China’s influence will increase in the years to come. Our university, students, state and nation must create opportunities to understand and work with China through this transformative period. I believe that our individual and collective futures depend on it.

One of the more innovative partnerships is the creation of the UM-China Research Park, the result of an agreement signed in 2002 with China’s Ministry of Science and Technology. Historically, this is the first Chinese research park outside of the mainland China. The Research Park provides an opportunity for Chinese and Maryland companies to work together. The University facilitates partnerships, mentors and provides support services on a fee basis. The Park itself is spread across different sites around the campus, giving partner companies training and networking opportunities in several academic fields: healthcare, environment, agriculture, energy and fire protection. Chinese companies can relocate to the U.S. create a U.S. subsidiary or partner with a U.S. company. Thus far, ten Chinese companies are working with the University. Some agreements have been formalized and others are in process. (For more on the research park, see page 7.)

The traditional academic exchanges between the U.S. and China lead to more than 1,000 international Chinese students and 100 Chinese-speaking faculty members on campus. The Chinese Students and Scholars Association with more than 2,000 participants, including family and community members, is the largest student-run organization on campus.

Dozens of our students go to China on exchange programs each year. This number has increased steadily over the last four years, from 49 in 2005 to 85 this year. Students can choose among eight university programs or choose programs sponsored by other universities within the University-Studies Abroad Consortium. There is great interest in China to attract more students from Maryland.

We have a number of academic programs that are located in China or bring Chinese students to College Park: Journalism, Business, and Criminal Justice are among them. Since 2003 the Robert H. Smith School of Business

Continued on Page 8
Professor of History, and from 2001 to 2006, Director of the Program in the Human Sciences at the University of Maryland, College Park, was awarded the first Suzanne J. Levinson Prize for her book, Cloridío Darío: El poeta y su tiempo (Donaldo Rivero, 2006). A book also won the 2006 Mary C. Rabbitt Award, the George L. Mosse Prize from the American Historical Association for an outstanding work on European history, and the Albion Book Prize from the North American Conference on British Studies. Professor Herbert is a Fellow of the American Association for the Advancement of Science.

Thomas Mathew, Professor of Mathematics and Statistics, has been named the UMCB Presidential Research Professor for 2008-2011. "As an elected fellow of both the American Statistical Association and the American Mathematical Society, Mathew is a member of the most select group of scientific societies in the world," Mathew said in his nomination. "I am honored by the foundation of statistical contributions to the field of inter-laboratory data, and it is also a huge honor to be recognized with a Youden Award for inter-laboratory testing from the American Statistical Association." L.D. Timmie Topoleski, a professor of mechanical engineering, has received the UMCB Presidential Teaching Professor for 2008-2011. He is the program director and instructor for the Department of Mechanical Engineering, and has been named the UMCB Presidential Teaching Professor for 2008-2011. He is the program director and instructor for the Engineering Fundamentals Program.

Chalk Talk: E-advice from Jonas Chalk

By Donna M. Quatres & Miriam R. Diamond, New Forums Press, 2004

Reviewers: Sue White, Business, UMCMP

In April 2007 I attended the Lilly East conference at the University of Rhode Island—and I was determined to learn about teaching and learning. In a lunch-time drawing, I won a copy of Jonas Chalk’s E-Advice from Jonas Chalk. Jonas Chalk turned out to be a construct: a group of faculty in engineering, science and math from Northeastern University who wrote advice columns that were distributed by the University’s Center for Effective University Teaching. The book was particularly helpful, since I teach a finance and economics course, which I teach essentially a math course. The book compiled the e-columns and divided them into topics, including teaching freshmen, handling the first class of term, handling problem students, class management, handling diversity among students, grading, and working with teaching assistants. The book is filled with quick tips. For example, it notes that you may get better student responses if you ask them, “What are your questions now?” rather than, “Are there any questions?” Other tips include how to schedule office hours across two class periods so more students can attend, and how to conduct a mid-semester class evaluation.

Each chapter focuses on a topic and lists related books, articles and web sites for those who want to delve further into the subject. As a classroom teacher, when I get stuck, I test teaching 100 students a semester and use multiple-choice exams, something that is not satisfactory for either me or the students. For example, under my current system, students get the correct answers of the 10-second concept question as for answering a more complex problem. The book is filled with quick tips for writing good multiple-choice questions, and about what to do if an exam turns out to be longer and harder than you anticipated.

So, for some quick tips, particularly for those teaching advanced classes, this book is a great resource!
The LEAF House: Leading Everyone to an Abundant Future

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EAF House came into being as the University of Maryland’s entry in the 2007 Solar Decathlon, organized by the U.S. Department of Energy (DOE). The Solar Decathlon has three goals: to educate future leaders in the process of integrated design; to inform the public about environmentally sound, sustainable construction; and to promote energy efficiency and solar technologies. University teams design and build small, energy-efficient houses powered totally by solar energy. The houses are open to the public for two weeks on the National Mall in Washington, D.C. The Decathlon’s ten contests measure the houses’ performance and appeal as well as the teams’ ability to communicate their vision. According to DOE estimates, more than 150,000 people visited the houses of the 2007 Solar Decathlon.

Maryland took 2nd place overall and this year they won another award. We placed 1st or 2nd in half of the individual competitions: 2nd in design/build, 2nd in market viability, 1st in communications, 2nd in lighting (but 1st in the Lighting Jury), and 1st in energy balance. LEAF House also won honours from industry groups: AHS/REA’s Integration for Renewables for Sustainable Living and NAHB’s Marketing Curb Appeal Award. Coincident with the Solar Decathlon in October 2007, LEAF House won the 2007 Maryland AIA Chapter’s Special Award for the Advancement of the Art and Science of Architecture and Design. And in January of this year, LEAF House was invited to the Maryland State House to receive binding resolutions from the state Senate and House, commending the work of the team.

The competition provided the opportunity to create a learning environment for students beyond the students, faculty members, and practitioners who came together to exchange ideas and create a building, a landscape, an environment, and a place.

Spanning two years, the LEAF House enterprise entailed the creation of specific curricular structures to successfully conceive, design, build, and deliver this 800 square feet house totally powered by the sun. Continuing the tradition of building on UM’s lessons learned in the 2002 and 2005 Solar Decathlons, we set out to design, teach, and learn a collaborative process. Rather than a template or checklist approach, this sustainable design process would require that the building and its site be considered holistically, as a system. To achieve this vision, we designed a sequence of classes, a network of profession- al/trades mentors, and an inclusive “flat hierarchy” team management structure. Our approach created an environment that allowed students, faculty members, and professionals from engineering, architecture, and other fields to articulate a vision, research, invent, design, and build as an integrated team.

Our classes had to satisfy multiple objectives: provide up-to-date information on sustainable design principles; encourage student-directed exploration and learning; satisfy degree requirements for engineering and architecture students; and accommodate both undergraduate and graduate students. Finally, we wished to make the project and its classes available to students from any discipline. Our solution was to employ two distinct tracks: a direct design format and a seminar “special problems” format.

