share their thoughts.

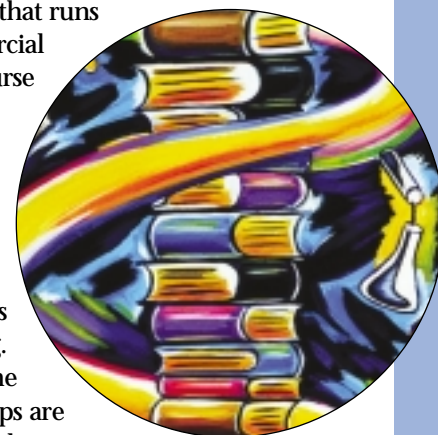
With online and classroom instruction having advantages and disadvantages, hybrid models which combine both may be the face of education in the future.

"I find that with online discussions alongside classroom meetings, there is much more coverage of materials read," says Patricia Easton, associate professor of philosophy and dean of the Centers for the Arts and Humanities at CGU. "Classroom discussions are more focused and elevated as the conversation picks right up from online chats," she says. "In graduate seminars we only meet three hours a week, so the online complement allows more frequent contact and ongoing discussion at the discretion of students."

Millovich says the most collegial group of students she

levels," he says. "It will be dependent on the topic and level of knowledge being taught."

At Claremont Graduate University, many of the latest Internet, computer-based, and video technologies are widely available. Students can now boot-up their laptops anywhere on campus and automatically connect to the university's new wireless network. The university and the Claremont Colleges Consortium are also part of the Internet2 network, a super-Internet that runs at 45 times the speed of the commercial Net. Many faculty are now using course management software like WebCT. Laptops and digital projectors are widely used in the classroom.



superficial and invites social interaction." —Dennis Eastman

ever taught was in a class combining online interaction with a classroom meeting once a month. "The students made more personal connections online," she says. "Then, when we met in the classroom, there was a real sense of community. A lot of people made new friends in that class."

"The power of distance learning comes out of what we can't do in the classroom," says Dave Master, a member of the Board of Visitors for the School of Educational Studies at CGU. He is the founder of ACME Network, a company that facilitates educational programs combining distance learning tools with classroom workshops. "You can't duplicate the classroom experience online," he says. "You shouldn't try."

As a teacher of animation and then head of artist development for Warner Brothers animation, Master found a way to offer training with some of the industry's top animators in Southern California to students around the country. He pioneered a learning model in which students work in a classroom under the guidance of a teacher, but then use videoconferencing to periodically submit their work for evaluation by professionals in the field.

ACME, whose former animation students are much in demand by the major studios, has expanded its educational offerings to science, math, and engineering. "We're not replacing the classroom," says Master. "We're simply enhancing it."

"I prefer a combination of online and classroom learning," says Millovich, who teaches developmental psychology and early childhood education courses. "I feel I can reach a wider range of learning styles."

Horan says he sees various hybrid mixtures of new technologies and traditional classroom work dominating education in the future. "As you move up into more complex forms of knowledge, you'll get different hybrids at different

A classroom and several boardrooms are equipped for videoconferencing. Nine campus computer labs serve the university community. Free workshops are offered to train faculty, staff, and students on new hardware and software applications.

But like many institutions, these technologies are used to augment the essential work done in the classroom. "In graduate courses teaching critical thinking is extremely important and requires in-person contact," says CGU's provost and vice president for academic affairs, Philip H. Dreyer. "Because we're graduate only and because our niche is high-quality, high-touch education, people want face-to-face interaction with our faculty."

Horan agrees. "CGU will continue to appropriately accent that it is a small, high-quality, human-scale institution," he says. "It would be contradictory to say, 'We've gone completely online.' That doesn't mean there can't be complementary methods to the classroom work. But the classroom should continue to be an important part of a CGU education because tacit knowledge becomes so important at the graduate level. People are coming here to learn how to be professors or researchers, which requires being here."

Claremont Graduate University may illustrate a more pervasive trend in education that is not about throwing desks and chalkboards into the scrap heap, but a more subtle integration of high- and low-tech methods tied to the particular needs of different students and educators.

Peter Drucker was right when he declared the traditional university a moribund institution. Education is changing in both content and delivery. But the classroom will not go away any time soon. Perhaps Dave Master's analogy says it best: "The airplane didn't replace the automobile and train. It simply gave us more options."





Photographer Doug McCulloh exposes strange realities in the land of dreams

chance encounters

By Marilyn Thomsen

For a nihilist who believes that “essentially, there really isn’t any meaning,” photographer Doug McCulloh (MFA 2003) has a remarkably sanguine outlook on life. Perhaps it’s because he’s “always felt like I’m really lucky.” Or maybe it stems from a strong sense of freedom.

“If there is no meaning, you are responsible for manufacturing your own meaning,” he says with a sunny enthusiasm not often associated with such a quest. “It’s actually such a huge freedom.”

McCulloh, who holds “two crazy bachelor’s degrees”—in renaissance history and in sociology of collective behavior from UC Santa Barbara—is quite literally defining transdisciplinarity in his art. His work often combines images with maps, dates, and stories. “One reviewer wrote about my work that it combined journalistic street photography with Dada-surrealistic use of chance,” he says. “Everybody feels



Out of this philosophy have come McCulloh's major photographic projects, created through systematic randomness.

like they have control over things, but I think the world mostly operates by strange chance. If the world operates by chance, why not use it as a way of encountering the world directly?"

Several were shown during his student days at CGU. For "Ocean View: The Depiction of Southern California Lifestyles," exhibited at the Museum of the American West and the Laguna Art Museum, he and fellow photographer Jacques Garnier set up strobe lights on classic beaches and photographed whoever stopped by. In *Dream Street*, a photos-and-prose book he hopes to publish, he follows the transformation of an Ontario, California, strawberry field into a quintessential housing tract.

"I won the right to name a street at a fundraiser," he says. "I got to pick a name, and it went into a hopper at San Bernardino County Planning." He "hung around" the building site as the houses took shape, because "in 100 years all of Southern California has been built up, and never once, according to the curator at the Los Angeles County Museum of Art, has a photographer documented how this happens." The sociologist in McCulloh was interested "not just in pouring concrete, but who pours the concrete."

Born into the family of a geologist who didn't believe in having a television at home, McCulloh claims a fascination with maps. He sees them as akin to photography—"a representation of the world a step removed." For his ongoing work "Chance Encounters: The L.A. Project," he puts letters and numbers representing 5,151 quarter-mile-square sections of Los Angeles County into a jar. He draws a location at random and spends an entire day there with camera and cassette recorder, capturing whatever attracts his artistic attention. After seeing "Chance Encounters" at the California Museum of Photography, *Los Angeles Times* art critic William Wilson wrote, "The exhibition's melding of the intimate and the epic, simply put, add up to the best thing of its kind I've ever seen."



Captain America is depressed. He had worked all day posing with tourists for a buck a shot and his take was only eight dollars. Spiderman was way more popular, he said, and Batman raked in the cash. Elvis makes big money, and everyone loves Marilyn. He was becoming resigned to life as a second-tier superhero. Captain America made his costume by hand. The red "A" on his forehead is a little frayed and the star on his chest seems off center. Only the skimpy powder blue spandex shorts are store-bought. While we talked, a boy wearing an Incredible Hulk T-shirt walked by. Then another kid came up and asked if he was Spiderman. He looked at the kid. His blue eyes became downcast. He pointed to the big red A on his forehead. "Do I look like Spiderman?" he asked.

—Narrative by Doug McCulloh, "L.A. Neighborhood Project"



While randomness may seem—well, random—McCulloh discovered in “20,000 Portraits” that at some point, “everything ends up connecting back on itself.” Sixty-eight photographers joined McCulloh and fellow CGU alumnus Ted Fisher (MFA 2003) at the Los Angeles County Fair in 2001, where they set up a shooting space for the entire duration of the fair. They photographed 20,558 people, who also volunteered their first name, zip code, gender (“a lot of interesting answers there!”), and a phrase about what made them unique.

