THREE SCORE AND FIFTEEN: OLD DOMINION MAKES HISTORY

Three-quarters of a century ago, our founders wisely laid the groundwork for a university that would aspire to be among the nation's finest. Some three decades later, the institution became a four-year college and was aptly named “Old Dominion,” the affectionate, traditional name for the commonwealth of Virginia, England’s original Dominion. Along with Scotland and Canada, the Old Dominion had ancient roots and ties to Europe. How appropriate for Virginians international university!

When we reflect on our past we immediately think of people: those who made our institution possible and those who have assured our future. In one case at least, the past and future intersect significantly in one person. Frank Batten, our first rector, recalls selecting our name and leading the charge for our independent state. Over the years, he has made it possible for us to aspire to the highest goals through his generous investment. H.G. Wells compared human history to a “race between catastrophe and education,” and it is thanks to the leadership of Frank Batten that we have a chance to win the race in Hampton Roads. He has made it possible for many scholars to pursue their academic dreams, for scores of researchers to experiment and discover worlds of new information, for the university to transform this region and to change the lives of generations of students whose parents did not have the possibility of attaining a higher education.

It is fitting that we celebrate a number of faculty who were the research pioneers at Old Dominion, as well as some of those who are today pioneers in their fields of inquiry. Each of the articles in this issue features people serving others. Katherine Kersey’s work with children and educators is exemplary and may, one day, obviate the need for studies like that by James Oleson, whose research topic is the criminal mind. Masterminds, genius criminals, most likely did not have teachers like Dr. Kersey!

On the other side of the coin, Karen Polonko’s study of child abuse is a poignant reminder of the importance and necessity for educating parents and protecting children. On the other side of the globe, Rick McKenzie is modeling crowd behavior in Mogadishu, Bosnia and Iraq. His impressive work combines psychology, social anthropology, architectural design and computing with visualization.

Austin Jersild’s study of the socialist bloc and Sino-Soviet relations sheds informative light on history, Cold War history and the influence of people and nations on our past.

Robert Tuleya’s work on predicting hurricanes, which includes a three-dimensional model he uses in forecasting, is of signal importance to all coastal residents.

I have often said that Old Dominion does not, like some schools, possess 275 years of history, but that surely the future belongs to us. Our future is based on seven-and-a-half decades of invention, innovation and achievement by brilliant and thoughtful minds. Indeed, as we reflect on 75 years of history, the past does seem vital, vivid and all too brief. But then, everyone knows that time flies when you are busy discovering the future! Thank you for joining us in our quest for new dominions in the world of ideas.

Sincerely yours,

Roseann Runte
President
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Hurricane Season
THE INSIDE TRACK ON

BY MICHELLE NERY
Having survived two highly active hurricane seasons, Hampton Roads residents – indeed, everyone who lives along the Atlantic Coast – are keeping a wary eye on the 2005 season, which started June 1 and continues through Nov. 30. Robert Tuleya, an adjunct professor in the Center for Coastal Physical Oceanography at Old Dominion University, is doing more than that, however. He’s using lessons learned from previous blustery seasons and a new hurricane prediction model to improve the accuracy of future prognostications.

Tuleya joined the university more than two years ago after retiring from the National Oceanic and Atmospheric Administration, where he worked for 31 years. At NOAA, he was based in the Geophysical Fluid Dynamics Laboratory (GFDL) creating one of the world’s most trusted hurricane prediction models. He still works with NOAA and the National Weather Service on projects to improve modeling and forecasting, including the creation of a new hurricane forecasting system to be implemented in 2007.

From his office in Old Dominion’s Crittenton Hall, Tuleya studied GFDL models on his computer screen of the 15 tropical storms that formed in the Atlantic Ocean including the nine hurricanes – among them Charley, Frances, Ivan and Jeanne – which ravaged the East Coast in 2004.

This close-up view of Hurricane Isabel was taken Sept. 17, 2003, by one of the Expedition 7 crewmembers onboard the International Space Station. In addition to the station’s cameras, NASA satellites provided imagery of the storm, as it approached the eastern seaboard of the United States.
Predicting with Accuracy

For nearly two decades, Tuleya has worked with his colleagues to develop computer models to better understand the basic mechanisms that produce hurricanes and to predict the movement and intensity of individual storms. "It is not an exact science to say the least," he admits. "But there have been incredible improvements since I started working in the 1970s."

In 1995, while working for NOAA, Tuleya, along with GFDL colleagues Yoshio Kurihara and Morris Bender, developed the GFDL hurricane model that continued to be one of the best prediction systems for the National Hurricane Center in both the Atlantic and Eastern Pacific Basins for the 2004 season.

Based on its impressive performance in tracking Hurricane Emily in 1993, the system was adopted as the operational hurricane prediction model by the National Meteorological Center. While conventional models predicted that Emily would make landfall in the vicinity of Georgia, the GFDL forecast system correctly forewarned that the hurricane would strike North Carolina's Outer Banks before veering back out to sea.

More than 300 forecasts were made for the Atlantic during the 2004 season, and the GFDL model proved to be either the best or next best in providing track guidance for forecasts from one to five days. In addition, more than 175 forecasts were made for the 2004 season in the Eastern Pacific, and the GFDL model proved to be the best track forecast model for periods from one to four days.

"As far as forecast intensity, there were signs of improvement using the GFDL model during the 2004 season," Tuleya said. "For most forecast periods, the GFDL model was competitive with statistical forecast methods. Over the years, statistical methods have been superior to dynamic models such as the GFDL model in forecasting hurricane intensity."

Tuleya expects that a new high-resolution version of the GFDL model will be completed soon. The model will be able to simulate storm scale more realistically. "The resolution near the storm within the multiple grid system will improve to nine kilometers from the current 18 kilometers horizontal resolution," Tuleya said. Test experiments conducted last fall indicated "improved track and intensity forecasts for the 2005 season."

Combining Research and Forecasting

He is currently developing the Hurricane Weather Research and Forecasting (HWRF) system with the National Weather Service, the National Center for Atmospheric Research, and several NOAA laboratories and universities, including Old Dominion. "The whole idea is to combine research and forecasting together," he says. "It is popular now to transition research from universities and research institutes to operational centers to make it more fruitful."

Tuleya ran the prototype HWRF model during the 2004 season and completed more than 120 forecasts. He has been evaluating the results and plans to use them to improve the high-resolution model as well as to develop a movable "nested" grid system to zero in on the internal storm structure this year. The current plan is to have the HWRF operational by the 2007 season.

In addition to using models to predict present-day storms, Tuleya is involved in determining the impact of global warming on future hurricane activity. He has worked...
with GFDL climatologist Thomas Knutson for several years. “We merged two models, a climate model with an operational hurricane model, to simulate hurricanes at very high resolution,” Tuleya says. Most of his current research in this area has focused on the increasing intensity of storms. “I have been a lot of evidence from modelers like us and theorists that there will be higher-intensity storms. Our models show a 5 percent to 10 percent increase,” he explains. “It can make a difference in the destructive nature of hurricanes. With the number of people living on coastlines, it is an important issue.” Tuleya’s research indicates that most intense storms are moving half a category higher, or approximately 8 mph. “The rainfall intensity associated with hurricanes is also increasing,” he says. “There is a bit more wind intensity, which is showing a 5 percent to 10 percent increase, while rain is showing a 20 percent increase.” Tuleya and Knutson published a paper in the September 2004 Journal of Climate on the impact of global warming on hurricane intensity and precipitation, which was quoted widely in the media, from The New York Times to the International Herald Tribune. On the other hand, this study is not without controversy. Given the increased hurricane activity this past season, it is natural to ask whether the occurrence of strong storms could be due to global warming. There is disagreement among experts.

“From our standpoint, the small .9 degree Fahrenheit warming observed in the Atlantic since 1900 implies only a 2-3 miles per hour intensity increase to date. Such a small increase is hard to detect. It is difficult to attribute the upswing in strong hurricane activity this past season to global warming. Season-to-season variability is very large.”

Interestingly, Tuleya himself once learned the consequences of not paying attention to the results of his computer modeling. He and his wife were in their hometown of Princeton, N.J., as Isabel approached Hampton Roads in 2003. His wife warned him that they should head south to prepare their home in Portsmouth, but Tuleya told her not to worry about the storm. “I’m kind of embarrassed because an 80-foot tree fell on my house,” he admits.
During World War II, the Korean Conflict and the Vietnam War, American soldiers mainly encountered their enemies in fields using conventional weapons, but warfare in the last decade has increasingly involved adversaries with whom the military has been largely unprepared to contend.

"U.S. military actions in Mogadishu, Bosnia and Iraq exemplify the significant effects crowds may have on military operations," says Frederic D. (Rick) McKenzie, assistant professor of electrical and computer engineering, who is working with researchers from the Virginia Modeling, Analysis and Simulation Center (VMASC) to develop a crowd federate computer program for the military to use in training simulations. A federate is a simulation model that is integrated with other simulation models developed by the military and allows disparate, heterogeneous models, such as tank simulators and vice plane simulators, to interact with each other. The group's crowd behavior model is the first of this sophistication that interacts with military simulators.

"Our federate generates realistic civilian behavior," McKenzie says. "It plays with military simulations that generate soldiers' behavior and creates the control forces. Control forces interact with the civilian crowds in various ways including the use of non-lethal weapons."

According to McKenzie, crowds of civilians often do not carry guns or other weapons; however, they are playing more and more of a role in modern military operations and often create substantial difficulties for the military forces. He notes that in Somalia, U.S. forces frequently faced hostile crowds brandishing and using lethal weapons, while in Bosnia, U.S. Army soldiers were forced to disperse angry mobs of rock-throwing Serb hardliners near the town of Brcko. Currently, troops in Iraq are facing mobs of angry insurgents.