The whole LEAF House curriculum engaged more than 30 professional and trade mentors, including: hydraulic engineers, landscape architects, environmental/urban (civil, civil, mechanical, computer, electrical), and those specializing in energy modeling), landscape architects, construction managers, project managers; marketing consultants; communications/media advisers; as well as trade mentors such as master electricians and plumbers; cabinet makers; and designing specialists.

In addition to several dozen Team Leaders, more than 200 students from across eight colleges/schools were involved in the project. One part of the team is continuing with a patent and business plan for the Liquid Desiccant Waterfall, a combination thermal comfort and aesthetic feature; 3) the LEAF House team is continuing the design of the house, working with Empyrean, an International LLC on scaling up LEAF House to a replicable prototype of a prefabricated, environmentally sophisticated home; and 4) working with an enterprise institute at the university to see how versions of the house can be part of renewable energy and focused economic development strategies and plans.

LEAF House returned home to the university campus, where it will serve as an extension of the Potomac Valley Chapter of the American Institute of Architects. In particular, with the chapter’s stewardship of LEAF House, the chapter will continue the mission that the Team began: educating as many as possible about “Leading Everyone to an Abundant Future.” LEAF House is currently awaiting approval of a Small Business Administration and is scheduled to be available for public tours this Spring.

Note: Key faculty members involved in the LEAF House project are: Amy E. Gardner, Principal Investigator, Architectural Studies, Planning & Preservation, UMCP; Kayla Brubaker, Co-Investigator (A. James Clark School of Engineering, UMCP); and Julie Cai, Assistant Professor of Architecture, Planning & Preservation, UMCP.

The Faculty Voice

May, 2008 3

MILLER AT TOWSON

Tim Miller is one of the country’s most prominent performance artists. Recently, he spent a week working with students in the Department of Theater at Towson University and he generously asked him to write about the experience.

Recently he had a great adventure as a visiting artist and educator for the University of Maryland. "I’ve been doing an intensive weeklong performance workshop residency with the University of Maryland theatre program for the past year," Miller explains. "My work as a teacher and a solo performer is an exploration of the body as a site of memory, self and culture." He is particularly drawn to a discourse of the body as the primary battleground on which our identities are defined by our gender, ability, age, sexual orientation, class and the commodity of “looks.”

This practice of performance leads us to new possibilities for the creation of original performance works. The basis of my pedagogy is the exploration of our embodied experience as a prime avenue for narrative and transformation. I am especially interested in the metaphors, pleasures places and stories that mark our bodies. This skin, meat, bones within which we live are mysterious and sick dishes receiving signals from our culture as well as the subtle stired imaginings of the future. I believe that growing up in this society, we are all veterans of a non-stop set of assaults on our wholeness and sense of physical self. I think this war has left scars all over our skin. In our muscles and meat. In our hearts and brains.

The first time I work with a group of people, I will frequently seek to draw some of these body memories forward. I work with all different kinds of people, from the MFA students at Towson or the many other universities where I teach to more community-based settings with my gay men’s performance group Towson University leading over the world. I find the different sites where I teach surprisingly similar: all people are asking the same thing: the challenge to claim body and identity amid a culture that has other plans. So I work from the assumption to begin the workshop—with a head stuffed with questions. How to begin to articulate what you can do? Who are we? These actors and artists. These humans. How can I start to get their juices to flow? Their risk-taking nature to come forward?

Their courage to let their hearts be more open? What nerve I have to ask them to look into the abyss. Teaching people to perform is taking us into a series of embodied experiences of light, body, feeling and no consequences. How do I think that I can do anything? Through my work, I try to share a variety of strategies to create porous of the formations of the tremendous energies that are present in our lives as we live them. I believe the journeys through our lives offer us crucial opportunities to know ourselves for who we are and to cultivate a culture of witness that is crucial to becoming a human being. I will ask the group to look under their big rocks and find the hot and wet places of their stories, and dreams and myths. I ask them to own their fierce living and bring that forward to be witnessed.

The artists I worked with in the Towson graduate theater program jumped with heads and hearts blazing. For the original ensemble performance, we created a work entitled, "Tales of the Spondylo—" which carried the phonic multiple meanings of “seven” and “sowen.” From Monique’s powerful piece charting the challenges of negotiating a hearing world to David’s performance marking his ongoing journey as a gay man, all the performers’ work marked deeply specific and fierce spaces of what is to be a human in this unsettled time.

Our culture, as we live and breathe in it, conspires to erase our individuality and our inhuman creativity. There are a million creative signals that we receive that tells us to shut up, to make our bodies not matter, our bodies are not worthy, our stories are of no consequences. The body enlivened by its stories becomes a much more articulate vehicle for expression. The human being here in this vessel within them is more ready to claim power over their embodied experience. Our broken places on the body can also let a little light in. They are the setting for affecting change. Knowing the warfare that has surrounded your body—and are not mattering what it can prepare you for this raw activity of being a human being.

Photo: Tim Miller (at left) with student at rehearsal.
The University of Maryland in China
The Early Years

By William "Brit" Kirwan
Chancellors University System of Maryland

The University of Maryland’s relationships with Chinese in- stitutions had begun in the early 1980s. On January 1, 1979, President Jimmy Carter transferred U.S. diplomatic relations from the Republic of China (ROC) in Taiwan to the People’s Republic of China (PRC) in Beijing. That fall, Wan Li, governor of China’s Anhui Province, led a delegation to visit Maryland at the invitation of the governor, Harry Hughes. The next year, Governor Hughes led a Maryland delegation on a reciprocal visit to China. This was the nation’s first state delegation visit by China following the normalization of relations. The delegation included John Toll, president of the University of Maryland, which was a five campus system at that time; the trip was planned and guided by President Carter. The delegation included Bob Gluckstern, the physics department chair in China born but grew up in Tai- wan. The delegation included students from both the PRC and the ROC.

During this trip, Governor Hughes and Wan Li estab- lished a sister state relationship between Maryland and Anhui Province. This province, located in eastern China, is one of China’s most prestigious universities, the University of Sci- ence and Technology, which was founded by the Chinese Acad- emy of Sciences and which was relocated from Beijing to Anhui during the Cultural Revolution. The Governor Li later became Vice Premier under Deng Xiaoping and is credited for leading some of the economic and dynamic reforms following the normaliza- tion. Premier Li even fell out of favor briefly with the PRC leadership because of his support for the students during the Tiananmen Square protests.

In 1981, Bob Gluckstern, Chancellor (the title of the camp- us head at the time) of UM led a delegation to China as a follow- up to the 1979 trip. This trip, hosted by the Chinese Academy of Sciences and the University of Science and Tech- nology, was also organized and guided by Chuan Li. In addition to Bob Gluckstern, the delegation included George Dieter, Dean of the College of Engineering, Joe Silverman, Director of the Institute for Physical Science and Technology, Robert Park, Chair of the Department of Physics, and myself as Chair of the Department of Mathematics.

