

Phi Kappa Phi
forum
Fall 2007

**Dogsledding with
the Inuit
in a Warming
Arctic**

Life...with Music

**Alternative
Schools
— Whatever
It Takes:
Memoirs of
a First-Year
Principal**

**Icons of
Excellence:
The 2007–2010
Phi Kappa Phi
Scholar and
Artist**

**Society Embarks
on \$1,000,000
Campaign**



Member Focus:

Connecting Communities: 2007 Convention • Chapter News • Member News • Bookshelf

President's Page

Robert B. Rogow

President of
The Honor Society of Phi Kappa Phi



Since returning from the 2007 Triennial Convention of The Honor Society of Phi Kappa Phi, I have had time to reflect on the proceedings and the accomplishments of the meeting. The convention was one of the best attended in many decades. Delegates, observers, and guests came from throughout the United States, the Philippines, and Puerto Rico. Representatives from each of the Society's five regions as well as several past officers and board members also attended.

For the first time, student members were encouraged to attend, and several of them represented their home chapters as voting delegates. These students added enthusiasm and an exciting new dimension to the meeting. Because the Society exists to recognize the academically best and brightest students in our colleges and universities, these students need to feel welcomed as full participating members in all aspects of our organization, not just at chapter initiations and meetings.

A highlight of the first day was a visit by Marcus Urann, the Society's founder at the University of Maine. Portrayed by Dr. Wayne Lacy, former Southeast Region Vice President, Marcus Urann related how Phi Kappa Phi began and how it was organized "to recognize students of high rank." His desire "to make heroes of scholars" resonated with those in attendance.

Other interesting programs were scheduled throughout the convention. Attendees heard excellent presentations from successful and prominent former Fellowship recipients as well as from current student Fellowship, Study Abroad, and Literacy Grant awardees. In addition, they were impressed by the presentations of the 2007–2010 National Artist and Scholar Award recipients, who exemplify the high standards of the Society. Not only did convention participants hear inspiring speeches, but they also attended regional meetings and training workshops on a variety of topics related to Society and chapter operations.

While the 2007 convention was memorable in countless ways, it will forever be remembered for the historic revisions of the Bylaws. The proposed revisions, which were overwhelmingly approved by the delegates, addressed the issue of Society governance by restructuring the Board to allow two students and two at-large members to join the Board of Directors beginning in 2010. The proposed Bylaws amendments were presented after much study and

deliberation by the Bylaws Committee and the Board of Directors. Now, the revised Bylaws will lead the Society forward as it strives to be relevant in an ever-changing world.

Further, the Society voted to meet biennially rather than triennially after the 2010 Convention. By holding conventions every two years, there will be a considerable increase in members participating in Society governance and training through "Partnering for Success" workshops that will precede future conventions. Most bylaws changes will take effect during 2010, allowing for a smooth transition during the next three years.

Given the successful 2004–2007 Triennium, the Convention delegates approved a triennial planning budget that incorporates a substantial increase in support to chapters, their members, and the Society's awards programs during the current triennium. For example, the Society will increase its Chapter Relations staff by adding another director. In addition, the Society is initiating two new awards, one for rising sophomores entitled the Emerging Scholars Award and the other for recently graduated active members known as the Love of Learning Award. [See pp. 34–35 for recipients of the new awards. Ed.] You can find additional information about these two new awards and the 2007 Convention by accessing the Society's website at www.PhiKappaPhi.org.

As the 2007–2010 Triennium begins, we hope that you, our members, sense the positive and exciting changes that are taking place within The Honor Society of Phi Kappa Phi. While we begin to implement these changes, we are committed to serving you better and being more relevant to your needs.

As president, I pledge to you that I will work to ensure that The Honor Society of Phi Kappa Phi continues to prosper and to receive the recognition that it and its members deserve. It is my honor to serve you as your president during this triennium!

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THE HONOR SOCIETY OF PHI KAPPA PHI

The Honor Society of Phi Kappa Phi was founded in 1897 and became a national organization through the efforts of the presidents of three state universities. Its primary objective has been from the first the recognition and encouragement of superior scholarship in all fields of study. Good character is an essential supporting attribute for those elected to membership. The motto of the Society is *philosophia krateitō phōtōn*, which is freely translated as “Let the love of learning rule humanity.”

Phi Kappa Phi encourages and recognizes academic excellence through several programs. Through its awards and grants programs, the Society each triennium distributes more than \$1,700,000 to deserving students and faculty to promote academic excellence and service to others. These programs include its flagship Fellowship program for students entering their first year of graduate study, Study Abroad grants for undergraduates, and Literacy Initiative service grants. For more information about how to contribute to the Phi Kappa Phi Foundation and support these programs, please write Perry A. Snyder, PhD, Executive Director, The Honor Society of Phi Kappa 7576 Goodwood Blvd., Baton Rouge, LA 70806 or go to the Phi Kappa Phi Web page at www.PhiKappaPhi.org.