"The military now does a lot of peacekeeping. It's factions the soldiers are fighting against, not the whole country," McKenzie explains. "This federate trains people to interact with civilians who are not rioting; or if they are rioting, it trains the military to contain it." He adds that traditional military training simulates an environment in which the crowd is absent, or the crowd is fairly small and unengaged. "The models don't really have reactive or thinking type behavior," McKenzie says. "That's not very realistic to the war fighter. What we want to do is provide a realistic crowd scenario with a crowd that's involved, and the soldier can react to the environment."

TRAINING FOR CROWD BEHAVIOR

Crowd behavior is a part of modern warfare that has been largely neglected, but with future troop engagements expected to involve smaller forces in urban settings, military officials are realizing the need to train soldiers in what to expect from hostile crowds. The Defense Modeling and Simulation Organization contracted VMASC to look at how crowd behaviors are composed. McKenzie and his colleagues decided to look at crowd behavior. Their work resulted in two follow-up contracts. The Joint Forces Command, which trains war fighters, also asked McKenzie's group to install a draft version of their federate on its computer systems. That version is slated to be installed this summer.

The researchers have designed the software with an eye for flexibility, scalability and reconfigurability. The software configuration can change and specify feats for scalability and...
flexibility of data and can create crowd and group behaviors. The federate runs on a Microsoft personal computer operating system, with models used on networked computers.

"Our crowd behavior model is psychologically based," McKenzie says. "A crowd is made up of different individuals and groups. Some crowd members may be there to demonstrate. He adds that the psychology of crowd behavior has changed significantly over the last several hundred years. "It's so difficult to nail down. You don't have an equation for the human mind, but our architecture is flexible enough to be updated to our changing understanding of crowds."

For example, McKenzie notes that Nazi leader Adolf Hitler concurred with the prevailing belief of the 1930s that crowds were homogenous masses who could be led like sheep. "Hitler took that understanding to heart and thought the people he tried to control as homogenous sheep. We now know that to be wrong. Crowds are not homogenous. Different groups do different things, and different individuals might be headstrong and do different things as well. From there, you get emergent behaviors."

With that in mind, the question arises - does the crowd mentality emerge from individuals or is there a crowd mind? In many computational models, only the individual is represented, and in others, the crowd mind is modeled. "We're meeting somewhere in the middle," McKenzie says. "We've created an architecture that can support a swap-out of different types of models for individuals, as well as groups of individuals, to be integrated."

McKenzie and Mikel D. Petty, research professor at VMASC, worked with Ryland C. Gaskins III, senior research scientist at VMASC, to devise various scenarios of how crowds react and to develop parameters that dictate why crowds react in a certain way. They set up experiments to obtain statistical data to weight the parameters during which they viewed videos of crowds, such as those demonstrating during the 1999 World Trade Organization meeting in Seattle. In addition, they developed survey instruments for members of the military returning from Iraq who had dealt with crowds during their tour of duty.

The architecture of the crowd federate includes three layers. The physical layer drives the movement and animation of crowd members producing motions and visual characteristics seen on the computer screen, while the cognitive layer is the thinking layer, with crowd members deciding to chant or perform some other action. The cognitive layer tells the physical layer to carry out the chanting in an animated fashion.

T he third layer, the Crowd Behavior Application Programmers Interface, allows operators to swap cognitive and physical models.

Animations are applied to the characters being simulated using Motion Builder, a Microsoft Windows graphical-development environment. The crowd federate also uses Game Artificial Intelligence software.

CIVILIAN CROWDS ALTER MILITARY STRATEGIES

McKenzie notes that crowds can dramatically affect a military mission. "If it's just one individual, that can be handled much more easily than if there are 1,000 individuals. The average soldier is not trained to interact with civilians. They are trained to kill first and ask questions later, but in peacekeeping missions they have to put that mentality behind them and figure out what to do. It's those complex decision-making tasks that can ruin someone's career or cause civilian casualties."

The crowd federate uses two reference scenarios based on historical events, with care taken to reproduce the events as precisely as possible. The reference scenarios include terrain, military force personnel and equipment, military mission and rules of engagement, military orders, crowd size and composition and crowd behavior range. One scenario uses the Battle of the Black Sea in Mogadishu, Somalia, the largest and longest sustained firefight experienced by American forces since the Vietnam War. In October 1993, more than 100 men of Task Force Ranger fought Somali combatants for 18 hours in a routine mission to capture two chief lieutenants of Mohamed Farrah Aidid, the leader of one of the principal warring factions in Mogadishu. The mission was planned to take less than one hour, but two Black Hawk helicopters were shot down, and a portion of the force was pinned down overnight before being rescued the next day. The mission led to the capture of two high-ranking Aidid supporters and left 18 U.S. troops dead and more than 75 wounded. In addition, hundreds or even thousands of Somali casualties occurred. The Mogadishu mission became the subject of the book and movie, "Black Hawk Down."

The Mogadishu scenario was used because it was a well-documented historical event and because the crowd included militia and civilians, whose actions included fleeing, obstructing the military's progress and engaging in combat with the troops. The crowds contributed to the length of the mission and rules of engagement, military orders, crowd size and composition and crowd behavior.
operation, as well as military and crowd casualties.

The other scenario uses Brcko, Bosnia, a town on a river near Croatia which had been run by Serbs until 1999 when it came under the control of all three of Bosnia’s ethnic groups – Serbs, Croats and Muslims. Civilians in the area resented the presence of United Nations forces to preserve peace. “The townspeople were not happy about the U.N. force there,” McKenzie notes. “The groups organized a riot against the forces using non-lethal weapons. There were no guns, just sticks and stones and fistfights.”

“We find out as much information regarding the historical events, reproduce the orders of the military force and provide a crowd and see how close the reproduction is,” McKenzie says. “We make the behavior flexible enough so there is a core set of behaviors in any scenario. Ultimately, it’s better to prepare the war fighter for what he may encounter in a given situation.”

The simulations can also mimic circumstances in which the soldier is likely to find himself. A platoon leader could use a program that takes a troop through enemy territory to capture a building, while a battalion commander is faced with moving his forces to another town. “Our crowd federate is one of many federates networked together,” McKenzie explains. “The war fighter can be in a tank simulator that’s networked and can manipulate the tank simulator. It’s very interactive to the war fighter and reactive to the environment.”

Currently, role-playing is the main way members of the military learn to interact with civilian crowds. “They train with live exercises in which some soldiers dress up as a crowd, and other soldiers have bayonets and guns,” McKenzie says. “In one training session, a soldier acting as a member of the crowd taunted another soldier who reacted by stabbing the menacing ‘crowd member’ with his bayonet.”

The crowd federate simulation is undoubtedly safer for all concerned; yet, it still grades participants on meeting established objectives. “The decisions you make cause you to achieve those objectives or not,” McKenzie notes. “You could fail if you got to the objective but killed 10 civilians along the way. The soldiers learn from doing and being evaluated on what they did.”

“It’s really been interesting that when people learn about it and look at demonstrations, they say they need that. People see it as a problem that needs to be addressed.”

“WHAT WE WANT TO DO IS PROVIDE A REALISTIC CROWD SCENARIO WITH A CROWD THAT’S INVOLVED, AND THE SOLDIER CAN REACT TO THE ENVIRONMENT.”

— RICK MCKENZIE
The scene plays out daily in grocery stores, restaurants, doctors’ offices and other public venues. A child acts up and refuses to obey his parent’s admonition to behave. Finally, the frustrated and embarrassed parent literally takes the situation into his own hands by delivering a swift smack to the child’s bottom.

That reaction causes more problems than it solves, according to Katharine C. Kersey, University Professor of early childhood education and chair of the Department of Early Childhood, Speech-Language Pathology and Special Education. The author of several books, including The Art of Sensitive Parenting, Helping Your Child Handle Stress and Don’t Take It Out On Your Kids, and co-author of The First Year Teacher, Kersey is a long-time opponent of spanking and other forms of corporal punishment. She believes that parents would like to find better ways to teach children cooperation but don’t know what to do, so they resort to spanking.

“Spanking interrupts the learning process,” asserts Kersey, a 2005 recipient of the State Council of Higher Education for Virginia Outstanding Faculty Award. “You lose ground. You really aren’t accomplishing your goal. Spanking is a short-term fix. It works in that it usually stops what’s going on, but it teaches the child to hit and causes him to become sneaky or want to retaliate. It does not show the child how to solve a problem or provide him with the skills and training to accomplish the desired behavior. My bottom line is never do to the child what you wouldn’t want someone to do to you.”

So, if spanking is out, then what can tired, frustrated parents do to thwart their children’s misbehavior and instill self-control in their young hearts and minds? Kersey has the answer in the “101 Positive Principles of...”
Discipline,
a list of 101 positive discipline techniques to help parents nurture and love their children, teach respect, shape behavior, foster independence and build resiliency. Available on DVD, VHS and CD-ROM (www.dl.odu.edu/101s), the 101s focus on positive discipline techniques demonstrated by childcare providers in Old Dominion's Child Study Center who use each of the principles as Kersey provides comments. The material also includes resources and activities to help parents, educators and childcare workers apply and reinforce each principle and design their own effective disciplinary plan.

Kersey began formulating the 101s several years ago after several encounters with audiences who objected when she spoke against the use of corporal punishment. "Many would insist that they were spanked and 'turned out all right,'” she recalls. "I used to leave speeches feeling that I made people uncomfortable instead of convincing them that spanking was unnecessary and counterproductive.” To counter that, one of her students suggested that Kersey include alternatives to spanking in her speeches. Kersey introduced 30 original principles to provide specific positive discipline choices which teachers and parents could use to guide a child’s behavior. As the 101s took shape, Kersey challenged her students to contribute additional techniques that have been successfully implemented in both the classroom and home environment. The 101s have since become a staple in the early childhood and PreK-6 curriculum.