On this trip, formal relations were established with the University and several leading Chinese universities, including the University of Science and Technology, Beijing University, and Fudan University. The fol- lowing year a delegation from UM went to China. It was the first time UM and several universities visited the University of Maryland to further solidify the relations and develop the details of more formal exchange programs.

Over the next 15 years, many faculty exchange visits took place between UM and our partners in China. One especially memorable visit was in the mid-1990s when I had the privilege of awarding an honorary degree to Vice Premier Wan Li at a ceremony in the Great Hall of the People’s Republic of China.

It is important to note that throughout this period, UM’s relationships with China grew and prospered, thanks in large parts to the great number of UM alumni there and the efforts of Chuan Li. Part- nerships were established with the most prestigious universities in Taiwan, including National Taiwan University, National Taiwan Wan’s Academia Sinica. Another major resource in building these relationships was Ambassador James Lilley, perhaps the world’s foremost expert on Chinese- American diplomatic relations. Jim Lilley helped us create the Institute for Global Chinese Affairs (IGCA) at UM and was its first director. The IGCA also serves as the most eloquent state university in the U.S. to be the first institution in the U.S. to be called to be home to one of these centers. CIM promotes the study and research of Chinese language, culture, and philosophy, and it advances the understanding of China today: it provides non-credit Chinese language instruction for professional and personal use and enrichment, and conducts a stimula- ting variety of lectures, seminars, and discussions on aspects of Chinese society, art, education, history, ethics, and politics. CIM offers non-credit Chinese language instruction at many levels, from beginning to advanced, including conversational and intensive class- es, taught in multiple locations; scholarly and timely programs which draw a wide and vibrant audience from the university and surrounding area; a unique experience in culture and language to youngsters through Summer camps; annual language competi- tions; and teacher-training and language proficiency testing for regional Chinese language teachers. CIM also conducts research on curriculum and teaching methods, and it is involved in teacher train- ing for Chinese languages learning in a non-native language environment.

In sum, the China-related activ- ities of the Office of International Programs and its constituent units operate at both the macro and micro levels in support of faculty, students, and administrators.

By Saul Sosnowski
Associate Provost for International Programs and Director of the Office of International Programs, UMCP

As the unit charged with coordinating and fostering the University’s various international cooperative link- ages and initiatives, the Office of International Programs (OIP) has played a seminal role in the de- velopment and extension of UM’s ties to China. As with most UM international initiatives, practi- cally all of OIP’s constituent units have distinct levels of responsibil- ity in supporting and furthering UM-China ties. In China’s case, however, OIP’s involvement is further intensified by two China-specific OIP units: the Confucius Institute of Maryland (CIM) and the Institute for Global Chinese Affairs (IGCA).

Among the more than 200 UM partnerships with universities and governmental entities worldwide, the most sustained policy of advancing and strengthening College Park’s pres- ence in China has been the sustained policy of advancing and strengthening College Park’s presence in China has been the Confucius Institute of Maryland (CIM) and the Institute for Global Chinese Affairs (IGCA).

Confucius Institute of Maryland (CIM)

The Institute of Global Chinese Affairs (IGCA) is the United States’ only univer- sity-based comprehensive training institute exclusively for Chinese professionals. Since its founding over a decade ago, IGCA has provided long-term, non-degree training for over 1,000 Chinese professionals from 11 provinces and such cities as Beijing, Shanghai and Guangzhou. Drawing on its broad expertise in China affairs, IGCA marshals the academic and institutional resources of the Uni- versity of Maryland and greater Washington D.C. to help China reach its development goals and promote stable U.S.-China rela- tions. IGCA also serves as a univer- sity- and state-wide consultancy on China initiatives and provides translation services for public educators. It focuses on six pro- gram areas: public management, educational administration, in- frastructure development, energy and environmental management, consumer product safety, and pub- lic fitness. It also provides briefings and training courses on China af- fairs for American executives and public administrators, bilingual translation services for Chinese and American cultural institutions, government agencies, NGOs, and professional associations, and cross-cultural media, and cultural program- ming consulting services. IGCA graduates are among UM’s most enthusiastic and grateful alumni. As IGCA graduates are promoted to positions of greater influence, UM’s reputation and network with China is strengthened.

The establishment of the Con- fucius Institute of Maryland (CIM) serves as the most eloquent state- ment of the recognition UM has earned in its educational and diplomatic circles. UM was the first institution in the U.S. to be asked to be home to one of these centers. CIM promotes the study and research of Chinese language, culture, and philosophy, and it advances the understanding of China today: it provides non-credit Chinese language instruction for professional and personal use and enrichment, and conducts a stimula- ting variety of lectures, seminars, and discussions on aspects of Chinese society, art, education, history, ethics, and politics. CIM offers non-credit Chinese language instruction at many levels, from beginning to advanced, including conversational and intensive class- es, taught in multiple locations; scholarly and timely programs which draw a wide and vibrant audience from the university and surrounding area; a unique experience in culture and language to youngsters through Summer camps; annual language competi- tions; and teacher-training and language proficiency testing for regional Chinese language teachers. CIM also conducts research on curriculum and teaching methods, and it is involved in teacher train- ing for Chinese languages learning in a non-native language environment.

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China An International Programs Perspective

By William "Brit" Kirwan
Chancellors University System of Maryland

Confucius Institute (on left) and UM President Dr. Wallace L. Loh (center) at a ceremony in the Great Hall of the People’s Republic of China.
There are perhaps hundreds of China-focused research projects at Johns Hopkins University. In this issue's pages, we report a sample of them, at some length and others briefly. Below are some brief descriptions of projects that have come to our attention.

**Deborah Cai**
Communication in China

Deborah Cai, Associate Professor of Urban Studies and Planning, is the lead architect of a comprehensive research project on the communication system of China. The project, which is due to be completed in June, is supported by a grant from the National Science Foundation. The project aims to demonstrate how the Chinese media have told the wrong story about China's rising. However, the policy of containment due to a fear of increasingly or otherwise supporting a democratic China has not matched the same pace of change in institutional and ad \- 

**Qing Shen**
Urban Studies in China

Qing Shen, Professor of Urban Studies and Planning, UMCP was appointed in 2005 by the President of Nanjing University to be the first holder of the Siyuan Chair Professorship, a prestigious visiting position in the Department of History. In 2006, he spent 1/2 months each year at Nanjing University, where he has engaged in a wide range of academic activities. He has taught courses, given lectures, co-authored three books, and served on the editorial board of the Journal of Advanced Education. He has engaged in a wide range of academic activities. He has taught courses, given lectures, co-authored three books, and served on the editorial board of the Journal of Advanced Education.