Some people “thought they were unique—I was an international opera star and sang around the world,” says McCulloh, noting “there’s two of them in our database.” He says monkey references—“I love the monkey bars”; “I can make a face like a monkey,” are not unique, either—there are 20 of them. “Once the sample gets to 20,000 people it starts to turn back on itself,” he explains. “It becomes less about what makes you unique and more about what connects you with everyone else.”

Right now, McCulloh has Hollywood in the viewfinder. He beat out 37 other photographers for a year-long commission with the LA Neighborhoods Project, which this year covers Tinseltown. According to the selection criteria, the photographer should not shoot the “concept of Hollywood”—the media empire—but rather the actual place and its people doing what they really do.

True to form, McCulloh started with a history book and a map. **He plotted points such as the beauty salon where Jean Harlowe had her hair dyed platinum, the restaurant where Clark Gable proposed to Carole Lombard, and the garage where Walt Disney first experimented with animation.** From each spot he drew a four-block radius within which to record Hollywood today. By July, he will have amassed 60,000 images, all digital.



McCulloh came to CGU to pursue an MFA because he believes that “education is an innately valuable thing in and of itself. A good education blows the doors open in how you look at the world, how you think. You should be brave and free in your thinking, especially in art.”

That thinking—transdisciplinary thinking about sociology and geography and history—is what drives Doug McCulloh. Ultimately, he says, “the most valuable thing about photography, the most difficult thing, and the most important thing, is not how to press the shutter button, or how to frame the photo, or how to expose it. It is how to think about it and how to structure what it is you are doing and thinking about.”

And it is about finding meaning in the present, in the randomness of life. “Photographers—we exist in the moment,” McCulloh says. “You have to. Photography is about moments.”

Through his art, McCulloh is making moments last.



Joanne reconstructed her murdered son Mark from wire mesh and paper mache and set him up playing poker with God in the Hollywood Forever Cemetery. He was killed at age 32. It was a senseless murder, she said, inexplicable even to the cops, and it was never solved. When I met her at the Dios de las Muertos she was rifling through the decks of cards and had just decided to give Mark the winning hand—two pair: sevens and nines. God held nothing—a Jack high. “My son could make anyone laugh,” Joanne said, “so the only explanation I can come up with is that God wanted Mark up there for amusement.”

—Narrative by Doug McCulloh, “L.A. Neighborhood Project”

He recalls those years vividly. “We almost never slept. At night we watched for the enemy, listened for the enemy, and even at times visualized him being there. Fear was constant. One of the things I remember most was the bond between the 19-year-olds I served with. Something strange happens when your life is based on how well another person responds under extreme stress. I was fortunate to serve with men who would have died for me. It makes you think about life in a different way.”

Seventy percent of the men he served with during his term of duty were either wounded or killed in action. As a paratrooper and combat platoon commander, he was twice awarded the Silver Star. He returned from Vietnam in 1971, a man whose perceptions of war and country were forever altered.

Time never erased the memories of Vietnam. “Robert Lifton calls it psychic numbing,” says Delzell. “The only thing your mind focuses on is functioning and survival. The scenes come back in flashbacks and nightmares. If you feel emotion, it could kill you. You might not notice a line of ants disturbed where someone had just walked, you might not see the branch bent sideways, because the enemy was there, watching. In Vietnam it was pass/fail, live or die.”



Robert Delzell at age 19.

“Something strange happens when your life is based on how well another I was fortunate to serve with men who would have

Delzell graduated from Occidental College with a major in political science. Eager to learn about alternatives to conventional models of education, he enrolled in the School of Educational Studies. Provost Philip Dreyer remembers Delzell’s first day of class in Adult Development. “We had about 16 people. Everyone went around and introduced themselves. When Robert’s turn came, he opened with a riveting story of his experience in Vietnam. Our jaws dropped and we just sat there in silence. It was evident that 10 years later, the war was still the defining event of his life.”

Dreyer thought it would be a good idea for Delzell to study the effects of war on veterans and encouraged him in the work he was doing, counseling other vets. “Many of my papers dealt with the clinical side of Post Traumatic Stress Disorder in veteran populations dating back to the Civil War. It gave me a better understanding of myself and other vets,” recalls Delzell.

“At Phil Dreyer’s request, I researched Freud. He confirmed that the combat unit is many times closer than family. Both Phil Dreyer and John Regan’s classes in cultural education were instrumental in fostering my understanding and application of my experiences in education,” says Delzell.

“I’m very proud of what happened to him here,”

says Dreyer. “We were able to provide him with the type of environment that allowed him to come away with a much better understanding of himself and what he had been through.”

Adept in the wild, Delzell led hikes and wilderness adventures in the eastern Sierras for Upward Bound during summer vacations. A river trip with several teenage students heightened his interest in experiential education. He began to see the effects of hands-on and tactile learning when he took 10 high school students on an educational survival course, paddling 740 miles down Alaska’s Yukon River. There among the rapids, forests, and mountains, Delzell taught geology, ecology, and cultural history as part of an adventure that made a lasting impression on the teens, developing their sense of strength and capability.

This nature-loving outdoorsman eventually traded in his hiking boots for a suit and tie. After graduating from CGU, he spent 11 years at Dean Witter, rising to the rank of vice president of investments. “When I worked at Witter, I used to take an M-16 bullet and put it on my desk to remind myself that no one’s trying to kill me anymore,” Delzell recalls.

He thought about returning to Vietnam many times, imagining what it might feel like after all

these years. Delzell eventually left the brokerage business and launched his dream of planning trips for former vets. He began to make return visits, pouring over southeast Asian maps and planning complex logistics. As he traveled back to jungles and cities with the familiar names—Ho Chi Minh City, the Mekong Delta—he met several teachers working in Vietnam and decided to teach English to Vietnamese students. To learn Vietnamese, he volunteered to teach ESL classes at Cypress Community College and St. Ansel’s Church in Garden Grove.

After working with teenagers and young adults in the American education system, Delzell was ready to return to Vietnam and teach in the country that had been such a defining force in his life. He moved to Vietnam, taking a job as director of studies at Super Youth English School in Ho Chi Minh City, teaching grades K-12 as well as training teachers and staff.

In his spare time, he began to realize the dream of leading healing trips back to the battlefields. He realized that the best way to do this was through an experiential process. He understood the importance of sensory images and emotional aspects of memory.

Delzell recalls, “On one of my trips with the vets I met a very sober 54-year-old man. He had tears in his eyes all during dinner, something a Vietnamese man just doesn’t do. He told me that he had wanted to

offer his apologies to an American for 32 years and was so glad I had met him. He asked for my forgiveness, and I gave it. When we parted he put his hands together in Buddhist fashion and bowed. I did the same and we touched foreheads.”

Word of Delzell’s work traveled. He began to get letters and phone calls from the now middle-aged men who had served in Vietnam. His goal was to help create peace where once there had been so much sorrow. To accomplish this he needed to overlay the memories of explosions and the sounds of war with more peaceful images. Technology helped create a strong network among the former combat veterans. “I’m still in touch with a lot of the guys on a monthly basis. We were 19. Now we’re 50,” he says.

Each trip takes about a month to plan. Together he and the former soldiers revisit the battle sites where they once fought, helping to heal some of the psychic wounds. “When we go to the sites where people were killed, we experience a lot of closure. These men were in a chaotic environment. Now they see peaceful villages where kids run up and welcome them so they can practice their English,” he says. “A lot of our vets groups have met with the guys who tried to kill us. We’ve sat down and had beers. There’s a brotherhood among service guys that tran-



Captured Viet Cong during the Vietnam War.

and talked for several hours in the heat of the mid-day sun. At the end of the encounter, the colonel gave the battalion commander the shirt he was wearing, literally peeling it off his back and presenting it to his former enemy. The blue tee shirt was printed in memory of the 23 Americans who died defending Landing Zone Mary Ann. The colonel had worn this shirt back into the jungle in tribute to men who would never return, for those who had lost their lives defending this piece of ground.

person responds under extreme stress.
died for me. It makes you think about life in a different way.”

scends blood. When someone has taken a grenade for you, you never forget,” says Delzell.