She emphasizes that the 101s do not encourage permissiveness. Rather, they include many basic principles that give guidelines, encourage parents to be consistent, listen to the child, form a connection with the child and help the child realize that behavior has consequences. They work best when parents, teachers and caregivers have laid a foundation of trust, kindness and respect. Kersey says that while all 101s may not “feel right” for any one person, she believes that most people can effectively and comfortably use at least 50 of the techniques to enhance discipline.

SOME OF THE 101S INCLUDE:

- **When/Then – Abuse It/Lose It Principle**
  “When you have finished your homework, then you may watch TV.” Kersey notes that this technique teaches children to be responsible, obedient and accountable.

- **Incompatible Alternative Principle**
  Give the child something to do that he can’t do while misbehaving. “Help me pick out six oranges” instead of running around the grocery store. It is a good idea to offer two positive alternatives that are incompatible with the inappropriate behavior: "Would you like to choose the cereal or select the apples?"

- **Choice Principle**
  Give the child two choices, both of which are positive and acceptable to you. “When a child does something you don’t want him to do, give him a choice,” Kersey explains. “If your child balks outside the barbershop, you say, ‘You may either hold my hand or walk in now on your own.’ Then - ‘You choose, or I’ll choose’ is the next choice if he is still reluctant. Usually, he’ll choose, but if not, quickly take his hand and hurry into the barbershop talking about the interesting barber chairs that roll up and down or the park you are going to visit later.”

- **Make a Big Deal Principle**
  Make a big deal over responsible, considerate, appropriate behavior with attention, thanks, praise, thumbs-up, recognition, hugs and special privileges. “That’s something we forget to do,” Kersey notes. “Children want our eyeballs more than anything else, so we have to train ourselves to look for the good behavior and look away when it is inappropriate (as long as it is not dangerous or destructive). If it is dangerous or destructive, we
have to stop it in the least reinforcing way possible – quickly before it escalates.”

Talk About Them Positively to Others – “Tell your husband ‘You should have seen Johnny at the barbershop. He sat up so tall and answered the barber’s questions.’ Johnny’s gotten an earful of good things.”

Modeling Principle – Model the behaviors you want. Show the child, by example, how to behave.

Take a Break Principle – Tell the child to “take a break” and think about what he could do differently that would work better or be more constructive. Tell him that he can come back as soon as he is ready to try again. Put the ball in his court – and make him responsible for changing his behavior.

Privacy Principle – Never embarrass a child in front of others. Always move to a private place to talk when there is a problem.

Positive Closure Principle – At the end of the day, remind your child that he is special and loved. Help him look for something good about the day that is finished and the day that lies ahead.

Talk With Them, Not to Them Principle – Focus on two-way communication rather than preaching to children. Listen as well as talk.

Pay Attention Principle – Keep your eyes and mind on what is happening. Don’t wait until the child is out of control to step in. Remove the child from the situation if necessary. Stay calm and emotionally detached. Let him know what his options are. Be firm but not mean.

Use Actions Instead of Words – Don’t say anything. When the child continues to get out of bed and comes to the living room, take him back to bed – as many times as it takes. Don’t get upset, talk, scold, threaten or give reasons. Stay calm. Your child will learn that nighttime is for sleeping and that you are serious about enforcing bedtime.

Whisper Principle – Instead of yelling, screaming or talking in a loud voice, surprise the child by lowering your voice to a whisper. This often evokes immediate attention and helps you stay in control and think more clearly. “It’s our reactions to children’s actions that teach them whether or not to repeat them,” Kersey adds. “They’ll get your attention whichever way they can get it. Children repeat the behavior that works.”

Get on Child’s Eye Level Principle – When talking with the child, get down on his/her eye level and look him in the eye while talking softly to him.

Many of the principles are derived from common sense, Kersey notes. “A lot of them are ones people use intuitively. Good parents use many of them without even realizing it. They really empower children, making them responsible for their own behavior.”

Although the list may seem daunting at first glance, Kersey advises implementing the techniques slowly. She recommends parents and caregivers try one principle for a week until it becomes a common practice. “You have to build up until you can become confident you can get the child to obey you in other ways,” she says, adding that the child may not immediately respond to the principle. The 101s offer a variety of choices. Parents will find favorite techniques that will work most effectively with each particular child.

Kersey shows how to help a child break bad habits or develop good ones that are in his own best interest. “We need to think of a kind way to help the child become responsible for his own behavior,” she explains. “For example, a child could keep track of every time he makes his bed or brushes his teeth. For every five tallies, he can help his mom make cookies or go to the park with his dad. By the time he has 20 tallies, he will be much more likely to brush his teeth or make his bed automatically. Habits are hard to break or cultivate. It helps if we can find a way to make the new behavior important enough for him to want to do it until it becomes habitual.”

Parents and caregivers can draw on the 101s to provide a healthy, nurturing environment focusing on positive discipline that teaches and trains, Kersey adds. “The goal of discipline is self-discipline. We want the child to learn to make good decisions for himself.”

On the other hand, punishment, including spanking, yelling and embarrassing the child, is counterproductive and unnecessary, according to Kersey. “My definition of punishment is hurting on purpose – either hitting or humiliating. Any time you do that, you disconnect because the other person feels alienated. Whenever we disconnect, the focus is on anger instead of helping the child to understand what he did wrong and what he can do next.”
This makes him want to retaliate, and our energy has to be spent trying to rebuild the connection.”

Still, many parents believe spanking is the quickest and most effective form of discipline. Kersey notes that many proponents of spanking were spanked when they misbehaved as children and instinctively react in the same manner when their children exhibit bad behavior.

“Most people who say they were spanked turn out fine because the amount of love and respect they felt in their homes far outweighed the times when they felt alienated,” she says. “It should come as no surprise that we see more aggressive tendencies in children who are spanked. A child isn’t born violent. He learns to be violent from modeling the behaviors of those around him.”

Kersey adds that many parents spank out of anger toward the child’s inappropriate actions. She advises parents in those situations to count to 10 or simply walk away. “It is hard once you’ve gotten in the habit of spanking to stop, but once you stop, you never go back to it because you see how effective other discipline techniques are.”

The 101s can be used with all ages, including adolescents and even adults. Kersey acknowledges that she uses many of the principles with her staff and students. She notes that sports coaches, as well as business leaders, have used techniques found in the 101s with their teams and employees. During the past year, teachers at Newport News’ Newsome Park Elementary School, who had been trained to use the 101s, were filmed in their classrooms using the principles with their PreK-6th grade minority children. Kersey would especially like to see the 101s used in high schools, noting that while the wording of the principles would have to be changed, the basic idea is the same.

“Respect is the bottom line,” she adds. “When you treat a child with respect, they he comes to treat you with respect and comes to respect himself.”

“The goal of discipline is self-discipline. The 101s help a child to assume responsibility for his own behavior and learn to make good decisions for himself.”  

—Katharine C. Kersey
When I came to the Norfolk Division of the College of William and Mary in 1955, I was interviewed by Lewis Webb, the provost and chief administrative officer of the Division. As he warmly welcomed me to the institution, he emphasized that this was a teaching institution and that my main assignment would be to provide the highest quality of classroom instruction. If I wanted to do research, that was fine, but it was not part of the job. At the end of my first academic year I participated in the awarding of the first baccalaureate degrees given in Norfolk. We had a long way to go.
As a lad in Kansas, Bob Ash, now associate vice president for research and economic development, built model airplanes. As an adult, he tested a life-sized model of the Wright brothers’ glider in the wind tunnel at NASA Langley Research Center.

But the aerospace engineer’s aspirations went even higher. While working on turbulence at NASA Langley in 1974, he discovered that incorporating “riblets” into the skin of an aircraft reduced air friction. Also a noted expert on Mars, Ash has studied the red planet for nearly 30 years. He and Warren Dowler originated in situ resource utilization (including oxygen production) for round-trip Mars missions when Ash was at Jet Propulsion Laboratory in 1978. It is currently considered to be NASA’s baseline approach for future human missions to Mars.

Named an eminent scholar of engineering in 1989, Ash since 1988 has brought in more than $2 million per year in research funds and has an impressive publications record. When he arrived on campus in 1967, there was no research in mechanical engineering.

Over the years, he has successfully moved back and forth between research and teaching. As recipient of the Friends of the ODU Library Outstanding Achievement Award in 2000, Ash was cited for his teaching skills... and his ability to reveal the wonders of aerospace dynamics to students, inspiring them also to look above and beyond their earthly environment."

Fifty years later (and 75 years after its founding), Old Dominion University, which grew out of the Norfolk Division, is approaching $40 million in external funding for research and sponsored programs and can boast some of the nation’s finest scholars and scientists. President Roseann Runte has set the goal of making it one of the 100 top research institutions in the country.

How did we get from there to here? There were ups and downs, of course, but essentially two factors brought about the transformation. First and most important were the efforts of the faculty members who joined the institution early on. They saw themselves as part of a national community of scholars in their disciplines and built their own research programs, sometimes under difficult conditions. Second was the establishment of policies and structures that could encourage and nourish research activities, sometimes with gentle persuasion, sometimes with less gentle coercion. Both factors were needed, though of course nothing could have happened without the faculty.

What follows is my review tracing the development of the research climate at Old Dominion University from 1955 through the early 1970s, by which time the structures were mostly in place and the research climate established, and identifies a few (though far from all) of the key figures who built the research culture.

Since 1970, we have witnessed enormous increases in funding, publication and artistic productivity, and the development of some fields that were underrepresented in the early years, but it was 1955-75 that saw the transition from a little regional teaching college to a university that aspired to a national research mission.