**Erle Ellis**
China's Rural Landscape

Since 1993, Erle Ellis, Associate Professor, Department of Geography & Environmental Systems, UMBC, has been investigating long-term ecological changes in rural China together with colleagues at the Chinese Academy of Sciences and China Agricultural University. Supported by a U.S. NSF postdoctoral fellowship, Ellis's first work in China investigated the nitrogen cycle of villages in the Yangtze Plain, where he discovered that the ancient Chinese had a fully developed system of agricultural practices that he set out to study had already been transformed by unprecedented change in both population growth and by the introduction of industrial technologies such as fossil fuels and synthetic nitrogen fertilizers. Convinced that the environmental impacts of these changes would be more severe than in rural China, Ellis's next project, involving meetings and great efforts and sincerity on the part of the Chinese government, resulted in the establishment of the China Rural Landscape Project. This project, which is due to be completed in June, is supported by a grant from the National Science Foundation. The project aims to demonstrate how the Chinese media have told the wrong story about China's rising. However, the policy of containment due to a fear of increasingly or otherwise supporting a democratic China has not matched the same pace of change in institutional and ad

**Chengri Ding**
China Land Policy

For the past eight years, Chengri Ding, Professor of Urban Studies and Planning, EMBA 1989, and head of the China Land Policy Program for the National Center for Smart Growth Research, has been assisting government officials and scholars in China with progressive policies aimed at conserving urban growth, transforming rent payments, and improving educational reform. The remarkable successes China has achieved on the economic front have not been matched by the same pace of change in institutional and ad

**Towards Mutual Understanding & Respect**

Furthermore, Chinese opposition to Tibetan independence and enthusiastic support of the Olympics made some people in the West believe that all the Chinese were brainwashed by the Chinese government. Of course, some Chinese people and others may think that people in the West were brainwashed by their own media since they are their primary source of information about foreign countries. This two-way image of brainwashing certainly does not contribute to understanding, and the application of positive efforts made by both sides—especially those in charge of Chinese-Western exchange programs. The “wall that stands in China's way to the world is thick; a sincere heart has not been enough to ensure China’s smooth integration with the world. The torch will carry on, and the journey will educate the more than a billion Chinese people about the world, and about China.” These are the realistic yet hopeful comments of China's ambassador to London. Obviously, there is still a long way to go to make the two worlds sincerely understand and respect each other. Some of the projects in Maryland contribute to a shortening of that long way.

This summer, I have returned to China with reference books, data, published articles in English, new contacts list, and much better understanding of the higher education system, the people and the society of USA. In the past academic year, I have tried to make best use of every day and every opportunity to expose myself to the classrooms, the libraries, and the workshops. I have made many face-to-face in-depth talks with professors and students about American media and journalism education in the age of globalization. I have benefited a lot from it; I think it is different from my own media. The United States is no stronger than an abstract macro concept in my mind now. I hope many people from Maryland will visit China in the coming summer, and then return to the USA with a better understanding of my country and its people as well.
AMERICAN JOURNALISM EDUCATION IN CHINA-Is It Possible?

By Ray Hibbert
Professor and Founding Dean of Journalism, UMCP

The Merrill College of Journalism succeeds in establishing a Master of Arts degree (M.A.) in Chinese Journalism (CJ) in China. It will be historically significant—the first of its kind. This program is one of the most visible markers of the University’s relationship with China’s higher education. Other programs in China are already in place—for example, criminal justice in Nanjing and business in Shanghai. But journalism is another matter. Unlike many other areas of study, the media system, laws, and history of China are very different from America, and so would be unfamiliar to anyone seeking to work with Chinese students. The Merrill College of Journalism (MCK) proposes a three-year program in which students will spend their first year in Maryland, the second year in China, and the third year back in Maryland. The MCK also proposes a student and faculty exchange, the exact part of the proposal that is up for review and approval.

From the outset, several flaws about our goal; our goal is not to change the Chinese journalistic system. We do not propose that the American way of journalism is the only way. No other country in the world has its own unique laws, history, and culture—as well as our own brand of journalism. Rather, our goal is simply mutual understanding. We need not doubt that our journalism students will be in better journalism if they understand China, and China’s vice versa.

The degree we will offer is the Master of Arts, and not the Master of Journalism, which is the more skills-oriented graduate degree. The course will deal with the broader and more theoretical aspects of mass communication, not the laws or techniques of journalism—which are culture-bound. There is no point in teaching American journalism directly to Chinese students, but we will encourage understanding of each other’s different systems, but we will emphasize comparisons in media studies.

Chinese media have changed significantly since Mao Zedong’s death in 1976. A climate of diversity and pluralism and social reform has been manifestly reflected in media content. Uniquely now, the media are generally viewed as being fair, but those subcultures which have been largely self-sustaining, in particular private media, continue to develop.

Many colleagues and friends have asked me “what does a Chinese professor have to do with Confucius in China?” The answer may seem obvious but a bit academic and complex. When I was invited to establish the Chinese Academy of Journalists in Nanjing last year, I was asked to deliver a paper in his name, to the importance of media and cultural exchange. UM

Maryland: Confucius Institute (MCI) and the Department of Physics at the University of Maryland.

What Confucius taught over 2,500 years ago sounds relevant to today’s topsy-turvy world: “All ways of life should be harmonized.”

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By Chuan Sheng Liu, Director, Confucius Institute, University of Maryland

SINCE 2006 UM, student and faculty members have been taking an active part in many initiatives beneficial to the exchange and cooperation with China. It is no longer accidental that UM is one of the best known and highly regarded U.S. universities in China. I feel privileged to have the opportunity to announce many of our UM student and faculty on their trips to China and Taiwan, and to be part of the efforts to make our university a great university producing future leaders with global vision.

My Maryland-Confucius Institute (MCI) and Department of Physics at the University of Maryland.

Confucius comes to the University of Maryland.

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SINCE 2006 UM, student and faculty members have been taking an active part in many initiatives beneficial to the exchange and cooperation with China. It is no longer accidental that UM is one of the best known and highly regarded U.S. universities in China. I feel privileged to have the opportunity to announce many of our UM student and faculty on their trips to China and Taiwan, and to be part of the efforts to make our university a great university producing future leaders with global vision.

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Higher education used to be for only two to four percent of the 18-22 age cohort students in China. Since 1977 when the University Entrance Exam was restored after 10 years of cancellation during the Cultural Revolution, change was slow. University enrollment was 7.2% in 1995, and by 1998 reached 9.8% (about six million students). However, a dramatic change in government policy saw a rapid expansion in higher education. University enrollment increased from 12.5% in 2000, 15% in 2001, 17% in 2003, 21% in 2005, 23% in 2007, and 25% in 2009 (about 25 million students). According to scholar Martin Trow, 15% is the threshold for a country in transition from elite higher education to mass higher education. China achieved this in a few short years.

The four main factors behind the rapid expansion: 1) China sees education and science as the vehicle for national development, 2) there is a tremendous social demand for higher education along with a growing middle class with growing ambition and income; 3) the government uses the expansion to delay the entry of many graduates into the job market to alleviate employment pressure; and 4) higher education is redeployed as consumption rather that a public good to be paid by the government.