On one particularly memorable trip, he escorted a retired American Special Forces colonel and a former lieutenant who had served under him, arranging a trip back to Landing Zone (LZ) Mary Ann, which had been overrun by the Viet Cong in 1972. The Americans traveled by boat and on foot, back into the jungle to locate the old LZ. Authorization to enter the area was difficult, because the Vietnamese government controls movement in areas that are now overgrown by jungle. There were heavy American casualties there.

After making elaborate arrangements with the Vietnamese government, the colonel, a lieutenant, the surviving daughter of one of the battle officers, and Delzell were allowed to hike back into the jungle. In one of those fortuitous moments of timing, preparation, and luck, the Americans ran into the former commander of the Viet Cong battalion on a small, winding, jungle mountain trail. The commander had been a Sapper, a fighter trained to break into fortified bases and blow them up. This man had also orchestrated and planned the battles at LZ Mary Ann and was responsible for defending the LZ against the Americans and South Vietnamese.

With Delzell interpreting, the former enemies sat

Touched by this gesture of forgiveness, the former Viet Cong battalion chief sat down and wrote a poem, and with tears in his eyes gave it to the colonel. Its simple translation is:

We are all of the same earth,
yet due to circumstances, different
we are all brothers.

Delzell’s special brand of experiential education has helped people transform their memories of the Vietnam War. Together they are creating new images and impressions of peace, appreciation of different cultures, and goodwill. Step by step, the present is replacing the past. This important work has benefited scores of former soldiers and their families.

Delzell is currently based in Ho Chi Minh City, where he teaches college English. In addition to the healing work, he consults with educational leaders in Vietnam on English curriculum. He has served as chairman for the Los Angeles County Veterans Advisory Board and is Commander of Lakewood Disabled American Veterans. Delzell’s work with Vietnam veterans continues. Each trip contains a different story of lives shattered and sometimes rebuilt. He feels fortunate to be there, doing this work, returning to the familiar places and memories that have haunted former GIs for more than 30 years.

"For those who love,



Time is not”

An alumna finds rich, romantic history in her own attic, and rediscovers the father she barely got the chance to know.

By Marilyn Thomsen

It was late on the night of October 13, 1943. The autumn chill had turned the leaves outside the house in Boston that Kay Brigham shared with her mother, grandmother, sister, and brother into the annual riot of fall color. Kay was asleep when the doorbell rang, a happening so unusual at that hour that she sneaked out of bed to peek through the banisters as her mother opened the door. A Western Union delivery boy handed over an envelope bearing two red stars and ran off into the darkness. Sixty-one years later, Kay can still see her mother read the message, her hands fall to her sides, and her head bow as the telegram flutters to the floor.



Moments later, Kay's grandmother picked up the telegram and began to scream. "The Navy Department deeply regrets to inform you that your husband Lieutenant Commander Millard Jefferson Klein US Navy is missing following action in the performance of his duty and in the service of his country," it read. "The department appreciates your great anxiety but details not now available and delay in receipt thereof must necessarily be expected to prevent possible aid to our enemies. Please do not divulge the name of his ship or station. Rear Admiral Randall Jacobs the chief of Naval personnel."

With that abrupt message, Kay's mother, Jacqueline Klein, became a 33-year-old war widow, and Kay, then seven, joined the ranks of an estimated 183,000 American children left fatherless by World War II. Her father, captain of the *U.S.S. Buck*, a destroyer pursuing a submarine off the coast of Italy, was lost when his ship was struck by the U-boat's new acoustic torpedo fired out of the stern tube at 1 a.m. on October 9, 1943. When last seen, he was at his battle station on the starboard wing of the bridge. The ship's forward magazine took a direct hit. It sank in no more than four minutes.

For five decades, Lt. Comdr. M. J. "Mike" Klein remained a faint memory to his daughter, living on primarily in the stories her mother told. Kay remembered him as "very tall and slim," with "twinkling blue eyes and wavy auburn hair." Her brother and sister, younger than she at the time of his death, did not remember him at all.

After her mother passed away in 1971, Kay brought a box of her mother's letters home to Miami and put them in the attic. The letters, all in chronological order, were neatly stacked and tied with ribbon. Written by her father to her mother, they traced the years of their courtship and marriage, from 1930, when her father was a midshipman at the U.S. Naval Academy, until he was lost at sea in 1943. Though she had known the letters existed, Kay had never brought herself to read them. "I keenly felt the loss of my father," she says. "I have all my life, even to this day."

So the letters remained untouched in a cardboard box until the frightening day in 1992 when Hurricane Andrew swept through Miami, its powerful winds leaving behind a large swath of destruction. As she prepared for the storm by gathering her most precious possessions, Kay came across the box. After the storm cleared, she opened it and found a message on top of the letters, written by her mother in 1950:

My dear children:

You were so young that day in October of 1943. You remember your father but vaguely. I can tell by your reminiscing that he is the shadowy figure that came home from the sea and gave our home a holiday air, laughed with us and entertained us, and, with a jaunty wave of his hand and a kiss all around, left us to wait long weeks in daily routine until he returned again. He is an attractive acquaintance to you, and I want you to know and love him as I did. I learned to know and love him through his letters, for, should I count the days I had been with him before we were married, I should not need more than your fingers to count upon. I've kept all his letters, and he kept mine and took them with him and his ship beneath the blue waters of the Mediterranean. I shall tell you our story through his letters and, as well as I can remember, my answers to them.

Devotedly,
Your mother

As a historian trained at Claremont Graduate University (MA, History, 1958), Kay, whose four previous books dealt with Christopher Columbus, wondered if the letters might contain historical content

"... It's rare these days that people experience a steadfast love, and a romantic love of that kind. I was so blessed to have parents that loved each other, and were devoted to each other, and were faithful in very difficult circumstances."

that she "could do something with." The fiftieth anniversary of V-E Day was approaching. She decided the time was right to read the letters.

"I didn't find as much history as I would have hoped for, because of [wartime] censorship," Kay says. But "I found a story of love that just knocked me over. I was thrilled. It's rare these days that people experience a steadfast love, and a romantic love of that kind. I was so blessed to have parents that loved each other, and were devoted to each other, and were faithful in very difficult circumstances."

The love story's first chapter was written on October 23, 1930, in Annapolis, Maryland, when naval cadet Mike Klein, remembering a girl he had met the previous summer, put his heart on paper and invited



her to a dance. The correspondence continued through years of navy-life separations punctuated by occasional reunions, the closing lines moving swiftly from "Yours Sincerely, Millard," to "I just gave Venus a tender kiss for you. Please send one in return."

As she read on, Kay found letters surrounding her parents' Tijuana wedding on September 22, 1934, four years after they had met. Knowing that his mother, who depended on him for her care, would never agree that he marry anyone, Mike and Jackie took the advice of his uncle and went across the border to be wed. A week later—again separated by navy life—Mike wrote, "What a thrill I get when I address this letter to Mrs. Millard Klein! I have wondered all day if it is really true—that you are my wife forever and forever."

Then came the war letters, each closed with hope and promise, like this one in 1942: "Now keep well and take good care of yourself. Don't worry about me, as I know your prayers will bring me back safely to your

arms. Yours forever, Michael.” Another, dated October 8, 1942, celebrated the birth of a child. “My Own Sweet Darling,” Mike began, “I think you are wonderful! The good news reached me about noon today, and it was such a thrill. I just can’t believe that I have a son.”

And then Kay came to her father’s final letter, dated September 22, 1943. “My darling,” it began, “Today we have been married nine glorious years. It seems only yesterday. How I wish I could be with you on this day, even more than any other, to tell you that I love you even more than I did nine years ago. I have learned what real love is. . . . My undying love to you, my dearest and sweetest. Yours forever, Michael.”

Six letters from Jackie to Mike follow in chronological order. All were returned by the Bureau of Naval Personnel. The last, dated October 6, 1943 was stamped “Returned to Writer. Reason Checked: Deceased.”

Kay didn’t cry when her father died. “As a child, I was too young to really understand the loss,” she says. “It didn’t quite register with me. I knew something terrible had happened to our family.” The grief came a half-century later, as she read the letters. “I wept. I can’t tell you how many times. It was a good thing. I was resolving the grief I had carried all my life.”