My credentials? I can’t claim to have been a significant producer of research, but I was present and active as one of the first small corps of Ph.D.s in the English department, as director of one of the university’s first graduate programs (the M.A. in English), and in the ‘70s as graduate dean and provost. My fallible memory has also been aided by conversation with others who were there at the time - and more active as researchers than I was.

In the late 1950s, the Norfolk Division was far too busy establishing undergraduate education to even think about research. But even then there were a few individuals who, despite the very heavy teaching load, managed to produce. Charles Sibley arrived in 1955 to reestablish an art department that had been disbanded a few years earlier and never saw himself as just a teacher. His career as one of the most respected (and purchased) painters in Eastern Virginia was beginning, and he built a department that included such highly...
Both an eminent professor and scholar of the Gene W. Hirschfeld School of Dental Hygiene and Dental Assisting, Michele Darby won the State Council of Higher Education for Virginia Outstanding Faculty Award in 1993. At the time David R. Hager, then associate vice president for academic affairs, said that Darby had all the qualities one could want in a faculty member. “She is,” he said, “sensitive to her students, committed to teaching, has a strong research program and is involved in the university.”

Recognized as a leader in dental hygiene education, Darby is in frequent demand as a speaker in her areas of expertise and research, including dental hygiene interventions and treatment modalities. She has an impressive publication record. 

In 1991 Darby received ODU’s Tonelson Distinguished Faculty Award. Her nominator, Lindsay L. Rettie, then dean of the College of Health Sciences, said at the time, “If the true test of teaching is the ability to impart to students a thirst for knowledge and the basis for a successful career, then Ms. Darby’s teaching is without parallel.”

Darby has been director of the dental hygiene graduate program since 1995, served on the editorial advisory board of The Journal of Dental Hygiene since 1978 and has been an associate editor of The International Journal of Dental Hygiene since 2003.

MICHELE DARBY

Quest • Fall 2005
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RENOWNED FOR HIS MEME-

R

A.B. JACKSON

OWNED FOR HIS MEME-

ZING SERIES OF PAINTINGS.

“THE PORCH PEOPLE,” THE LATE

ARTIST A.B. JACKSON WAS INFLU-

ENCED BY REMBRANDT. HIS

WORK WAS GENTLY TOUCHED

WITH MELANCHOLY. AFTER

JACKSON DIED, THEN OLD

DOMINION PRESIDENT ALFRED

B. ROLLINS JR. WROTE THAT HE

“HAD THE ABILITY TO CAPTURE A TIMELESS NATURE IN A SCENE AND TO

GIVE UNIVERSALITY TO HIS SUBJECTS.”

“SEEING IS MY RELIGION,” JACKSON ONCE SAID.

THE SON OF AN IRISH MOTHER AND BLACK FATHER, HE EARNED

TWO ART DEGREES FROM YALE IN THE MID-1950s. ART, HE BELIEVED,

TRANSCENDED RACE. WHEN HE CAME TO THE NEWLY DESEGREGATED

SOUTH IT WAS TO TEACH ART, NOT TO FIGHT FOR CIVIL RIGHTS,

ALTHOUGH HE BECAME ITS QUAINT FOOT SOLDIER. DENIED ENTRY TO

THE VIRGINIA BEACH BOARDWALK ART SHOW IN 1962 BECAUSE OF

HIS RACE, HE WON BEST-IN-SHOW IN 1966. IN 1967, AFTER TEACH-

ING 10 YEARS AT NORFOLK STATE, HE JOINED OLD DOMINION AS A

FULL PROFESSOR, BECOMING ITS FIRST BLACK FACULTY MEMBER.

PRESIDENT LYNDON B. JOHNSON OWNED JACKSON PIECES.

SO HAVE MUSEUMS, UNIVERSITIES AND OTHER INSTITUTIONS. HIS


AFTER HIS UNTIMELY DEATH IN 1981, AT AGE 55, THE

CHRYSLER MUSEUM HELD A THREE-SITE RETROSPECTIVE EXHIBITION OF

HIS WORK. A TRIBUTE BY A LOCAL TELEVISION STATION WAS CALLED

“WOW, LOOK AT THAT,” ONE OF HIS TRADEMARK CATCH PHRASES.

ALF J. MAPP JR.

A

L

F MAPP, EMINENT SCHOLAR

ERMINENT OF ENGLISH AND A

NATIONALLY RECOGNIZED AUTHORITY

ON THOMAS JEFFERSON, WAS THE

FIRST RECIPIENT OF THE FRIENDS OF

THE ODU LIBRARY’S OUTSTANDING

ACHIEVEMENT AWARD. IT WAS SAID

THAT HE “REPRESENTS ALL THAT A

LIBRARY VALUES—READERS FOR

ENJOYMENT, SCHOLARLY RESEARCH,

PRESERVATION OF CULTURE AND TRAD-

ITION, AND THE QUEST FOR DISCOVERY, INVENTION AND TRUTH.”

THE LIBRARY OF CONGRESS THOUGHT HIGHLY OF HIM, TOO, AND PROVIDED HIM AN OFFICE WHILE HE RESEARCHED HIS SECOND

BOOK ON JEFFERSON.

GENNARO L. GOGLIA

OLD DOMINION WAS STILL A

COLLEGE, FIVE YEARS

REMOVED FROM BECOMING A

UNIVERSITY, WHEN GENNARO

“GENE” GOGLIA WAS RECRUITED

IN 1964 TO CHAIR THE THERMAL

ENGINEERING DEPARTMENT IN

THE SCHOOL OF ENGINEERING.

THE DEPARTMENT GREW

UNDER GOGLIA’S LEADERSHIP

BECOME ODU’S MOST PRODUCTIVE RESEARCH DEPARTMENT BOTH IN

NUMBER OF GRANTS AND TOTAL GRANT DOLLARS. THE UNIVERSITY’S

FIRST DOCTORATE WAS AWARDED IN THAT DEPARTMENT, AND THE

STUDENT WHO RECEIVED IT WAS UNDER GOGLIA’S TUTelage.

OLD DOMINION IS ONLY ABOUT 25 MILES FROM NASA’S

LANGLEY RESEARCH CENTER, THE NATION’S PREMIER AERONAUTICAL

AND MATERIAL SCIENCES RESEARCH LAB, BUT INITIALLY THE FLEDGLING

SCHOOL WAS NOT ON NASA’S RADAR. GOGLIA CHANGED THAT. IN HIS

24 YEARS AT THE UNIVERSITY, HE PATIENTLY FORGED CRUCIAL RESEARCH

CONNECTIONS WITH NASA SCIENTISTS. HE WAS, IN FACT, A RESEARCH

CATALYST, QUICK TO MATCH NASA NEEDS WITH ODU FACULTY WHO

COULD MEET THEM. HE TURNED IDEAS INTO RESEARCH PROJECTS.

OLD DOMINION TIES TO NASA HAVE HELPED THE SCHOOL RECRUIT TOP-

NOTCH FACULTY AND GRADUATE STUDENTS.

GOGLIA’S PERSONALITY WAS THERMODYNAMICS, THE

STUDY OF ENERGY. IN 1980 HE WAS ELECTED A FELLOW OF THE

AMERICAN SOCIETY OF MECHANICAL ENGINEERS FOR HIS CONTRIBUTIONS

TO BOTH MECHANICAL ENGINEERING AND ENGINEERING

EDUCATION.

MAPP, A 13TH-GENERATION VIRGINIAN, HAS WRITTEN NINE

BOOKS, INCLUDING TWO ON JEFFERSON, WHOSE FOOTSTEPS HE BEGAN

TRACING AFTER LEARNING AS A COLLEGE OF WILLIAM AND MARY

FRESHMAN THAT HE WAS TAKING CLASSES IN THE SAME BUILDING JEFFERSON

HAD AND THAT HE WAS WALKING THE SAME PATH JEFFERSON OFTEN

TROD. HIS BOOKS ON JEFFERSON RECEIVED CRITICAL ACCLAIM, AND HE

HAS OFTEN BEEN CALLED UPON BY THE PRINT AND ELECTRONIC MEDIA

TO DISCUSS AMERICA’S THIRD PRESIDENT.

DURING HIS MORE THAN THREE DECADES AT OLD DOMINION, MAPP

RECEIVED NUMEROUS AWARDS, INCLUDING BEING NAMED THE

LAWRENCE J. JAFFE PROFESSOR IN 1990. IN 1992 HE RECEIVED THE

ODU TRINAMICAL PHI KAPPA PHI NATIONAL SCHOLAR AWARD AND

IN 1996 THE RICHARD H. KAYSER AWARD FOR HISTORIC WRITING.

HIS MOST RECENT BOOK, THE FAITHS OF OUR FATHERS: WHAT

AMERICANS FOUNDERS REALLY BELIEVED, WAS PUBLISHED IN

SEPTEMBER 2003.

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HAROLD G. MARSHALL

Numbers tell the story of Harold Marshall's success as an administrator and aquatic biologist.

He joined the Old Dominion faculty in 1963 and became chairman of the Department of Biological Sciences in 1969. During his 21 years of leadership, the department grew from a faculty of seven to 26, with expanded academic programs. He published 131 articles in scientific journals and made more than 150 presentations at professional meetings in the United States and abroad. Marshall received more than $5 million in grants from state and federal agencies to study oceanic and Chesapeake Bay phytoplankton populations. He has used NASA satellite photos to identify phytoplankton populations in the ocean and bay and thus to measure the health and productivity of the waters.

Although Marshall retired in 1995, he still works full time at his campus office and receives more than $300,000 a year in grants to fund his research. In recent years, he has been much in the news for his role in a study of a fish-attacking microbe called Pfiesteria. In 1997 Pfiesteria killed millions of fish in North Carolina and hundreds of thousands in Maryland and Virginia.