A report that catalystised the change was the submission of a public letter on February 1999 written by a couple who urged the Chinese government to look for ways to jump start the economy then in a middle income aftermath of the Asian Financial Crises. Dr. Tang Min, a key economist working for the Asian Development Bank, and his wife Ma Yaqin, a University professor, proposed to the Chinese leaders that a radical expansion in higher education and other sectors was necessary. The suggestion caught the attention of then-Premier Zhu Rongji. China passed a law on February 24, 1999, the State Planning Commission and the Ministry of Education jointly announced that it was strongly supported that recruitment in higher education institutions would be expanded from 2000.

The expansion has since then been dramatic, from an increase of 47% in enrollment in the first year 1999 to a stable 30-40% enrollment increase in the ensuing few years. New campuses were constructed at a rate almost equal to the increased enrollment from less than 10,000 students to 40,000 to 100,000 students. Many universities were set up, with the one in Guangzhou having the capacity to accommodate 330,000 students.

The expansion has pushed China’s higher education system to be largest in the world, second only to the U.S. in 2005. The pace of expansion has slowed down recently, due to regulations issued by the Chinese government. Two issues of great concern have been insuring the quality of education, as class size increased from 30-40 students to 100 students, and the accumulating debt of the universities. The top-ten universities, which account for 80% of the students, have lived and worked in China, helping to move the country from a labor-intensive manufacturing base to economic development with key areas of science and technology. Some questions, however, remain: How should the enrollment issue be addressed? Who defines “world-class university” with what indicators? How should the quality of education be improved beyond the changes in infrastructure now being made? What can China do to provide a great educational leap forward. But there is still much work to be done.

dressing social challenges; scholars share knowledge that creates new solutions for problems of all types. Higher education in the 21st Century is inextricably linked to business and society. Perhaps the biggest platform today is the Internet. Only by working in concert can governments, businesses and universities successfully assemble the assets needed to address large scale global problems (like security, terrorism, disease caused by water, food, etc), as well as local needs.

There is a news in a lot these days. Some of it is positive thanks to a national transformation like no other in history. Other news is not positive. But many new stories to consumer products safety to human rights issues. These realities are the local manifestations of a China, a nation whose scale and rate of change are both too large to be controlled by the current leadership. I am not in this for myself, visiting China regularly to cultivate University connections with government, universities, research parks, and industry, I have lectured at many universities and have witnessed the high level of political stability within the country. A non-economic advisor to the Governor of Jiangsu Province and have spoken in the United States and China. I want to try viewing things there from 50,000 feet so that I can see the direction of the changes in China. Not just the turbulence within it. From this height the University’s role in China is clear. China is a developing country. We are sharing expertise and entrepreneurship, and increasing our understanding of China on multiple levels. Government, students and faculty members take the opportunity to engage with China, the greater will be their influence on its future. This is the age of engagement not isolation.

According to China, the decision to expel foreign journalists from China and ethnic Tibetan areas is frustrating and disappointing for many of us who work in Tibet and Tibetans in China. The decision not only reinforces what Newsweek’s Melinda Liu has called the “culture of non-transparency” within Chinese officialdom, it also distorts the debate in the West over China’s place in the world... all to China’s detriment.

By Eric Easton
Loy. University of Baltimore

In 1990, the Chinese government decreed that most restrictions on foreign reporters in China would be lifted from the beginning of 2007 through the end of the Paralympics in October 2008. Most importantly, foreign reporters would no longer have to obtain the government’s permission to interview Chinese citizens. This policy, taken together with the International Olympic Committee requirements, seemed to promise free access to the 153 million people in China, helping to move the country from a labor-intensive manufacturing base to economic development with key areas of science and technology. Some questions, however, remain: How should the enrollment issue be addressed? Who defines “world-class university” with what indicators? How should the quality of education be improved beyond the changes in infrastructure now being made? What can China do to provide a great educational leap forward. But there is still much work to be done.

Whatever the outcomes, I believe, as do most Chinese, that Tibetans are well pleased with the economic development of recent years. Still, some must surely have realized that an event precisely calculated to confront the U.S. and its allies, its platform toward China would also attract high-profile dissidents. Yet there seems to have been no strategy in place to accommodate the protagonists and prevent the destruction of the Paralympics. Instead, the instinctive reaction of Chinese security forces was to expel the foreign journalists and expel Tibetans and their protesters alike. Journalists were not allowed to return until March 26, and only then as part of a government-tour.

As a result, the discussion in the Western media is not about heralding a new China poised to join the community of nations, but rather about boycotting an old China that cannot abide dissident. In the absence of on-site Western reporting, there are few credible voices expressing the major Chinese view that Tibet is an integral part of China and that the rioters deserve what they got. Even fewer voices are available to engage that view in informed and disputing.

Perhaps all is lost. Even as these events were unfolding, the Chinese government decreed that the newly elected KMT government in Taiwan were reopening talks, with the US. Perhaps it is consoling for those in the US University System who have lived and worked in China, who have many friends and professional colleagues there, and who hope to see the “culture of non-transparency” disappear altogether some day.

Eric B. Easton, a professor in the School of Journalism at the University of Maryland, has been teaching in China for more than 30 years, serving as a reporter, editor, and publisher. He also is a Senior Research Associate at the Center for International and Comparative Law and author of several works on China with Shantung University in China. Professor Easton taught American constitutional and copyright law at Shandung University Law School during the spring semester of 2002. He has served as a Media and Communication guest on the board of directors of the Maryland-China Business Council.

By Ing Lim
Education, UMBC

The University is building linkages in Beijing and Shanghai taught by our faculty members, and it has...
China's Abundance and Disparity: The Case of the Northwest

By William M. Rivera

Agriculture and Natural Resources, UMCP

China reminds me of the movie, Fiddler on the Roof, where technology and innovation disrupt a gray society and turn it (albeit reluctantly in the movie) into a more modern color. I, as I now only learn from the news, colleagues and pictures of automobile-crowded streets for the rest of the world, China has changed considerably since I was there in 1996—almost radically in the cities but also in some rural areas. I am most familiar with China's poorest region, the Northwest, where change is slower. Otherwise my contact with China now is indirectly through the campus Institute for Global Chinese Affairs as a regular lecturer to their leadership programs to train Chinese delegates.

I was in Beijing in August, 1996, flew to Xian, and then traveled to Northwest China's three agricultural development regions. It was a shortcut through the province's agriculture and construction stations and institutions in three Northwest provinces. It was a short but revealing tour of China's food security. As a China specialist, I was one of the Delegation of China's Ministry of Agriculture's and several universities that was part of the UNDP/FAO joint mission to evaluate the beginning of the change toward traditional crops (like fruits, especially apples, and nuts) consumption. The visit to Shaanxi and Shaanxi farmers.