Out of Kay’s grief came the desire to share the letters in book form with her family. But as more and more people outside the family asked to read it, she began to develop the historical context of the letters and to contact survivors of the *Buck* for an expanded version of its sinking. The resulting volume, *For Those Who Love, Time Is Not*, published in 2000, concludes with this final, heart-stopping letter:

“Dear madam,” it began, “Thank you very much for your letter. I am very sorry that just I caused so much harm about your family. You must know that we did not fight against sailors; we fought against ships. We had war and the commanding officer of the *Buck* tried to kill a submarine which he found by radar. We only anticipated him for some minutes.” The writer continued the story of how the *Buck* was sunk. Then he signed it, “Smoothly sailing, Your Siegfried Koitschka.” Fifty-six years earlier, he had commanded the U-boat whose torpedo had killed her father.



Kay Brigham with her granddaughter, Jacqueline, named after her mother.

Finding her father through his letters has, says Kay, “given me meaning in my life.” She recalls the words of another great letter-writer, Abigail Adams. Writing to her husband, John, during their long years of separation, she asked, “Will they

remember what we suffered in the cause of freedom?”

“You read [these] letters,” says Kay, “and they are a historical legacy to our country. They remind people of the sacrifices that were made so we could have our freedom and keep it.”

Kay’s book has encouraged people going to war today that letter-writing need not be a lost art. She heard from one military wife, whose husband was bound for Afghanistan, saying that the book inspired her to write letters instead of emails. She would keep the letters, a more permanent form of communication, so her children could know their father through them.

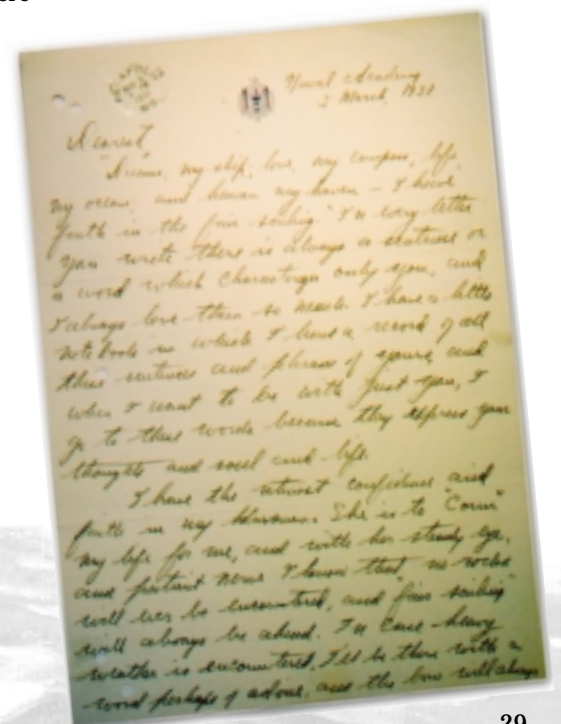
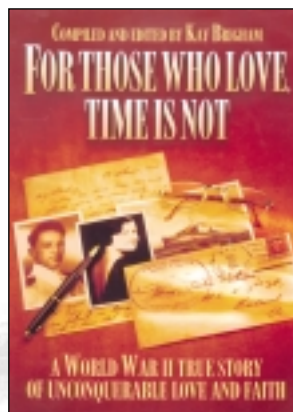
Today, her father’s letters are back in Kay Brigham’s attic. She keeps them just the way her mother did, only now they are in museum boxes, carefully packed in acid-free paper. They are fragile, unlike the indestructible love they portray. Among them is this letter, penned by her father on June 27, 1931:

“The words ‘For us, time is not,’ make me conscious of what I have to do—prepare for you, the most wonderful woman in the world,” he wrote. “And so, I swear again to cherish and safeguard your memory until we meet again.”

And near the end is this poem, written by her mother “To One Missing in Action”—dated simply “1943”:

“I put you in God’s loving care,
In His great Universe somewhere
You are still there.”

Copies of Kay Brigham’s book, *For Those Who Love, Time Is Not*, may be ordered at www.ussbuck.com.



ARTS AND HUMANITIES

Laura L. Behling, M.A., English, 1992; Ph.D., English, 1997, is currently faculty development co-coordinator, faculty advisor, and assistant professor of English at Gustavus Adolphus College in St. Peter, Minnesota. In addition to editing and writing introductions to two books, she published *The Masculine Woman in America, 1890-1935* (University of Illinois Press, 2001), and plans to complete her latest work, "A heap of arms, legs, and feet": *Anatomy and Loss in American Literature*, in September of 2004. Behling was a Fulbright Scholar in the Czech Republic in Spring 2003, lecturing on American literature and culture. She also participated in an NEH Summer Institute in Summer, 2002 on the topic of "Literature, Medicine, and Culture" at Pennsylvania State University Medical School.

Steve Cirrone, M.A., English, 1992; Ph.D., English, 1997, was a keynote speaker for Virginia Wesleyan College's

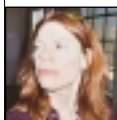
Coming Out Week panel and the Tidewater Community College (TCC) student association leadership conference. He also serves as faculty advisor of the college's newspaper, *TCC Times*. He is the author of *A History Lesson*, a work of creative short fiction. Cirrone is currently president of Hampton Roads Pride.



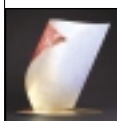
Linda L. deBaun, M.A., English, 1973, was named San Bernardino County Teacher of the Year in 2000 and was honored as part of *Who's Who of American Teachers* in 2000 and 2002. She has been teaching theater and American English at Yucaipa High School since 1980. DeBaun holds a master's degree in theater from California State University, Fullerton.

Kathryn DeZur, M.A., English, 1993; Ph.D., English, 1999, recently received the SUNY Foundation Award for Scholarship in the Humanities, Social

Sciences, Science, and Arts for her achievements in the field of women's studies. In 2002, she received an early promotion to associate professor of English at the State University of New York at Delhi.



Kristina Faragher, M.F.A., 2001, was recently featured in the *Smithsonian Archives of American Art*, (Vol 42, No 3-4) for her accomplishments and insight into a model's contribution to the fine arts. In the article, she discusses her experience as an artist's model and its relationship to her current performance, installation, and body art pieces. Faragher is also a part-time faculty member at Riverside Community College in Riverside, Calif.



Jim B. Foster, M.F.A., 1967, was commissioned to create Arts Alive Greeley, a sculpture gift for honorary donors to the arts in Greeley, Colorado. He has been involved in numerous museum, individual, and group exhibitions around the world and is an active teacher and consultant. Foster has maintained a private, full-time studio since 1974.

Diane Guido, Ph.D., History, 1992, was recently appointed vice provost for undergraduate programs at Azusa Pacific University in Azusa, Calif. Guido previously served as associate dean of the College of Liberal Arts and Sciences at the university. She was associate dean at CGU for eight years. She was also a Fulbright Scholar in Munich, Germany from 1989-1990, conducting research for her dissertation on the history of The German League for the Prevention of Women's Emancipation.



Robin Higham, M.A., History, 1953, recently published the book *100 Years of Air Power and Aviation* (Texas A&M University Press, 2003), a critical history of British, American, Soviet, German, Italian, French, Japanese, and Israeli aviation. Higham is a former Royal Air Force pilot and professor emeritus at Kansas State University.

Tamara Zaneta Hollins, M.A., Cultural Studies, 1998; Ph.D., English, 2003, was recently appointed to a tenure-track position as assistant professor of English at Saint Mary-of-the-Woods College. She has been invited to participate in the People to People Ambassador Program: "Women in Education" panel in New Zealand and Australia. Her book reviews have been accepted for publication in *Women's Studies Journal*.

Lee Andre Jacobus, Ph.D., English, 1968, wrote three one-act plays for his son James that were included in the Where Eagles Dare Theatre Festival in New York City in January, 2004. His article, "Anquis in Urbe: Snakes and Goddesses in 'Wandering Rocks,'" appeared in a recent issue of *James Joyce Quarterly*.

Robert S. Koppelman, M.A., Education, 1983; M.A., English, 1986, published his second scholarly book: *Sing Out, Warning! Sing Out, Love! The Writings of Lee Hays* (University of Massachusetts Press). It is a collection and interpretation of the literary writings of Lee Hays, best known for his work with Pete Seeger as a member of the 1950s folk music group The Weavers.