The Richmond Times-Dispatch called Marshall “the state’s detective on the trail of the serial killer Pfiesteria.”
WOLFGANG PINDUR

In 1984 a Newport News city official called Wolfgang Pindur, professor of urban studies and public administration, “Mr. Police in Tidewater.” That might have been an understatement.

Pindur, who came to Old Dominion in 1974 and died suddenly at age 56 in 2001, actively helped local police departments in many ways, including consulting on the hiring of new chiefs and evaluating programs and departments. A 1978 study in Portsmouth documented, for example, that police responded more quickly to complaints from whites than from blacks.

He headed many national studies of juvenile-justice programs across the country and wrote more than 100 reports, articles and books on the effectiveness of widespread juvenile programs.

Pindur was national field manager for a five-city program designed to help police identify and arrest juvenile drug users, who are responsible for a large percentage of juvenile crime. His research was partly funded by more than 60 grants from local, state and federal agencies.

No distant theorist, Pindur often rode with police on their patrols. He felt compassion not just for juveniles but for their victims and for the officers who tried to enforce laws that sometimes returned juveniles to the streets faster than the officers could complete the paperwork.

HELEN CLARK ROUNTREE

In 1968, when Helen Rountree began teaching at Old Dominion to be near her aging parents, she did not realize there were Indian tribes still in Virginia, though she had studied Indians elsewhere.

Today, Rountree, professor emeritus of anthropology, is widely acknowledged as the leading researcher and writer on Virginia Indians and one of the leading researchers on East Coast tribes. Her sensitivity to the feelings of her research subjects gained her their trust and even gratitude. She became an honorary member of the Nansemond and Upper Mattaponi tribes.

Rountree helped individual Indians in genealogical studies and assisted tribes in gaining official recognition. In her many books, she took pains to present a complete and fair picture of Indian culture.

When Disney Studios was making its animated hit “Pocahontas,” it turned for help to Rountree, who had written the first book on the powerful Powhatan tribe. She would discover, however, that the studio was more interested in entertainment than history. After the movie’s release in 1995, she tried in countless newspaper interviews to set the record straight, noting that Pocahontas was no “Buckskin Barbie,” as one reporter wrote, but a short, bald and naked 11-year-old laborer.

Since retiring in 1999, Rountree has continued to conduct research and give lectures.

MELVIN H. WILLIAMS

Mel Williams has left his mark on endurance athletics as a researcher, author of 10 books, international lecturer and a distance runner himself. Local runners affectionately call him “The Legend” for his knowledge of ways to improve performances, his countless age-group victories and his willingness to help others set personal records.

After arriving at Old Dominion in 1968, Williams founded both the Human Performance Laboratory and the Wellness Institute. Today he is a professor emeritus of exercise science, sport, physical education and recreation.

This fall, at age 67, Williams will compete in his 30th consecutive U.S. Marine Corps Marathon in Washington, D.C., aiming for his eighth consecutive age-group win. He won his age group at the famed Boston Marathon at ages 51, 60 and 61.

In the mid-1970s, as the running craze was fast building, Williams published one of the first books on the role of nutrition in sports, as well as one of the first on the effects of drugs on athletic performance. In 1974 his research showed that steroids improve sports performance but carry health risks. The International Olympic Commissions 1985 decision to ban blood doping was based in part on his research.
A key administrative change in the 1960s was the establishment of the Old Dominion College (later University) Research Foundation (ODURF) in 1965. This is a separately incorporated entity that receives outside funding, manages grants and disburses funds without having it go through the state. The advantages are enormous; in Virginia, especially then, there was tight control by Richmond over even small expenditures and contracts, often resulting in considerable delay, misunderstanding and confusion. With the foundation, it became possible for a principal investigator to administer procurement, salaries of graduate students, purchase of faculty release time and the like without becoming entangled in the state process, and for the research overhead not to disappear totally into state coffers but be used for the encouragement of further research (for example, in seed grants to faculty). Though Richmond has objected from time to time and forced some changes, ODURF remains one of the principal engines for the development of funded research at the university.

After a year of inactivity, the foundation was taken over in 1966 by Clifford Adams, who had been chair of the physics department. He became the tireless promoter of research within the institution. He introduced national standards for the preparation and maintenance of grant proposals, sought out grant opportunities, made regular trips to Washington, D.C., to become familiar with personnel at granting agencies, ensured fiscal discipline in the handling of research funds, and in general assisted faculty members in learning the ropes of academic research. Adams continued as director of ODURF until 1977, when the state required that the director not be affiliated with the university and that all positions at the Research Foundation be funded externally.

When Lewis Webb, who had been the president that led Old Dominion through all these and many other developments, stepped down in 1969, new president James L. Bugg Jr. was given the principal charge by the Board of Visitors, especially rector Frank Batten, of guiding the transition from college to university. Bugg saw some promising beginnings but realized that the culture of the institution didn’t in many ways recognize that research, as well as teaching, was a necessary function of a university. In order to facilitate research activity, he reduced the teaching load, made summer and
BETTY H. YARBOROUGH

During 24 years in Chesapeake Public Schools as a teacher and administrator, then more than 20 at Old Dominion as a professor of elementary education, Betty Yarborough was a sympathetic friend to all, young or old, who had trouble reading or spelling.

In a language that contains the words to, too and two, she said, "I don't see how children learn to spell as well as they do." Yarborough first gained national and even international attention in 1967, when she used a $1.5 million grant to found an experimental elementary school in Chesapeake that was not divided into grade levels and that did not issue letter grades. Children of some limitations, she said, did better in the non-graded environment.

After coming to ODU in 1972, her research in reading and spelling gained national attention. She led workshops on the subjects across the nation and co-authored a series of children's books on spelling. Yarborough founded the Center for Adult Illiteracy, which over a period of about three years helped more than 150 adults read. She also helped establish the Virginia State Reading Association and still serves on its board.

Although she retired in 1992, Yarborough still has an office on campus where she continues to help troubled readers and spellers.

This account could not have been written without the assistance of the Special Collections area of Perry Library, especially Susan Carlisle and the Old Dominion University Research Foundation, especially Saundra D. Lims. I am also very grateful to Bob Ash, Jim Bugg, Allen Clark and Dan Sonenshine for taking the time to talk with me about those early years. Of course my errors or omissions (and I'm sure there are many) are totally my responsibility.

—Charles O. Burgess

In any case, the principles he enunciated then were gradually inculcated into the culture of the institution, especially as new faculty were hired with terminal degrees and the research skills needed to participate in graduate programs, notably the new doctoral programs in oceanography, engineering, urban services and various areas of science. A dramatic sign of the new ambitions of Old Dominion was the approval in 1975 of an academic plan that envisioned the university achieving national excellence in six defined but broad fields. Though some of these developed more than others and some new areas have come to prominence, this plan first proclaimed that ODU had national ambitions and was important in raising the bar for our research faculty and graduate programs.

All in all, I have always thought that Jim Bugg was our least appreciated president — and I’ve known them all. He turned this place around. The outstanding research faculty who were hired (many but not by any means all of whom are featured in the sidebar) and are of course the real generators of research success, the new doctoral programs explicitly aspiring to national excellence, the culture that places research with teaching as an essential function of a university — these all happened during his tenure.

We have continued to expand and grow in quality in the years since, but the important thing, as Dan Sonenshine emphasizes, is vision — the setting of a goal that is seemingly impossible but keeps us striving. In different ways, both Lewis Webb and Jim Bugg had that vision.
As a youngster, Jacques Zaneveld, the late professor emeritus of oceanography, often combed the beach in Lilliput, Holland, his birthplace. When he arrived in Norfolk in 1959 to join Old Dominion’s biology department, he felt right at home, noting that the “marine station in the Netherlands was also located in such a naval area.”

When the Institute of Oceanography was founded in 1965, Zaneveld served as its first director until his retirement in 1975. Authorized in 1968 to offer a master’s degree in oceanography, the institute was the forerunner of the university’s nationally distinguished oceanography program.

In an interview recorded in 1976, Zaneveld said, “The idea (when coming to ODU) was to develop good teaching” and “to introduce research and especially subsidized research.” He obtained National Science Foundation funding for ecological research in the Chesapeake Bay, for studying Eastern Shore marine algae and for three Antarctic expeditions to study algae as part of the government’s “Operation Deep Freeze” project. Zaneveld, an avid supporter of the Boy Scouts, credited his scout training with helping “tremendously to live under primitive circumstances.”