The greatest production increases have been in meat, fish, fruit, and vegetable production. At a banquet in Xian—rice—the traditional rural basic food— was offered along with several turns of their “lazy-Susan” approach to eating, and any comfort abdominal space is no longer important. A small part of the meal is now one of its main components, as it is in much of the Western world.

The Government of China has a vital interest in continued economic development and social stability. In the past, food riots would threaten these objectives. Food riots have recently occurred in many parts of the world including Bangladesh, Indonesia, Pakistan and Thailand. Rising food prices have also caused some countries to raise food prices. In China, rice is only one of several turns of their “lazy-Susan” approach to eating, and any comfort abdominal space is no longer important. A small part of the meal is now one of its main components, as it is in much of the Western world.

China's food demand and production transition. China is blessed with relatively abundant natural resources, but curbed by their uneven distribution. Its territory is vast, like the United States, covering about 932 million hectares, or about 7 percent of the world's land area of which some 58% is arid or semi-arid—about half of which is in northwest and west China. The arid, semi-arid, or desert environment has sometimes troubling issue is wood food security and increasingly the significance of China's role in world food security. During the late 1990s, economists concerned with international food policy and market trends expressed concern about the possibility that China would buy up the world's grains if world food grain supplies were short and thereby create a worldwide shortage. Some economists asked the brutal question: “Who will go Hungry?”

China’s abundance in some provinces is in stark contrast to the disparities that exist in others. In the 1980s, the world food security debate centered on China, which was considered a small player in the global market. But as China’s economy began to grow and its population increased, its role in the global food market began to grow. In the early 1990s, China became a major player in the global food market, with increasing imports of grain and other food commodities. This has raised concerns about China’s reliance on foreign food supplies and its impact on global food security.

China's Yellow Dust

By Armin Rosenzweig & Takanobu Terada

Public Policy, UMCP

China's yellow dust, also known as Asian dust, is a surprisingly meteorological phenomenon that affects downwind countries. An atmospheric depression in western China blows up tons of dust in the Gobi and Takla Makan Deserts. Circumstantial weather analysis indicate the yellow dust storm caused school closures and disruptions in China. A research group at the University of Tokyo recently found that sulfur and nitrogen oxides (SOx and NOx) adhere to almost every particle of yellow dust. SOx and NOx are precursors of acid rain, which has also increased throughout East Asia. A study by Japan's Research Institute of Health and Environment found that ambient air with yellow dust contains 25 times as much arsenic as air without yellow dust. Another study indicates that the yellow dust exacerbates a pollen allergy from which 20% of Japan's urban population suffers. The year 2002 witnessed the most frequent and intense sandstorms since Japan's meteorological agency began tracking the yellow dust in 1970. In South Korea, a similar problem occurs. In China, sand storms take up and carry industrial and coal-burning pollution, sulfur oxides, soot, and nitrate aerosols, which can affect both the local environment and people's health. China is one of many countries that have experienced a decrease in the amount of dust storms in recent years. This decrease can be attributed to measures taken by China to reduce air pollution and improve air quality.

China's air pollution levels have improved significantly, and the government has taken steps to reduce emissions, including increasing the use of clean energy and implementing stricter pollution control regulations. In addition, the government has invested heavily in renewable energy sources, such as wind and solar power, which have helped to reduce dependence on fossil fuels.

In recent years, China has made significant progress in reducing air pollution, but challenges remain. The government continues to invest in pollution control technologies and to enforce existing regulations. However, economic growth and urbanization continue to contribute to air pollution in some areas. The government is also working to improve air quality in smaller cities and rural areas, where pollution levels can be especially high. Overall, China's efforts to reduce air pollution have resulted in a significant improvement in air quality in recent years.

References


I t was a clear October morn-
ing in Beijing, the kind that goes on for the "Golden Season" — one of those autumn mornings when the pollution has cleared. I set out from the Faculty Voice office, a line that you can almost see the Fragrant Hills (a famous moun-
tain near the campus) in the distance to the west.
I woke up that morning feeling singularly clear, as well. As I got ready to go, I was insistent, formed clearly in my head: "You will meet someone very important today." Of course I would meet someone important today, I told myself. I was in Beijing as part of my doctoral research in international broadcasting, and later that morning I would interact and talk to a girl I had heard was world's largest television network, over a billion viewers strong. How could anyone at such a TV network be unimportant?
Yet the feeling left me clear, and curious. Dressed in my best clothes, I took a taxi to the CCTV to wait at the main gate for my interviewer to sign and escort me into the building. I was early, (for once), so I stood at the gate for a while watching people go by. There was a crowd of beggars outside the gate, many sitting on blankets on the sidewalk. My eyes fell on a young girl with deformed feet and dreadfully scarred legs — her pant legs were rolled up to reveal that she had obviously been burned. Her eyes met mine, curious, and I still had some money back in my wallet. I asked her if she would like to have her feet treated, but she shook her head. She didn't go to school, she frowned; her family had no money. Everything they had was destroyed or sold after the fire to pay hospital expenses. Her heartbeat. Here, at least, was something I could do. If a few years ago, some-Chinese graduate students at the Department of Communications at the University of Maryland had set up a nonprofit organization called HandReach. Every year, we gave out grants to kids and schools in rural China to fund artificial limb prosthetics. If she was a perfect grantee, and I still had some money back in my wallet, why wasn't she? "Will you be here tomorrow?" I asked them, and they nodded. They were out of options; when else would they go?
I came back the next day and gave them the small grant — her father signed a promise that 100% of the money would go for her family's education. They made a good start on the first prosthesis, however, all they had gained was a small $200 grant from HandReach to make her ready to go to school again.
While Zhou Lin recuperated in the hospital, the horror of what her family had been going through kept me awake at night. Zhou Lin liked to paint, so we had an idea — why not auction her paintings in Boston to raise money to settle her family's debts? The art auction, held by a lovely arts community in Cambridge, brought in enough to pay off the family's debts and even enable the family to move out of debt. But yet something gnawed at me — this gap between the rich and poor in China continues to increase. When Zhou Lin recovered, returned to Sichuan and getting her education. They made their promise, returning the girls' education. They made their promise, returning.
Zhou Lin's family was still drowning in debt, hence the trip to Beijing. They had gone to visit government offices to appeal their case, but were never given a chance to be heard; this is when they were at CCTV that day, in a last-ditch effort to let the court of public opinion decide their case. When Zhou Lin recovered, returned to Sichuan, all they had gained was a small $200 grant from HandReach to help her ready to go to school again. While Zhou Lin recuperated in the hospital, the horror of what her family had been going through kept me awake at night. Zhou Lin liked to paint, so we had an idea — why not auction her paintings in Boston to raise money to settle her family's debts? The art auction, held by a lovely arts community in Cambridge, brought in enough to pay off the family's debts and even enable the family to move out of debt. But yet something gnawed at me — this gap between the rich and poor in China continues to increase.
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The forum will coincide with a visit on July 1 from Zhou Wen- zhong, China’s ambassador to the United States. The ambassador will present a special lecture on the historical, political, economic and cultural issues affecting China’s relations with the United States. The lecture is part of UMUC’s biannual “Meet the Ambassador” series, which is designed to encourage an international exchange of ideas and to stimulate understanding of different countries and cultures.