Michael Thomas LaCaze, M.A., Philosophy, 2000, was married on October 11, 2003.

Andree Mendenhall Mahoney, M.A., Art, 1959; M.F.A., 1968, retired from Chaffey College in Rancho Cucamonga, Calif. in 2000. Her ceramic sculptures and paintings have been showcased at the dA Center for the Arts in Pomona, Calif. Mahoney recently returned to Chaffey College as a guest emeritus faculty member.

Joella Mahoney, M.F.A., 1965, and her twin brother **Jerome Mahoney, M.F.A., 1967**, are featured in a Chaffey Community Art Association show at the J. Filippi Winery in Rancho Cucamonga, Calif.

Olivia Carter Mather, M.A., Musicology, 2000; M.A., Cultural Studies, 2000, is a doctoral student in musicology at University of California, Los Angeles. She is currently writing her dissertation on popular music in the 1970s.

Michael Anthony Miranda, Ph.D., Music History, 2001, has been assistant professor of music and coordinator of instrumental studies at Loyola Marymount University in Los Angeles since 2001.

Daisley Shealor, M.F.A., 2003, is a development officer at the Museum of Arts & Design (MAD), formerly The American Craft Museum, in Manhattan. She raises funds for upcoming shows, educational programming, and the museum's general operating expenses. She is actively involved in grant writing and research.

Emilie Stoltzfus, Ph.D., History, 1999, published *Citizen, Mother, Worker: Debating Public Responsibility for Child Care After the Second World War* (University of North Carolina Press, 2003). In it, Stoltzfus traces grassroots activism and national and local policy debates concerning public funding of children's day care in the two decades after World War II.

VISIT THE NEW CGU ALUMNI WEB SITE: <http://alumni.cgu.edu>

The CGU Office of Alumni Affairs recently launched a dynamic new alumni web site, which serves as a virtual community for alumni worldwide. The new site features the latest news and announcements regarding alumni benefits, resources, and involvement opportunities.

- Click on "Events" for a calendar of upcoming alumni and university receptions, lectures, and symposia
- Visit the alumni virtual photo gallery—relive memories of alumni gatherings and view historical photos of CGU alumni and the university
- Submit and read about alumni accomplishments in the "Alumni News" section
- Click on the "Featured Event" page and join us for an upcoming lecture or exclusive alumni gathering
- Learn about the latest campus news
- Read the new alumni e-newsletter
- Visit the virtual alumni honors and Hall of Fame pages
- Network with colleagues across the world via the searchable online alumni directory
- Set up an alumni e-mail forwarding address to stay connected with fellow alumni and friends no matter how often you change Internet service providers



THE “CHOPSTICKS-FORK PRINCIPLE”

Cathy Bao Bean (M.A., Philosophy, 1969) calls herself a “cultural schizophrenic.” In her recent book *The Chopsticks-Fork Principle: A Memoir and Manual* (We Press, 2003), she charts her experience as a Chinese mother negotiating the exciting and often conflicting waters of cross-cultural marriage and motherhood.

In 1946, Bao Kwei-ye became Cathy Bao when she and her family emigrated from Guilin Province, China to Brooklyn, New York. But it was when she and fellow CGU alumnus Bennett Bean married and later had a son that her “cultural schizophrenia” became more apparent.

For Bao Bean, the differences between “a chopsticks table” and “a fork table” illustrate the differences between the two contrasting worlds of which she is a part. “Absorbing the two styles of dining evolved into my Chopsticks-Fork Principle—a way to get a handle on our cultural differences,” she says.

Among her observations, Bao Bean explains that “The Chopsticks table is round with a Lazy Susan in the middle to deliver the various dishes within reach of every diner. Being part of the group partaking of the meal is primary; all forms follow this binary function,” she says. “A ‘quiet Chinese dinner’ is an oxymoron,” Bao Bean lightheartedly observes.

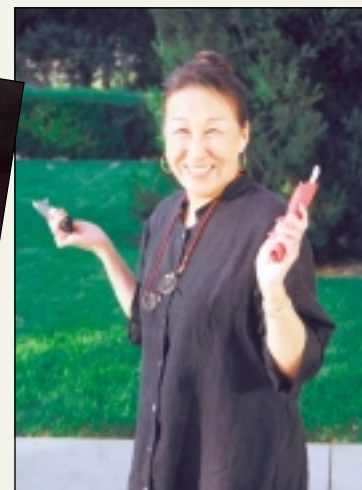
“The Fork table,” says Bao Bean, “is usually rectangular with one or more centerpieces. Apropos to democracy, the more that is individualized, the more splendidly formal the occasion. Each diner is allocated salt and pepper shaker, different forks and plates for each course, knives for each texture, and glasses shaped for each type of liquid.” Bao Bean presents such observations in an attempt to bring to light each culture in its

specificity. “One isn’t more right than the other. It’s just that different tables have different priorities.” And so it is with people.

Bao Bean found that while negotiating Western and Eastern traditions and teaching her son how to live in both cultures was an intensely personal experience, it was one that had universal application. As Bao Bean notes, “It’s a memoir in that it traces a specific family’s (mine!) experience of cultural hybridity. But it’s also a manual in that it explains how anyone who steps outside the home can benefit by greater awareness of the diversity within and around us.”

As the preface of Bao Bean’s book states, “We had stories and we gave them to our son. . . . As such, they gained the power to shape our lives and influence how others perceive us and the worlds we live in. This book is the result of believing that such empowerment can be shared.”

In addition to being an educator and lecturer, Bao Bean was recently interviewed for both NPR and CNN radio, serves on the Board of Directors for the Society for Values in Higher Education, and is on the advisory board of the New Jersey Council for the Humanities.



Judy Minnich Stout, M.A., *Modern European Languages, 1973*, has been awarded a 12-month Fulbright Teacher Exchange in Germany teaching English and French at Gymnasium Michelstadt.

Stephen L. Varvis, Ph.D., *History, 1986*, spent six years as dean of the undergraduate college of Fresno Pacific University. Recently, he moved into a position in the advancement department and continues to teach at the university.

BEHAVIORAL AND ORGANIZATIONAL SCIENCES

Stephan Arndt, M.A., *Psychology, 1976; Ph.D., Psychology, 1980*, is director of the Iowa Consortium for Substance Abuse Research and professor of psychiatry and biostatistics at the University of Iowa College of Medicine.

Dana Essex Cruzen, M.A., *Psychology, 1992; Ph.D., Social Psychology, 2000*, is director of survey research studies at Ingenix, Inc., a UnitedHealth Group company.

Hillard G. Foster, Jr., Ph.D., *Psychology, 1978*, retired from his position as director of psychological services and director of forensic psychology at Connecticut Valley Hospital. During the fall, he will

serve as visiting professor in the department of psychology and brain science at Dartmouth College.

Randy Grayson, M.A., *Psychology, 1998; Ph.D., Psychology, 2001*, has written four books since he graduated from Claremont Graduate University.

David P. Nalbone, M.A., *Psychology, 1995; Ph.D., Psychology, 2000*, and **Christopher Lewis Aberson, M.A.,** *Psychology, 1995; Ph.D., Psychology, 1999*, published an article on the topic of psychology poster presentations. Nalbone also coauthored an article on the effects of induced confidence on test performance and will serve as principal investigator for a grant titled “Identifying the Characteristics of Biodiversity Literacy.”



Gwynne Nettler, M.A., *Psychology, 1936*, is author of the book *Boundaries of Competence* (Transaction Publishers, 2003). The book was published just prior to Nettler’s 90th birthday.

Danielle Simpson Piver, Ph.D., *Psychology, 2002*, is a program evaluator at Nunn Consulting, Inc. in West Los Angeles. She recently completed an evaluation of a sexual education pro-

gram at the Challenger’s Boys’ and Girls’ Club of Metro Los Angeles. She has also been involved in evaluating a program for children with sickle cell anemia that was developed by the Sickle Cell Disease Foundation of California. Nunn was recently married to Dr. Kenneth S. Piver in Buffalo, New York.