The recipient of numerous awards, Zaneveld called it “a cool honor” when an Antarctic glacier was named for him. A naturalized U.S. citizen, he was knighted in 1997 by Queen Beatrix of the Netherlands in recognition of his distinguished scientific career.
New scholarship on the Cold War, often aided by the opening of Soviet archives in 1991, includes discoveries about the importance of smaller states far from Washington, D.C., and Moscow that wielded surprising influence over the great powers. In the socialist world, figures like Fidel Castro, Erich Honecker, Mao Zedong and Ho Chi Minh frequently manipulated Soviet leaders to realize local aims and ambitions. Castro explicitly played on socialist solidarity and opposition to imperialism to goad Soviet leader Nikita Khrushchev into the misguided placing of ballistic missiles in Cuba. East German fears about the exit of substantial portions of its population to the West led to the construction of the Berlin Wall, the tragic symbol of the “captive” peoples within the socialist bloc. Mao’s efforts to reunify the Chinese mainland and build socialism at home demanded hostility to America for its support of the Nationalists (the Guomindang) in Taiwan, which eventually posed a dilemma for reformist Soviet leaders seeking improved relations with the West. Vietnamese communists in the north were similarly frustrated by Khrushchev’s doctrine of “peaceful coexistence” and by Soviet reluctance to risk confrontation with the United States over Vietnamese unification. Local leaders with local agendas and ambitions frequently used the conflict between the superpowers for their own ends. Closer to home, historians of the future are likely to see the events of Sept. 11, 2001 as the last episode in the history of the Cold War, when Islamic holy warriors, once the beneficiaries of American money and arms in opposition to the Soviet Union’s invasion of Afghanistan, turned their resources against institutions of American power.
Sino-Soviet Collaboration

The current research on the Cold War is helping scholars ask new questions about the nature of the socialist bloc, that vast space that extended from East Germany to China and even southeast Asia. Last year I was fortunate to be able to conduct research on Sino-Soviet relations for three months in Soviet archives in Moscow. After 1945 in the Chinese Northeast (Manchuria) and then throughout the mainland after the communist revolution in 1949, the Soviets advised and trained the Chinese on everything from fossil fuel development, defense-related industries and the formulation of a five-year plan to university curriculum development, the press, the translation of Mao's works and policy toward small-scale trade. There were vast cultural, educational and industrial exchanges that brought thousands of Chinese students and professors to the Soviet Union, and numerous advisers and specialists from the Soviet Union to China. It was an extraordinary effort at collaboration, which both the Russians and Chinese emphasized was different from relations of exchange between capitalist societies and peoples and from traditional European colonialism in China.

I tried to look beyond embassy reports and foreign policy documents to discover materials suggestive of the broader dimensions of the exchange. In an economic archive in Moscow, buried deep within materials generated by enormous industrial bureaucracies concerned with everything from cement production to communication cables, I read reports produced by factory directors, industrial managers and economic specialists tasked with extending their activities to China. The "great friendship" also produced numerous travel memoirs, journalistic accounts and theoretical discussions about the nature and significance of socialist cooperation. In the background to all these discussions was a keen awareness of America's wealth, power and contrasting social system.

Soviet Bloc Fragmentation

From there I spent two months in Beijing, where I read 1950s Chinese newspaper articles on the exchange. I originally studied Chinese almost 20 years ago when my wife and I spent an academic year at a university in Shanghai. There we met many older Russian-speaking Chinese colleagues who had studied in the Soviet Union in the '50s. During that period, radical revolutionary impulses emerged in China that eventually challenged the practices and attitudes of a Soviet Union which, by the late 1950s, had become a very conservative and traditional superpower. The eventual Sino-Soviet split in 1960 was a significant moment in the fragmentation and weakening of the socialist bloc. By the mid-1980s, of course, the new language of opportunity was English, as China was in the process of orienting itself to the West and market reform. The pace of change in both contemporary Russia and China is extraordinary. Emerging middle classes throughout the former socialist world suggest that the passing of the socialist bloc was a fortunate event for the many peoples of vast "Eurasia," even as the new difficulties of conforming to the demands of the global economy are of increasing concern.

The socialist bloc struggled with many of the same dilemmas and problems that plagued the Soviet Union. Soviet institutions, plans and advising programs were shaped by common Soviet practices of economic exchange and organization and common Soviet assumptions about the virtues of (European) high culture in the lands of the East. The strong Chinese memory of European colonialism, however, created an explosive situation ripe for misunderstanding and conflict. Open archives and the advantage of historical perspective will slowly but surely establish the basis for a new and rich field of research and exploration.

Austin Jersild is an associate professor of history and international studies at Old Dominion University.
Child Abuse and Neglect
THE NEED FOR COURAGE

BY KAREN POLONKO

In India, a 3-year-old is exposed to hazardous substances while working in an unventilated room in a small village factory. Her fingers are wrapped so that the blood from her cuts will not interfere with her work. At the same moment, in Thailand, a child, age 8, is sold into sexual slavery. Forced to have sex with an average of 15 customers a day, she is likely to be infected with HIV within six months.

Closer to home, a 4-year-old boy labors in the grape fields in upstate New York alongside other migrant workers. He suffers chronic respiratory infections; his hands are in constant pain.

True stories.
Meanwhile, in the Midwest, a desperate girl tells her mother that her father is molesting her. The father says that she is making this up to get even with him for something else. After the mom (who was sexually abused as a child herself) leaves, the father ties his daughter to a tree and partially buries her cat next to her. He then runs the lawn mower over the animal, as the child screams that she will be good and take everything back if he will let her cat live.

Elsewhere, a little boy, age 4, has his hands amputated after they were tied tightly behind his back as punishment for forgetting to untie his son. When they finally return from the hospital, the son asks his father if he is really good, can he have his hands back. Later that day, the father kills himself.

These are the stories that we do not want to hear. We want to believe that all children are safe. We argue that these cases are the rare exception. It is too painful to believe otherwise.

Prevalence.

Unfortunately, child maltreatment is not rare. According to the latest UNICEF reports, literally hundreds of millions of children throughout the world are victims of abuse, neglect, and exploitation. At the extremes, children are killed, abandoned, sold, or given in "debt" bondage. Close to 6 million children work under conditions of virtual slavery. Every year, millions of girls are trafficked, exploited in the sex industry and/or genitally mutilated. Millions more at home and abroad are beaten, emotionally abused, molested, and/or neglected by their parents.

In the United States alone, more than 3 million children are reported to official agencies for severe maltreatment in any given year. Surveys indicate that this figure grossly underestimates the true extent of the problem as more than one-third of adults in the United States report having experienced physical abuse, sexual abuse, emotional abuse and/or neglect as a child.

Definitions.

Like our need to believe that child maltreatment is rare, many people believe that only the most egregious forms of maltreatment could harm a child. The net just "thickens them up," "keeps them under control" and "is for their own good." Unfortunately, the reality is that both extreme and less severe levels of maltreatment can harm children in profound ways. Reflecting the myths, child abuse and neglect are typically distinguished from other levels of child maltreatment by severity and evidence of intentionally inflicted, observable injury or impairment, under the mistaken assumption that only such extremes indicate that a child has been harmed.

So, for example, in a study that Old Dominion University colleague Lucian Lombardo, professor of sociology, and I conducted, titled "A Comparative Analysis of Human Rights and United States Law on Corporal Punishment: Implications for Understanding Human Rights and Colonial Moods of Child-Adult Relationships," we found that most U.S. statutes relating to corporal punishment are concerned with explicitly safeguarding the rights of parents to use violence against children. The exceptions are specified as excessive violence or "physical abuse"—i.e., violence that intentionally caused substantial injury such as the child's death, disfigurement, or brain or spinal cord damage.

Similarly, other forms of child maltreatment are defined in terms of granting parents permission to inflict maximal harm on children, finding abuse only in the extremes that result in demonstrable injury. Child emotional abuse is an extreme or habitual pattern of hostile and aggressive parenting that results in mental or emotional injury. Emotional neglect is extreme lack of emotional responsiveness and involvement that causes mental or developmental harm. Child sexual abuse is extreme oral, genital or anal contact (or defined legally in terms of age difference, minor status and/or relationship to perpetrator). Child neglect is restricted to the extremes of parental lack of involvement and supervision, and failure to meet the child's needs, which place the child's life in serious danger.

Consequences.

Given the above, it is surprising that many people do not believe that child maltreatment has profoundly negative consequences that go beyond the specific childhood injury to impact the rest of the child's life. Indeed, people often mistakenly attribute the long-term consequences of child abuse to irrelevant factors. However, the reality is that the consequences of child maltreatment are enormous, not only for the survivor, but also for society.

Some consequences of maltreatment differ according to the child's vulnerability. For instance, infants and toddlers are at greatest risk of fatal abuse, with a blow to the baby's head as the most common cause of death. Some consequences for the child are greater for one type of maltreatment than another. For example, child neglect is most strongly associated with the child having a lower IQ and lower educational achievement; child physical abuse with the child engaging in violent crime as a teen and adult; and child emotional abuse with subsequent psychopathology. However, all forms of maltreatment are associated with adverse effects for children and the adults they become. As discussed in my paper "Causes and Consequences of Child Abuse: Shedding More Light on the Cycle of Violence and Neglect," prior research points to the following:

Child physical and emotional abuse and neglect all increase the likelihood that the child will subsequently:

- Be cognitively impaired (including having a lower IQ and cognitive development; lower grades and educational achievement);
Have impaired moral reasoning (including having less empathy, less compliance and less developed conscience);  
Engage in violence and crime (including higher rates of juvenile delinquency, teen and adult violent and nonviolent crime);  
Be violent in relationships (including being more likely to assault their siblings and other children as a child, and later to abuse their own children, spouse and elderly parents).  
In addition, all types of child maltreatment – physical and emotional abuse and neglect and sexual abuse – increase the likelihood that the child will subsequently:  
Have mental health problems (including higher rates of depression, anxiety, dissociation, etc.);  
Become pregnant as a teenager and engage in risky sexual behavior (including earlier first intercourse, exposure to sexually transmitted diseases and greater number of partners).  
Aside from the obvious, part of the reason these effects are so profound is that much child maltreatment occurs before age 6, during “critical windows” of development. Being neglected early in life, for example, is linked to the underdevelopment of those parts of the brain responsible for cognitive development and empathy. Being the target of or witnessing physical violence early in life is more likely to result in the overdevelopment of parts of the brain that ultimately affect impulsivity, reactivity, anxiety and aggression.  
As research by Bruce D. Perry, M.D., Ph.D., senior fellow of the Child Trauma Academy, shows, both abuse and neglect physiologically predispose a child to a series of neurobiological problems and violent behavior. These physiological changes are compounded by the modeling effect of seriously inadequate parenting: the adoption of a belief system about self, others and the world as malevolent; and the defense mechanisms abused children must develop to cope with their terror, despair and hopelessness. For example, the child blames himself for the abuse or denies that the parent is maltreating him.  