The forum is required for the forum; the ambassador’s lecture is free and open to the public. For more information or to register, visit www.umuc.edu/uschina or call 301-985-7937.

**Chinese Language “Meetup” around D.C.**

By Elaine Yummel Toff
Office of Multi-Ethnic Student Education, UMCP

As an assistant director at the Office of Multi-Ethnic Student Education, I have always encouraged our students to study languages. In light of the growing out the increasing demand in business and other occupations for foreign languages skills, I have noted that a large metropolitan area like Washington, D.C., affords excellent opportunities to practice foreign language outside of class. One such opportunity is the Washington D.C. Chinese Language “Meetup” group, for which I have served as lead organizer since the spring of 2003. Over the past five years, the group has grown from 50 members to nearly 200 members, making it one of the fastest growing language groups in D.C.

Chinese Language “Meetup” provides a place for people who are learning or speaking the Chinese language to meet. Each month, we gather at different Metro-accessible restaurants or bars in the D.C. area in order to practice conversation. The group welcomes Chinese speakers from all backgrounds, including native and non-native speakers, and our membership is extremely diverse. Each meeting is divided into beginning, intermediate and advanced language groups, all of which sit together and practice speaking Chinese at their respective level of proficiency. Each learning level group has a moderator who works to facilitate conversation in Chinese at the group’s respective level of proficiency. Through group learning, each moderator has a great opportunity to learn the Chinese language and to network with other members with similar professional or other interests in Chinese language and culture.

Anyone who speaks or hopes to speak Chinese, or has an interest in Chinese culture, will find an enthusiastic and welcoming group of Chinese speakers.

**Human Behavior and the Social Environment: Models, Metaphors, and Maps for Applying Theoretical Perspectives to Practice**

By James A. Forte
Social Work Dept., Salisbury University

Reviewed by Guido Francescon, Professor Emeritus of Architecture, UMCP

Though not immediately obvious, the “practice” to which the subtitle of this book refers is that of social work, and it is to students of that profession that the book is aimed. As one who is not a social worker, I must admit to a degree of perplexity about the approach of my reviewing this book, but I was asked to do so, and here goes.

Forte’s book is organized in three parts. The first deals with definitions and proposes a linguistic analogy for understanding theory. Not surprisingly, therefore, given this point of departure, we encounter a focus on the nature of social work; this section of the book focuses on tools for translating theories into applications. Among such tools, particular attention is paid to models, metaphors, and a variety of mapping techniques for representing relationships in visual form. The second part of the book is by far the most extensive and is devoted to discussing the application of these translation tools to the practice of social work. Each chapter in this second and central part deals with one specific theoretical perspective, such as ecological theory, systems theory, biology, cognitive science, policy dynamics, behavioral, sociocultural, intersectionalism, social role theory, economics, and critical theory. Even to one not familiar with the field of social work, it is apparent that this formulation, although not of a list of major orientations necessarily calls into question issues of validity, complexity, and conflict. Admittedly, in the third part of the book, Forte confronts such issues and provides guidance for coping with what he calls the challenge of theoretical pluralism, which focuses on integrative and holistic approaches as well as on the obstacles involved in blending and unifying competing perspectives.

The eleven chapters in the main section of the book, devoted to the major theories underlying the field, are all structured in a fairly similar manner. They include an introduction; a discussion of what, in keeping with the language analogy, is labeled as related dialogues or associated perspectives; biographical sketches and thumbnail descriptions of the central positions of a series of exemplary theorists; the root metaphors of the particular perspective under review; in some cases, its relationship with human development; the mapping of its conceptual framework; a discussion of the limits of the perspective; and an example of how the approach has been used to understand a specific problem and designing an intervention to address it.

“Nothing,” Kurt Lewin famously wrote, “is as practical as a good theory.” Although he does not cite Lewin, the author certainly views theories primarily as tools. This point of view will be appreciated by those students who are impatient with the abstractness of theoretical work and its perceived lack of relevance to the solution or amelioration of practical problems. Identifying a number of theoretical aspects, unraveling the complexity of the relationships among diverse and often competing points of view, and demonstrating how high-level decision making can be informed on a complex and nuanced understanding. Forte has pointed to an important and valuable opportunity for his readers to gain a valuable understanding of the rich intellectual corpus available to social workers.

The book is written in a plain, easygoing language that should be well received by its intended audience. It is, however, more than six hundred pages long—a length not made more bearable by the author’s propensity for repeating concepts that even beginning undergraduates might grasp the first time.

By Chip Cassano, UMUC

**University of Maryland College Park will host the 4th Annual U.S.- China Forum on Distance Education, June 29-July 2, 2008, at the university’s Inn and Conference Center in Adelphi. The three-day forum is sponsored by the China Youth Center for International Exchange and the China University Distance Education Committee, and the China Educational Technology Association.** —will focus on “New Developments in Distance Education for Sustainable Growth: Pedagogy, Technology and Practice.”

“China assumes an ever more prominent role on the economic and political world stage, the vital role of education, and the exciting social and cultural phenomena presented by distance education, become increasingly clear. This forum will focus on learning and teaching, and continue important dialogues about the role and interplay of technology and education in the 21st century,” said UMUC President Susan C. Aldridge.

The forum will feature workshops, panel discussions, and plenary sessions focused on best practices in support of online teaching, and Second Life’s potential to transform the educational experience. The discussion will address international cooperation and major trends in distance education. Leading speakers will come from the USA, Brazil, Canada, and China.

The forum will coincide with a visit on July 1 from Zhou Wen-zhong, China’s ambassador to the United States. The ambassador will present a special lecture on the historical, political, economic and cultural issues affecting China’s relations with the United States. The lecture is part of UMUC’s biannual “Meet the Ambassador” series, which is designed to encourage an international exchange of ideas and to stimulate understanding of different countries and cultures.

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Chinese Art at UMUC

Many people think of the University of Maryland University College (UMUC) as a ‘local’ school. UMUC is a global university with a unique position as a global university with a strong historical connection to Asia. For over 100 years, UMUC has provided educational opportunities for U.S. military personnel and their families. In 1988, UMUC already had a noteworthy collection of Japanese art.