BOTANY



J. Hugo Cota-Sanchez, M.A., *Botany, 1992*, received his Ph.D. in botany from Iowa State University in 1997. He has served as a faculty member

in the biology department and director of the W.P. Fraser Herbarium in the plant sciences department at the University of Saskatchewan since July, 2000. He teaches undergraduate and graduate botany-related courses. His current research involves the use of traditional and modern molecular techniques in plant systematics to understand plant phylogeny and evolution. Cota-Sanchez’ research is funded by several Canadian and international organizations, including the National Geographic Society.

THE DRUCKER/ITO SCHOOL

Sharon Anita Ashley, Certificate, Strategic

Management, 2002; Executive Master of Business Administration, 2003, is associate dean for graduate medical education and associate professor of anaesthesiology at Charles R. Drew University of Medicine and Science. She is also interim chief in the Pediatric Intensive Care Unit and chief of pediatric anesthesiology at King-Drew Medical Center in Los Angeles.

Amy Elizabeth Popoff Cardiff, Certificate, Executive Management, 2002, recently became a member of the Claremont Claraboya Board of Directors and was promoted to chief administrative officer at People United for Christ, Inc. Last year, she and her husband began a new company, Kelly Media Group, and had their first child.

Charles C. Emery, Jr., M.A., *Executive Management, 1990; Ph.D., Executive Management, 1994*, senior vice president and chief information officer of Horizon Blue Cross Blue Shield of New Jersey, was featured in the “Executive Q&A” section of *Insurance Networking News* (January, 2004). The article explores the company’s award-winning customer service platform and the information technology initiatives that Emery oversees. Emery previously served as vice president and CIO of Horizon Blue Cross Blue Shield of New Jersey, CIO of the University of Texas M.D. Anderson

Cancer Center in Houston, and vice president and CIO of Samaritan Health Systems in Phoenix, Ariz. He has also worked as an aerospace engineer and system analyst.

Wilfred Garand, M.B.A., 1991, is a managing director at ITF Global Partners, a New York City-based enterprise development and strategic banking firm in Los Angeles. She joined the organization in 2003.

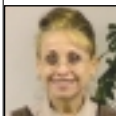
Anthony E. Ghosn, Executive Master of Business Administration, 2000, built a corporate governance and SEC regulations practice focused on public corporations providing transparent financial reporting and new confidence to the institutional and public investing community.



Patricia P. Jackson, M.B.A., 1991, is president of the Scripps College alumnae association and a member of the Scripps College Board of Trustees.

John E. Karayan, Executive Master of Business Administration, 1987, coauthored *Strategic Corporate Tax Planning* (John Wiley & Sons, 2002), a book that is based on a paper that he completed for his international business seminar with Peter Drucker.

Edith Levenson, M.A., Executive Management, 1990; Ph.D., Executive Management, 1996, retired from Raytheon Company in December, 2002. She is now president of Hot Pockets, an entrepreneurial company founded and run in partnership with John Rosenkranz. Levenson's company manufactures and markets personal care products under the brand name "Hot Pockets Microwave Heat Packs." Their "Warm-a-Bed Warm-a-Body" heat pack was rated highly in *National Health & Wellness Magazine* for quality, comfort, and ease of use. She is currently working on a reference book on the topic of growing small businesses.



Linda Marquez, Executive Master of Business Administration, 1989, is vice president of worldwide marketing for Ameron International

Protective Coatings and Finishes. Ameron coatings are used to protect Navy ships, chemical and power plants, bridges, oil and gas structures, and facilities such as airports and stadiums. Marquez was previously in charge of research and development at Ameron. She has also served as the head of both technical and marketing functions for Ameron's European division, which services Europe, the Middle East, and Africa.

Robert W. Thornton, Jr., Certificate, Executive Management, 1991; M.A., Executive Management, 1992; Executive Master of Business Administration, 1995, is a management and business consultant. He is treasurer of Partners for Peace, an anti-violence organization in Salinas, Calif. He is the winner of the 1994 ITT Quality Award for designing ITT Commercial Finance's North American Sales Management System. Thornton was featured in the award-winning books *Mind Mapping* by Joyce Wycoff, and *Break Through Selling* by Barry Farber and Joyce Wycoff.

EDUCATIONAL STUDIES

Rose Lynn Apolinario Abesamis, M.A., Education, 1999, is in her sixth year of teaching and is working toward National Board Certification for teachers.

Mark Arvidson, Ph.D., Education, 1997, was recently honored by the student body of Azusa Pacific University in Azusa, Calif., as the Outstanding Faculty of the Year for 2003. Mark is an associate professor in the department of mathematics.

Carolyn B. Buck, Ph.D., Education, 2003, presented a paper based on her dissertation at the American Educational Research Association (AERA) conference. She is overseeing the development of standards one and four of the accreditation self-study at San Diego Mesa College. Buck is also chairing the Region X Articulation Officers council, a group representing articulation officers from two- and four-year colleges in San Diego County, and serves on the executive board of the Southern California Intersegmental Articulation Council (SCIAC). She is an active member of the National Articulation and Transfer Network, which is developing articulation agreements between two-year colleges and historically Black colleges and universities, Hispanic serving institutions, and tribal colleges nationally. Buck is president of her sorority, Zeta Phi Beta Inc., Mu Sigma Zeta Chapter of San Diego.

V. Barbara Bush, Ph.D., Education, 1999, and **Consuella Lewis, Ph.D., Education, 2000**, coedited and contributed several chapters to the book *INTERSECTIONS: Race, Gender and Organizational Culture in Higher Education* (Stylus Publishing, 2004). Leeshawn Cradoc-Moore, a CGU doctoral student in the School of Educational Studies, is a contributing author. The book will be published in Fall, 2004.

John A. Gunderson, Ph.D., Education, 2003, recently began a tenure-track faculty position at Chapman University. He is teaching master's classes in learning theories and single subject teaching credential classes. He and his wife recently had twin boys.



Nelson L. Haggerson, Ph.D., Education, 1960, published the seventh edition of *To Dance With Joy*, a book of poems (LeoNel Press, 2003).

He is also the author of *Expanding Curriculum Research: A Mytho-Poetic Perspective* (Peter Lang Publishing, 2000), and coauthor with Mary Beth Spore and Marsha Harrison of *Stories of the Academy: Learning from the Good Mother* (Peter Lang Publishing, 2002).

Julie Kate Jacobson, Ph.D., Education, 1999, teaches at Scripps Ranch High School and is enrolled in the Cross-Cultural Language and Academic Development (CLAD) Program at San Diego State University. She is coauthor of *Accommodating Differences Among Second Language Learners: 75 Literacy Lessons* (Academic Professional Development, 2003), with Diane Lapp and Maria Mendez.

Rose Liegler, Ph.D., Education, 1994, was recently appointed vice provost for graduate and adult programs at Azusa Pacific University in Azusa, Calif. Liegler previously served as dean of the university's School of Nursing and was manager of the San Gabriel Valley Neurological Medical Group, Inc. She has taught at the University of Miami, Coral Gables in Florida; Georgetown University in Washington, D.C.; Miami-Dade Junior College in Florida; and Marquette University in Milwaukee, Wis.

Carol Lundberg, Ph.D., Education, 2001, published the article "The Influence of Time-Limitations, Faculty, and Peer Relationships on Adult Student Learning: A Causal Model" in the November/December issue of *The Journal of Higher Education*. The article was profiled in *Academe Today*, the online daily report of *The Chronicle of Higher Education*.

Edmond Michael Madrid, Ph.D., Education, 1986, has retired from his position as assistant superintendent of the Little Lake City School District in Santa Fe Springs, Calif. Madrid spent more than 30 years in public education. In August, 2003, he accepted the position of education director for the School of Education at Chapman University in Orange, Calif.

Elizabeth P. Olsen, M.A., Education, 1965, is a psychologist in a private practice in Newport Beach, Calif.

Lucretia Neal Drane Peebles, Certificate, Education, 1972; M.A., Education, 1973; Ph.D., Education, 1985, recently was appointed associate professor in the school of education in the educational leadership department at Saint Mary's College of California in Moraga. She previously taught in the educational leadership and policy studies department at the University of Denver.