Causes.  
The general belief is that parents who maltreat their children are rare, pathological and certainly not like us. The reality is that most parents engage in culturally permissible or low levels of child abuse and neglect. Inflicting these permissible levels of maltreatment not only harms children, but also often escalates to the more severe forms of maltreatment.  
Many of the parents who abuse and neglect their children were themselves maltreated as children. They are the little ones we failed to protect a generation ago. Also, many of the harmful consequences that resulted from their abuse and neglect, such as mental health problems, substance abuse and teen pregnancy, caused them to maltreat their children, laying the foundation for a cycle of abuse and neglect across generations. As reviewed in “Causes and Consequences of Child Abuse,” research indicates the following.  
First, parents who abuse or neglect their children are more likely to:  
Have been maltreated as a child;  
Have mental health problems, including parent depression;  
Have a violent marriage;  
Be a substance abuser;  
Be a teenager mother;  
Have lower levels of education and income.  
Second, parents who abuse or neglect their children are also more likely to:  
Have serious parenting deficits (e.g., have unrealistic expectations for their children);  
Use harsh and aggressive parenting with their children (i.e., low levels of emotional abuse);  
Have low levels of parental involvement and supervision, and give their children very little positive attention and affection (i.e., low levels of physical and emotional neglect);  
Frequently use corporal punishment on their children (i.e., low levels of physical abuse);  
Have few cognitively stimulating materials in the home for their children (i.e., low levels of physical abuse).  
The first group of factors provides insights into the cycle of abuse and neglect. Being maltreated as a child models parenting behaviors and leads to the adoption of beliefs and defenses that increase the survivor’s chances of harming his own children. In addition, being maltreated as a child increases the likelihood that one will suffer other outcomes such as lower IQ and educational attainment, more mental health problems, substance abuse and teen pregnancy – each of which, in turn, independently increases the risk of maltreating one’s own child.  
The second set of factors shows that parents who severely maltreat their children are more likely than other parents to more frequently subject their children to low levels of abuse and neglect.
of abuse and neglect. In other words, when parents engage in “culturally acceptable” levels of harsh parenting, corporal punishment, verbal aggression, and minimal involvement and supervision, they are significantly more likely to proceed to more severe abuse and neglect of their children. Thus, in contrast to what is typically assumed, low levels of maltreatment are dangerous for children. Moreover, at least in the area of physical violence, more frequent corporal punishment has the same adverse consequences as physical abuse, from lower IQ to more violent behavior and mental problems, except to lesser degrees. (This includes a finding from a master’s-level study in Old Dominion’s Department of Sociology and Criminal Justice that the more frequently a girl is subjected to corporal punishment when young, the more likely she is to become pregnant as a teenager.)

As discussed in “Causes and Consequences of Child Abuse,” these findings help us to understand another important reason why children of teenage mothers and socioeconomically disadvantaged parents are more likely to be abused and neglected. These parents are also significantly more likely to use “low levels of abuse and neglect,” such as more hostile and aggressive parenting, more frequent corporal punishment, and less responsiveness and involvement. They also are less likely to get care and more likely to use both legal and illegal drugs while pregnant, which is related to premature birth and neurological and cognitive problems in the baby. In turn, substance-abusing mothers are also more likely to be young and impoverished. All of this is related to having been abused and neglected themselves as children.

Intervention

Some people believe that intervention on behalf of maltreated children is so effective that even adequate parents now have to worry about outside interference. The reality is that intervention and prevention programs have not been effective in reducing the prevalence of child abuse and neglect. As many researchers and practitioners acknowledge, few resources are committed; agencies have little power to intervene; and treatment is often low cost, short term and focused on keeping the family together, rather than ensuring that the child is safe from abuse and neglect. We refuse to acknowledge that both child abuse and neglect, as well as low levels of child maltreatment, have serious consequences for the child and society. Instead, we blame child maltreatment and its consequences (for example, delinquency and drug abuse), on people and conditions that fit preconceived stereotypes and political agendas, such as a common belief that maternal employment causes delinquency, even though there is no evidence to support this. In this country, we continue to spend hundreds of millions of dollars on programs like Abstinence Only or Just Say No that just don’t work because they don’t address the underlying problems.

The need to unite.

Discussions of child maltreatment are often polarized around issues of religion, class, race, ethnicity and culture, both within and across countries. Often, parents may believe that group status justifies how they treat their children. However, the reality that emerges from a multicultural look at child abuse and neglect is that while children of certain groups may experience different types of abuse, children of all religions, income levels, races, ethnic groups and countries suffer from maltreatment. A review of research on rates in the United States indicates that incidences of child sexual abuse and emotional abuse do not differ significantly for African American, Caucasian and Hispanic girls. On the other hand, African American children have higher rates of physical abuse and neglect than Caucasians, although a significant portion of this difference is due to variations in education, income and poverty — i.e., factors that increase the child’s risk of maltreatment. However, with rare exception, research shows that children of all races and ethnic groups suffer adverse consequences when abused or neglected.

These are the stories that we do not want to hear. We want to believe that all children are safe. We argue that these cases are the rare exception. It is too painful to believe otherwise.
Lighting the way to concerted action on behalf of children, African American leaders like Dr. Alvin Poussaint and the Rev. Jesse Jackson have joined other leaders in the fight to end not only severe child abuse, but also lower levels of abuse and neglect, including corporal punishment.

Internationally, we are urged to look for ways that we have inadvertently supported child maltreatment, such as buying products made by young children, refusing to confront travel agencies that covertly advertise sex tours to Thailand for young virgins, and simply remaining silent.

Standing in the way of preventing child maltreatment is the power differential between parents and children. Parents are for the most part lawfully free to engage in child abuse and neglect, short of serious injury, as part of their parental prerogative. As discussed in several papers that I have written with Professor Lombardo, including “Cycles of Trauma and Cycles of Nurturing: The UN Convention on the Rights of the Child and the Path from Childhood to Adulthood” and “The Enlightened Witness: Reasserting Humanity in the Face of Violence at the Beginning of the 21st Century,” the key is to extend to children the rights of human beings.

As many scholars have stressed, the most logical way for the United States to begin this process of reducing child maltreatment is to join every other country (except for Somalia) in the United Nations that has adopted the UN Convention on the Rights of Children. This will take courage, for in granting children human rights, we must challenge not only the beliefs and laws which support the power parents have to hit, harm, ignore and exploit their children, but also the beliefs, defenses and behaviors that parents developed to survive their own childhood maltreatment. As Dr. Perry concludes in his paper “Incubated in Terror: Neurodevelopmental Factors in the ‘Cycle of Violence’”: “In order to solve the problems of violence, we need to transform our culture. We need to change our child rearing practices, we need to change the malignant and destructive view that children are the property of their biological parents ... Children belong to the community, they are entrusted to parents.”

As researchers and practitioners emphasize, we, as a society, must do everything in our power to prevent and treat child maltreatment, not only because of the suffering of the victims, or even because of the benefits that society stands to gain, but because it is the right thing to do. It is an ethical imperative. It is our moral responsibility.


Karen Polonko is a professor in the Department of Sociology and Criminal Justice.
Criminals are generally thought to be just a little dumb, with IQ’s averaging eight points below the norm. Those, of course, are criminals who got caught. What about the ones bright enough to escape detection and capture? Little is known about genius criminals, the lawbreakers with IQ’s of 132 or more, the ones who got away. It is a gap in knowledge that Old Dominion University’s James C. Oleson has worked nine years to fill. Oleson, 36, is a popular assistant professor of sociology and criminal justice who has developed and taught eight courses since 2003, including one called “Murder.”

On leave in 2004-05 to serve a prestigious fellowship with the U.S. Supreme Court, Oleson returns to ODU for the fall 2005 semester to teach and resume his research on super-bright criminals.
Mr. X

To say the least, Oleson's research subjects are elusive, and at least one could prove dangerous. That person, whom Oleson calls Mr. X, claims to have killed 15 people, at first in self-defense or to protect others, but later to preserve his reputation as a killer. "You know," Oleson said, "if you crossed him, you will be punished."

The man has never been arrested and indicated that he has put crime behind him. The possibility exists, however, that Mr. X could at some point regret spilling his guts to Oleson and decide that the professor should be eliminated. While Oleson has no way of contacting Mr. X, the killer could easily find him.

A second concern is that Oleson's research materials could be subpoenaed by authorities seeking information about offenders who are still at large. While Oleson has no way of contacting Mr. X, the killer could easily find him.

A third reason is that Oleson's research is worth certain risks and difficulties for at least three reasons.

For one, he says, "They are able to commit their offenses with the same acumen and intellect that they bring to bear in other areas of their lives, which makes them very dangerous." At white-collar crime, they tend to obtain more money than less-intelligent criminals can.

At violent crimes, their ability to elude apprehension enables them to inflict harm and to cover their tracks more thoroughly. High-IQ offenders can also provide an obstacle for the justice system, Oleson said.

Secondly, academician always try to fill in knowledge gaps. Never before had anyone studied genius criminals. Oleson believes studying high-IQ offenders is worth certain risks and difficulties for at least three reasons.

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A third reason is to challenge the assumption that criminals are stupid. And besides, Oleson simply is intrigued by high-IQ offenders.

Dangers and Obstacles

Besides the inherent dangers in conducting his research, there were obstacles. To gain the cooperation of an organization of geniuses, the International Society for Philosophical Enquiry, Oleson was required to join it. The minimum IQ score allowed is 150, which excludes 99.9 percent of the adult population. Oleson took the application test - one page on both sides - and passed. He has both a doctorate and a law degree, but says, "It's probably the most difficult test I've ever taken in my life. It was tougher than anything I did for my Ph.D."