The Art of China collection contains pieces dating from the Sung Dynasty (960-1279) through the 20th Century, a historical reach of some ten centuries, with a major focus on the art works from the Ming Dynasty (1368-1461) and Qing Dynasty (1644-1911). The combined collections include numbers of important works in various media and presentations. Traditional scroll paintings are very much at the heart of the collection, including such treasured figures as “Warm Breezes over Verdant Hill” (see page 6 of this issue), formerly in the collection of the legendary 19th Century Emperor Kangxi, one of China’s greatest art patrons. Other scrolls foreground pictorial depiction and inscriptions with both traditional and contemplative beauty of calligraphic characters alone. The so-called “wa ter-writing” (a form of descriptive calligraphy) characterized by the fluid, energetic brushwork of Zhu Yuming’s “Mountains and Willows in Spring,” is a fine example (see the front page). Not limited to graphic art alone, the Art of China collection includes the decorative arts and sculpture with many quality pieces of ceramic, wood, stone and ivory. In addition to the Li and Chow donations, UMUC is fortunate to have the support of other significant Chinese artists and collectors. Dr. and Mrs. Jackson Yang provided several albums of beautifully executed antique watercolor paintings on silk (see the fan painting on page 8). And visitors to the third floor of the Inn and Conference Center will enjoy Robert and Sylvia Ting’s marvelous collection of snuff bottles (above), included some most unusual works made from amber, jade, and mala. Artist Stephanie Kun Snyder

Contemporary Exhibit

Art and Dreams: Contemporary Chinese Art around the Capital is an exhibit of Chinese visual artists residing in the greater metropolitan area of Washington D.C. Curated by Dr. Joseph Chang, Associate Curator of Chinese Art for the Smithsonian Institution, the project examines the migration of Chinese artists of the Chinese contemporary art movement from the mainland and Hong Kong to the United States. The exhibition opens at UMUC on June 30, 2008, with a reception starting at 6 p.m. in the Lower Level Gallery in UMUC’s Inn and Conference Center. The exhibit hours are 9 a.m. – 9 p.m. daily.

By Rebecca E. Rampsott

Frostburg Choir in China

Travel typically entails maps and guidebooks as ways to find a sense of direction. But as the Frostburg State University Chamber Choir discovered during a tour in China March 6 through 14, songs also serve as a compass that can guide you to where you want to go. Whether it’s a place of connection with people you’ve never met before or to a final destination of togetherness you’ve found as a group.

The Choir’s journey began as two great ideas united for a common purpose. In April 2007, three FSU administrators—Bill Mandi cott, Assistant Vice President of Student and Community Involvement; Hank Bullmore, Professor of Geography; and Vice Provost John Bowman—stood on the Great Wall of China and pondered what it would be like for FSU students to sing there. Years before, Kamn Soderberg Sarnaker, the Chamber Choir’s director, had heard Singapore vocalist perform the traditional Chinese “Lushi Boat Song,” and was so moved that she filed it away, hoping to teach it to singer John Bowman—stood on the Great Wall of China and pondered what it would be like for FSU students to sing there. Years before, Kamn Soderberg Sarnaker, the Chamber Choir’s director, had heard Singapore vocalist perform the traditional Chinese “Lushi Boat Song,” and was so moved that she filed it away, hoping to teach it to singers someday. “When I was approached by the University ad ministration about taking the FSU Chamber Choir Chorus, I knew I had found the perfect opportunity,” she said.

Soderberg Sarnaker enlisted the expertise of FSU instructor Yorick Fan, who taught the 26 students the correct pronunciation for every word in “Usuli Boat Song” over a phone call. As late as the 1950s and 1960s, traditional techniques and approaches to art-making, as practiced in their native China and Taiwan, the artists selected represent significant stylistic inven tiveness—happily, we have the opportunity to fully appreciate the West?

To learn more about the FSU Chamber Choir’s trip to China, visit http://becca-wholewideworld.blogspot.com.

Teaching Chinese Art

Prof. Jason C. Kuo of Col lorado State University, Department of Chinese Art History and Archaeology, is an expert on Chinese art. Born in Taiwan, he majored in British and American literature before focusing on art history. He received his Ph.D. from the University of Michigan, taught Chinese art at the National Taiwan University, and then returned to the U.S. where he spent his time at Williams College and Yale University. He is a professor of art history and teaching Art History and Archaeology. The area is expanding Chinese art research and teaching. Washington has two national museums of Asian art: the Freer Gallery of Art and the Arthur M. Sackler Gallery. The two galleries together house one of the best collections of Chinese calligraphy and painting in the country.” And he likes his aca demic home department.

What is special about Chinese art? He answered: “Chinese art embodies some of the most important legacies of Chinese civili zation and philosophical thinking.” Among these legacies are the strong importance placed on education and the educability of all people; the profound respect for nature; the emphasis on human morality and historical memory; and the optimistic faith in the human potential for individual and collective good.

Moreover, China has the longest continuous development of an artistic tradition in the world, and that tradition had contributed an endless stream of great masters, glorious monuments, and intriguing theories about art and the visual cultures of the world.” He added that his goal is to educate people about Chinese art. Why hasn’t Chinese art been fully appreciated in the West? Col lorado State University Assistant Professor of Chinese and Western studies, Dr. Priscilla Chen (see page 10), pointed out that Western scholars (not just lay per son) disparaged Chinese painting because it did not reflect an occi dental perspective, and chiaroscuro. As late as the 1950s and 1960s, even historians of Asian art in this country were mostly trained in Western art history. No wonder many of them accepted five days of rigorous rehearsal. When the group finally was ready, the group was ready to go, complete with vaccinations, good walking shoes and just enough luggage not to go over the weight limit for their flight between Beijing, where they would spend several days, and Changde, where they would enjoy the second half of their trip. They spent their time in China immersed in the culture, where they shared their favorite tunes while on route to different sights, and at some places, like the Great Wall, where they made FSU’s dream a reality by giving an impromptu performance.

The Choir also sang for several schools: Beijing Chaoyang Xinghe Primary School, where children gave them brief presentations on paper collage papers; Hunan Normal University, where their rendition of “Lushi Boat Song” brought people to tears; and Hunan City University, where, as FSU sophomore Erin Drenning put it, “looking around about how they should have been playing Eye of the Tiger when we walked in.” A marching crowd of nearly 600 people, including military and Changsha officials, stood and cheered as while FSU’s students made their way down the aisle to perform.

Ask the Choir members about their favorite moments of the trip, and several memories always surface: the afternoon they spent with students from Hunan Normal Uni ver sity, several of whom Frostburg students continue to chat with via Facebook. One of the most exciting moments was the group’s visit to the Primary School and watching them perform for their American guests as part of a cultural exchange. But perhaps the most powerful moment was the Choir’s last dinner together in China with friends from Hunan Normal University, when they sang “Usuli Boat Song” for the last time.

“China is one of the few places in the world where the people of China have in their country, and how open, respectful, caring and nice they are. They are the people, not to people of foreign countries... leaving it brought tears to my eyes,” said soc kor. And like a refrain in music, the same feeling echoed through those at Hunan Normal University. “Your beautiful songs will be remembered in my heart,” said Tang Jianwen, Deputy Director with Hunan Normal University’s Office of Information Exchange and Cooperation, after the students finished singing their last song.

Photo: Frostburg’s Chamber Choir performed at the Great Wall in China. The long, wend ing wall can be seen on the background mountain. Taken by Rebecca E. Rampsott.