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Virginia Shirin Sharifzadeh, Ph.D., Education, 1999, authored a chapter on the Middle East in the book *Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families*, and a paper entitled "After effect of 9-11: A Call to Balance Patriotism and Multiculturalism in the Classroom."

David W. Warren, Ph.D., Education, 1998, was appointed technology and information systems coordinator of Saudi Aramco Schools, a group of five schools serving expatriate employees of the Saudi Arabian Oil Company, Saudi Aramco. Warren recently presented at the Near East South Asia (NESA) Librarian's Conference in Dubai on the topic of library information systems.

Joe Paul Watson, M.A., Education, 2000, is a full-time student at San Diego State University. He is pursuing a reading specialist credential in preparation for entering a doctoral program.

Lisa Ellen Wolf-Wendel, M.A., Education, 1995; Ph.D., Education, 1995, has written two books that will be published this year. The first book focuses on dual-career couples and will be published by The Johns Hopkins Press. The second book examines the role of student affairs in the civil rights era and is being published by the National Association of Student Personnel Administrators (NASPA). Wolf-Wendel is an associate professor at the University of Kansas and is the mother of two girls.

Kathryn Zülch Weed, Ph.D., Education, 1992, is living in Geneva, Switzerland. She is the editor of *Essential Teacher*, a quarterly publication of Teachers of English to Speakers of Other Languages (TESOL).

Cheryl Zukerberg, M.A., Education, 1991; Ph.D., Education, 1992, brought national recognition to Biola University's Department of Baccalaureate Nursing when she accepted the Infusing Geriatrics into Nursing Curriculum Award, given by the John A. Hartford Institute for Geriatric Nursing and the American Association of Colleges of Nursing. This honor, which was also bestowed upon New York University, recognizes undergraduate nursing programs that offer excellent education in geriatric nursing. Zukerberg's curriculum will be distributed as a model for nursing programs throughout the country.

INFORMATION SCIENCE

Richard S. Leonard, M.S., Information Science, 1988, recently joined Intelligroup, Inc., an information technology consulting company, as a senior consultant. He is responsible for leading the company's portal practice.

Sathish Kumar Subbiah, M.S., Information Science, 2003, is an invest-

ment advisor at Morgan Stanley and a member of the National Association of Securities Dealers (NASD).

Janet Van Braam, Information Science, has achieved Six Sigma Black Belt Certification for skills in team dynamics and Six Sigma leadership philosophies and principles.

MATHEMATICAL SCIENCES

John W. Lavrakas, M.A., Mathematics, 1975, is chair of the satellite division of the Institute of Navigation.

POLITICS AND ECONOMICS

Robert J. Bunker, M.A., Government, 1987; Ph.D., Political Science, 1993, was selected for the third consecutive time to appear in *Who's Who in America* for his work in the field of national security. Bunker is currently a consultant to the Counter-OPFOR Program, National Law Enforcement and Corrections Technology Center-West, a program of the National Institute of Justice.

Hans F. Eckert, Master of International Studies, International Relations, 1975; M.A., Government, 1977; Ph.D., International Relations, 1978, will move his business to Hawaii in May following the construction of his bed and breakfast.

Ronald P. Loftus, Ph.D., Government, 1975, will publish *Telling Lives: Female Self-Writing in Modern Japan* (University of Hawaii Press) in July 2004.

K. S. Nathan, Ph.D., International Relations, 1975, is senior fellow at the Institute of Southeast Asian Studies (ISEAS) in Singapore. He previously served as a professor and deputy dean of the faculty of arts and social sciences at the University of Malaya. He was the first president of the Malaysian International Affairs Forum (MAIF) and the Malaysian Association for American Studies (MAAS). Nathan has been a visiting scholar at several leading academic and research institutions, including Harvard University; University of California, Berkeley; and the Swedish Institute, Stockholm. He is the editor of the ISEAS journal *Contemporary Southeast Asia* and is on the editorial board of the *Austrian Journal of International Affairs*.

Geoffrey Carver Rogal, M.A. Politics and Policy, 2003, is an instructor in English, history and political science at Mashrock Foreign Language Institute, a private academy in Kimpo City, South Korea.

Rhonda Vonshay Sharpe, Ph.D., Economics, Mathematics, 1998, is a research scientist in the economics department of Duke University and

ALUMNUS TO PUBLISH POETRY, MEMOIR



Michael Ryan (*M.A. English Literature, 1970*) will have his new memoir, *Baby B*, which was excerpted in the *New Yorker* last spring, published by Graywolf Press in May, 2004. In addition, Houghton Mifflin will publish his *New and Selected Poems* this April. Over the last 30 years, Ryan's poems and essays have appeared in such notable

publications as *The American Poetry Review*, *The Atlantic Monthly*, *Harper's*, *The Nation*, *Poetry*, *The Threepenny Review*, and *The New Yorker*. His first book of poems, *Threats Instead of Trees*, won the Yale Series of Younger Poets Award and was a National Book Award finalist in 1974.

Ryan recalls his time at CGU with fondness and gratitude. "I was there on a full fellowship," he says. "I didn't have any money to pay for graduate school. With CGU's kindness and generosity, I was given the time and opportunity to read great writers with a focused intensity." Academically, Ryan thought CGU was unique. "I came to CGU because it offered something different in the way of academic degrees, something more individualized and personal."

While at CGU, Ryan came under the tutelage of professors Albert Friedman and William Spengemann. "It was a different time," he recalls. "I was an active member of the Students for a Democratic Society. My hair was down to my shoulders, and I rode a motorcycle to school and parked it outside our classroom window. Being a teacher myself now, I realize how patient and indulgent my teachers really were." But it was Fred Mulhauser, a CGU adjunct professor and then chair of Pomona's English Department, who encouraged him on his creative way. "I just told him what I was feeling one day: that I wasn't sure if straight academic work was for me. He told me to do what I really loved. So I did. Since then, I've concentrated on learning everything I can about writing."

Ryan describes his new memoir, *Baby B*, as a love story about his and his wife Doreen's journey from in vitro fertilization to birth. Described as "remarkably compelling" by Pulitzer Prize-winning author Tracy Kidder, the book begins with the 13-week process of in vitro fertilization, takes us through the 36 hours of labor, and ends with what their doctor describes as "a Halloween party for miracle babies."

Ryan's *New and Selected Poems* has garnered attention from such outstanding poets as Stanley Kunitz, who said, "He [Ryan] is outstanding among the poets of his generation in the rigorousness of the demands he has made on himself and his art."

Ryan has been a professor of English and creative writing at the University of California at Irvine since 1990. He has been interviewed on NPR's "Morning Edition" and "Fresh Air" twice, and on ABC's "20/20." He has received a number of distinctions including the Lenore Marshall Poetry Prize, the Whiting Writers Award, and NEA and Guggenheim Fellowships.

Alumni: What's New?

Please use the space below to update your contact information with CGU. Also, share your professional and academic activities, along with photos,* so that we may profile your achievements in an upcoming issue of *the Flame* or on the CGU web site.

Date _____

 Month Day Year

Name _____

 First name Middle name Last name

Last name used while at CGU (if different from above) _____

Home address _____

 Street, including apartment number

City _____ State _____ Zip _____ Country _____

Home phone _____ Cell phone _____

Work phone _____ E-mail address(es) _____

Job title _____

Year of graduation or last class taken _____

Program/School/Center
 Arts & Humanities Education Religion
 Information Science Drucker/Ito Mathematical Sciences
 Politics & Economics Behavioral & Organizational Sciences

Degree(s) or certificate(s) earned at CGU, with year(s): _____

Recent academic or professional activities (attach additional sheets, if needed):

Detach and send this form with any photos to the Office of Alumni Affairs, Claremont Graduate University, Jagels Building, 165 East Tenth Street, Claremont, CA 91711-6160, fax (909) 607-4202 (ATTENTION: Alumni Affairs). This form may also be completed online via the "Update Your Information" link at <http://alumni.cgu.edu>.