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A Fascination With "The Idea of Evil"

It could have been his family's story about serial killer Harvey Glatman pistols-whipping Oleson's grandmother when she was young that piqued Oleson's interest in crime, but he says it wasn't.

Neither was it an early absorption with crime stories, although he says he did go through a Sherlock Holmes phase as a lad. In college he developed a "real soft spot for classic literature," which is evident in quotes and excerpts he liberally sprinkled throughout his research papers.

"My dad," he says, "is a huge mysteries fan, favoring the espionage thriller genre." His mother reads a lot of Stephen King and John Grisham; his sister likes true crime books.

But it was his early fascination with "the idea of evil" and reading about the Nazis, the Holocaust and medical experiments on concentration camp prisoners that led him into a life of crime study. "I was really astonished," he says, "by how sadistic and callous people could be, and how someone could take affirmative pleasure in hurting someone else."

After a stint as a naval nuclear propulsion operator, Oleson landed at St. Mary's College of California, where he earned his bachelor's degree in psychology and anthropology. He was a dormitory resident advisor. From this campus vantage point he became aware of unlawful activity that the university handled privately. The bright sons and daughters of middle-class and privileged America were spared the consequences of their bad behavior - some of it criminal. Their offenses left no paper trail.

Not only did he want to know "whodunit," but why. And why they weren't caught.

Consequently, high-IQ offenders, the ones who get away with activities for which those of lower IQ are apprehended, became the focus of his doctoral study at Cambridge University in London.

For his study, he found 424 high-IQ offenders from a number of countries...
Meeting Mr. X

Oleson's research methods were spun 180 degrees. Instead of leaving no stone unturned, Oleson developed selective vision while walking through Mr. X's violent past. He taped no conversations and took only the briefest of notes when the two met. He intentionally never learned Mr. X's name, where he lived or even what he did for a living. Oleson figured that he could not be legally coerced into revealing information he did not have.

In their formative years, Oleson moved several times and Mr. X at least once. They both felt different from their peers. Oleson used his frequent changes of environment to make new friends and adapt quickly. Though he was considered odd because of his quiet bookishness, he did not feel ostracized.

"I was embraced for my weirdness," he said.

Mr. X's experience was different. He was labeled early as gifted, but was stigmatized and alienated because of his precocity.

Though a good student, at age 17 he was academically unchallenged and, therefore, uninterested. When he dropped a course, he virtually fell into the hands of a flashy hoodlum, whom Oleson calls Vincent in his published account of his research. Vincent quickly became Mr. X's mentor in underworld activities, including drug dealing and homicide.

"A lot of criminologists talk about "There but for the grace of God go I," says Oleson. "And, man, I had that in a big way."

Roughly the same age, Mr. X and Oleson had similar educational backgrounds, including participation in programs for gifted students. Their family backgrounds are similar. Both came from homes with a highly moral environment. Both had involved parents. Both had younger sisters.

But Oleson concluded that his investigation suggests that, among intellectually superior adults, offending — even crime of a serious nature — is a surprisingly commonplace phenomenon.

It was, he said, the first "systemic investigation of the offending behavior of genius-level adults."

The offenders came from three groups: members of American and foreign universities, and American and British correctional facilities inmates who scored high on IQ tests.

He found that about 6 percent of his subjects committed half of the offenses. Or the studies have shown the same results for criminals of ordinary intelligence.

He conducted phone or e-mail conversations with many of the subjects as he sought to understand why geniuses commit crimes.

Generally, Oleson says, bright criminals focus on nonviolent crime such as fraud or tax evasion, with many using illegal drugs or even dealing drugs.

"Especially for the consensual crime, there was the sense of being above what the law required. And a lot of them said very bluntly that they were glad the laws were there because most people needed that kind of coerced influence to regulate their behavior but that they didn't and that they could make conscientious choices of their own. There really is a kind of intellectual arrogance or superiority about their viewpoint."

Violent offenders had the same intellectual arrogance. "Another motive that seemed to emerge repeatedly," Oleson says, "was a revenge motive, that they had been snubbed and slighted and picked on all their lives. They had been ostracized as brains or nerds."

Meeting Mr. X

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Mr. X graduated from high school and enrolled in college, all the while becoming more and more immersed in Vincent's violent and intriguing world. Between ages 17 and 20, he killed 15 people, becoming, by law enforcement's definition, a serial killer. Yet his double life remained unknown to his parents, he said.

"Aging Out" of a Villainous Past

Near the end of Mr. X's freshman year in college, Vincent died in an ambush in Italy. Mr. X found himself in charge of what had been Vincent's province. He felt alone and vulnerable.

Soon, his own world was shot to shreds when he was ambushed in Brazil with his girlfriend and two of his associates. Mr. X, the only survivor, bribed his way out of the country and back to the states. He continued his university...

In talks with Oleson, Mr. X was hardly consumed with regrets and guilt. He rationalized that he never killed an innocent individual and that the killings were part of doing business in the underground world. “This rationalization,” states Oleson, “allowed him to commit villainous acts without conceiving of himself as a villain.”

Oleson said it is his understanding that Mr. X is now living a quiet life and engaged in a legitimate occupation. He reported that Mr. X talked of “going to grad school, either law school or a master’s program of some kind.” Criminal research shows, Oleson said, that young men tend to commit a disproportionate amount of their crimes as teenagers, then “age out” of the behavior as they grow older.

Since it is impossible to check Mr. X’s accounts of drug trafficking, killing and other underworld activities, Oleson can’t swear to their veracity.

Whatever the case, he said, the facts remain that serial killers are not always just killers, are not always addicted to killing, do not always have abusive and troubled childhoods, and are not always of low IQ. The evolution of the criminal is influenced by many factors.

According to Oleson, Mr. X’s story highlights the workings of the genius criminal’s mind and in that way contributes to the small but growing body of knowledge about high-IQ offenders.

But all that was on hold the past year while Oleson researched different crime issues as a U.S. Supreme Court Fellow. He served on a committee investigating the ramifications of Blakely v. Washington. Oleson says that, according to Ohio State University law professor Douglas Berman, it is “probably the single biggest criminal procedure case to emerge in the history of the Supreme Court.” Berman, an expert on criminal law and sentencing, runs a Web site where he posts current information about the Blakely case. That state case eventually led to the Supreme Court's rejection of mandatory sentence guidelines for federal judges that had been in place for two decades.

Now that his fellowship has ended, Oleson will resume his teaching and research at Old Dominion. He’s looked at the brightest; next he’ll compare them with the rest — offenders whose IQ’s fall below the genius range. He’ll present his observations in a book he is writing about genius wrongdoers. He plans to call it “Masterminds.”

“I was really astonished by how sadistic and callous people could be, and how someone could take affirmative pleasure in hurting someone else.”

— James C. Oleson
Old Dominion UNIVERSITY

is pleased to announce the appointment of

PATRICK G. HATCHER

BATTLE ENDOWED CHAIR IN PHYSICAL SCIENCES

Patrick G. Hatcher will join Old Dominion University's Department of Chemistry and Biochemistry at the start of the spring 2006 semester as the Batten Endowed Chair in Physical Sciences. He is currently a professor of chemistry at Ohio State University and director of the OSU Environmental Molecular Science Institute.

In announcing Hatcher's appointment, Old Dominion Provost Thomas Isenhour said, "Pat Hatcher is a great addition to Old Dominion University. We look forward to his leadership in the College of Sciences and the university."

Hatcher will also serve as director of the new Major Instrumentation Core Facility, to be housed in the university's Physical Sciences Building. Construction on the building is scheduled to begin this fall.

The endowed chair appointment is the first at Old Dominion funded by Frank Batten's $32 million gift to the university, whose primary goal is to increase ODU's capacity to attract and retain top researchers and faculty, and to support research endeavors.

Hatcher's current research interests include organic geochemistry of coal, kerogen (solid bituminous material in some shales, which yields petroleum when heated) and humic substances (from the organic part of the soil).

He was the principal investigator for a $5.8 million National Science Foundation grant that established the EMS Institute at Ohio State. Research there focuses on chemical processes that include atmosphere/aerosol, atmosphere/dust, water/geomedia and geomedia/biological interfaces. Before joining OSU, Hatcher established the Center for Environmental Chemistry and Geochemistry at Penn State and worked at the U.S. Geological Survey in Reston, Va.

Recently, Hatcher received the 2005 American Chemical Society Geochemistry Division Medal in recognition of his accomplishments in and contributions to organic and environmental geochemistry. "The ACS is one of the world's largest professional organizations and its awards are highly competitive and most prestigious," said Richard V. Gregory, dean of ODU's College of Sciences.

Hatcher has received significant research funding during his academic career, and is the author or co-author of more than 250 papers in refereed journals. He holds a bachelor's degree in chemistry from North Carolina State University, a master's in marine chemistry from the University of Miami and a doctorate in geochemistry from the University of Maryland.
OLD DOMINION UNIVERSITY WILL CELEBRATE ITS 75TH ANNIVERSARY THROUGHOUT THE 2005-06 ACADEMIC YEAR WITH A VARIETY OF EVENTS, PUBLICATIONS AND DISPLAYS.

ALREADY PLANNED ARE:

• Kickoff celebration at 12:30 p.m. Sept. 15 on Kaufman Mall to commemorate the opening of Old Dominion, then known as the Norfolk Division, in September 1930.

• Founders’ Day dinner (reception, 5:30 p.m.; dinner, 6 p.m.) Oct. 20 at the Ted Constant Convocation Center.

• Commemorative fall 2005 edition of the alumni magazine, featuring “75 Great Moments in Old Dominion University History.”

For news about other 75th Anniversary events and commemorative merchandise, visit www.odu.edu/75 or call 757-683-5759.