**Photos may be e-mailed (in .JPG, .EPS, or .TIF file format in 300 dpi) to alumni@cgu.edu or mailed to the Office of Alumni Affairs at the address above. Photos may be used, based on print and quality specifications. If you would like your mailed photo to be returned, please include a self-addressed, stamped envelope with your mailing.*

associate director of the American Economic Association Summer Program and Minority Scholarship Program. She is also associate editor of *The Review of Black Political Economy* and research fellow at The Institute of African American Research at the University of North Carolina at Chapel Hill.

Eric Solberg, *Ph.D., Economics, 1974*, published the paper "Measurement of DSM Program Savings: Comparing Estimates from Treatment-effects and Fixed-effects Models" with A. Gill and A. Ahmed in the *Proceedings of the International Energy Evaluation Conference*, August, 2003.



G. Lane Van Tassell, *Ph.D., International Relations, 1971*, retired from Georgia Southern University, where he was associate vice president for academic affairs and dean of graduate studies for seven years, chair of the department of political science for 14 years, and professor of political science for 33 years. He is currently a visiting professor at Augusta State University.

Stephen Francis Worobec, *Ph.D., International Relations, 1984*, is currently assigned to the Bureau of Intelligence and Research, Office of Analysis for Terrorism, Narcotics, and Crime, at the U.S. Department of State in Washington, D.C.

RELIGION

Won W. Lee, *M.A., Religion, 1996; Ph.D., Religion, 1998*, was promoted to associate professor of Old Testament at Calvin College in Grand Rapids, Michigan. He recently published a book titled *Punishment and Forgiveness in Israel's Migratory Campaign* (Eerdamans Publishing, 2003).

Marvin A. Sweeney, *M.A., Religion, 1981; Ph.D., Religion, 1983*, has recently published *Zephaniah: A Commentary* (Fortress Press, 2003). Sweeney is also editor of the *Review of Biblical Literature*.



Carol Baker Tharp, *Ph.D., Religion, 2003*, received the Trailblazer Award from the Los Angeles Women's Appointment Collaborative (LAWAC) in recognition of her efforts to assist women in advancing to positions of civic leadership. Tharp is the deputy director of the Civic Engagement Initiative at the University of Southern California School of Policy, Planning, and Development. She is also a principal in the consulting firm Michael Tharp & Associates, Inc., an organization that provides land planning, government relations, strategic planning, and management services. She spent 12 years as the Southern California executive director of Coro, and was also general manager of the Los Angeles Theatre Center. Tharp has taught public affairs reporting for the University of Oregon School of Journalism and directed community relations for the City of Eugene, Oregon. She has produced radio programming for in-class listening for the North Carolina public schools.

IN MEMORIAM

Valerie Ackerland, *M.A., Psychology, 1970; Ph.D., Psychology, 1971*
 Jacob Castleman, *Ph.D., Education, 1976*
 Douglas C. Dewar, *Psychology*
 Frances L. Harmon, *Education*
 Robert Tidgwell, *M.A., History, 1966; Certificate, Education, 1968*

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Questions? E-mail alumni@cgu.edu.

NEW CGU ALUMNI E-NEWSLETTER

The CGU alumni e-newsletter series is a new e-mail bulletin designed exclusively for alumni to keep you informed of the latest university news and alumni activities. E-mail alumni@cgu.edu to request that your current e-mail address be added to the alumni e-newsletter mailing list.

upcoming

APRIL

16 School of Information Science, Magid Ibgaria Distinguished Lecture Series. Ramayya Krishnan, Carnegie Mellon University, speaker. 4 p.m. for refreshments, 4:30 p.m. lecture. Academic Computing Building (ACB), Room 211, 909-621-8209 or <http://is.cgu.edu>.



Henri Cole, 2004 Tufts Poetry Award Winner

17 Kingsley Tufts Poetry Awards Ceremony. 7:30 p.m. at the Huntington Library. For more information contact Betty Terrell, 909-621-8113 or betty.terrell@cgu.edu.

21 Claremont Colleges Mathematics Colloquium. Barry Simon, California Institute of Technology. <http://www.math.hmc.edu/colloquia03.html>.

21 "The Marketplace for Ideas: Creating and Sustaining Clusters of High-Tech Firms." Steven Casper, Keck Graduate Institute of Applied Life Sciences, speaker. Executive Forum Series, Peter F. Drucker and Masatoshi Ito Graduate School of Management, Burkle Building, Room 16. 6-6:30 p.m. reception; 6:30-7:30 p.m. presentation. 909-607-8725.

22 "The System of Basilides: "Process Theology" of the Second-Century C.E." Matyas Havrda, Fulbright Visiting Scholar at the Institute for Antiquity and Christianity, 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; 909-621-8066.

28 Claremont Colleges Mathematics Colloquium. George Andrews, Pennsylvania State University. <http://www.math.hmc.edu/colloquia03.html>.

MAY

1-4 "Process and Women's Theologies: Exploring the Connections." Claremont School of Theology, Center for Process Studies. www.cst.edu/events.htm

10-21 MFA Graduates Group Exhibition. Opening reception on Tuesday evening from 6-9 p.m. Art Building, Room 105, 251 East Tenth Street, Claremont. 909-621-8071 or <http://www.cgu.edu/arts/art>.



12 "Cracking the Da Vinci Code." Panel Discussion. 7:30 p.m., Albrecht Auditorium. www.cgu.edu/inst/iac; 909-621-8066.



14 "Future Trends in IT," with CGU 2004 Honorary Doctorate Recipients John Seely Brown and DuWayne Peterson, and Professor of Information Science Paul Gray, 4-5:30 p.m., Academic Computing Building 211. Contact 909-621-8209.

15 Commencement Ceremony, Mudd Quadrangle, 10:00 a.m. Admiral (Ret.) Bobby Inman, speaker. For more information call 909-607-3305.

17 Module I, Summer Session begins.

27 CGU Alumni reception in New York, including presentation and book signing by Cathy Bao Bean (M.A., Philosophy, '69—see alumni profile, page 31), author of *The Chopsticks-Fork Principle: A Memoir and Manual*. All CGU alumni are welcome. For more information, contact 909-607-7149 or alumni@cgu.edu.

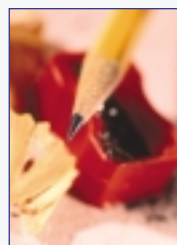


27-June 6 Festival of World Sacred Music and Colloquium in Morocco. Travel program organized by the School of Religion at CGU. For additional information, contact Office of Religion and Culture, 909-607-9592 or religion.culture@cgu.edu.

JUNE

8 CIO Roundtable, Gregg Parker, Resource Systems, Inc., 7:30-9:30 a.m., Academic Computing Building 211. Contact 909-621-8209 or <http://is.cgu.edu>.

JULY



12-16 "Evaluation & Applied Methods." School of Behavioral and Organizational Science, professional development workshop. www.cgu.edu/sbos.

12 Module II, Summer Session begins.

ALUMNI—HAVE YOU MOVED OR CHANGED YOUR E-MAIL ADDRESS?

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A CLASS ACT

Billing themselves as the Japanese MBA Choir, 20 Drucker/Ito students performed, along with a Persian band, a Burmese traditional dancer, and African drummers, at the annual I-Place banquet, “Seven Wonders of the World,” last November. Shedding business suits and ties in favor of a more MTV-style image, the Drucker/Ito choir brought down the house with their rendition of popular Japanese songs. Shouts of “Encore! Encore!” rose from the crowd as several hundred

people clapped and cameras flashed.

Rather than immersing themselves in supply curves, marketing forecasts, and global financial strategy, the international students perfected another set of skills—singing a capella. The choir was the brainchild of MBA student Yagisawa Tomomasa. Two years ago, Tomomasa conceived of the choir as a way to thank Charlene Martin and I-Place for welcoming international students to The Claremont Colleges. Backed by a rousing beat, the

Drucker/Ito MBA Choir demonstrated that management students can be full of surprises.

This year’s performance marked the choir’s second annual appearance. Throughout the rest of the year the students are diligently preparing for careers in business management. Elated by the enthusiastic response of the audience, Tomomasa produced and distributed a DVD featuring the choir’s greatest hits, live from 11th and Dartmouth.