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The purpose of the *Phi Kappa Phi Forum* is to enhance the image of the Honor Society of Phi Kappa Phi and promote the pursuit of academic excellence in all fields through a quality, intellectually stimulating publication for its membership.

**The Honor Society of Phi Kappa Phi
Mission Statement**

Recognizing and Promoting
Academic Excellence in All Fields of
Higher Education and Engaging the
Community of Scholars
in Service to Others

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Elizabeth K. Andre

Dogsledding with the Inuit in a Warming Arctic

It is the second day of May, more than two hundred miles north of the Arctic Circle. Although the air temperature is only thirteen degrees Fahrenheit, the blazing sun reflecting off the snow and ice surface heats my body to the point that I am wearing only one layer of long underwear under thin nylon wind-pants. Simon Qamanirq, the Inuit hunter to whom the fourteen dogs pulling our komatiq sled belong, and I sit on top of our load of sleeping bags, clothing, food, stoves, and fuel. Simon's keen eyes scan the surface of the frozen river that snakes down from the Barnes Ice Cap towards the sea ice of the Foxe

Basin near the Inuit cultural capital Iglulik. Knowledge gained through Simon's years of experience traveling over ice by dog and snowmobile tell him that the ice near the center of the river is too thin to support the weight of our dogs and sled. He worries, however, that if he chooses instead to travel across the land, exposed rocks and gravel left by the receding snow will damage the sled runners. Using voice commands, Simon directs the dogs to run on the ice close to shore, squeezing a route between the rocky land and the dangerously thin ice farther from shore.



Musher John Stetson hooks his huskies to the sled.
Photo Credit: Elizabeth K. Andre, Will Steger Foundation

ON THIN ICE

The ice pops and crackles beneath the weight of the runners, sending a web of thin fissures out in all directions. I hold my breath. The end of one of the runners punches through the ice. Water wells up from the breach and spreads over the ice surface, filling the tracks of our sled and the footprints of the dogs. Simon commands the dogs to move closer to the shore.

The dogs obey. The ice closer to shore holds our weight, but only barely — I can see it flex as the sled glides over its surface. The shore falls away to the side, opening into a small bay. The dogs cut across to the opposite shore. Simon shouts to them to turn back towards land, but it is too late. I feel the sled pitch backwards and to the right as first one runner and then the other breaks through the ice. The dogs feel the resistance of the sled and try to pull forward. Their clawing feet punch through the ice, and soon all fourteen are swimming, scratching on the edge of the ice for purchase, inching out of the water on their bellies, instinctively keeping their body weight low and dispersed.

The water is thigh-deep on Simon. He jumps off of the front of the sled and tries to lift its runners back onto solid ice. He yells to the dogs to pull, but the ice is too thin. I offer to jump off the sled to help, but Simon sternly tells me to stay where I am. The sled is floating for now, but a steady stream of air bubbles escaping from the load tells me that the sled soon will begin to sink lower and lower.

Inuit hunter Lukie Airut and fellow expedition members Will Steger, John Stetson, and Ed Viesturs quickly arrive on following sleds. From the safety of shore, Lukie throws us a rope. Simon ties it to the front of our sled, and Lukie attaches the other end to Lukie's fourteen dogs. With all twenty-eight dogs pulling, the sled plows through the ice like an icebreaker, leaving a three-foot-wide lead of open water behind it. Finally the sled reaches the shore. The only casualties are our dry clothes and sleeping bags.

A CHANGING WORLD

Many Inuit hunters, however, are not so lucky. As part of the Will Steger Foundation's Global Warming 101 initiative, our team is traveling between remote Inuit villages in the Canadian Arctic, interviewing elders and hunters about their experiences living in a



Inuit hunter and expedition member Simon Qamanirq drives his team of huskies.
Photo Credit: Elizabeth K. Andre, Will Steger Foundation



Two Inuit hunters wearing traditional sealskin clothing and footwear deliver seal meat to the expedition.
 Photo Credit: Elizabeth K. Andre, Will Steger Foundation



Expedition leader Will Steger looks on as Inuit hunter and expedition member Lukie Airut butchers a seal to feed his dogs.
 Photo Credit: Elizabeth K. Andre, Will Steger Foundation

changing climate. At each village we hear a similar story; the ice forms later in the fall and breaks up earlier in the spring. The ice is thinner. Warm ocean currents melt the ice from the bottom, making it difficult for hunters to judge its thickness. Open water exists where it did not in the past. Several hunters have lost their lives as the result of plunging through thin ice. In a small community dependent on hunters for food, clothing, income, and tradition, the loss of a hunter is a heavy blow.

In the community of Iqaluit, Inuit hunter Simon Nattaq recounts for me the two days that he spent alone, buried in a snowbank, awaiting rescue after his snowmobile plunged through the sea ice on a hunting trail that he had used for years. His clothes were soaked, and he was without food, water, or means of communication. After his eventual rescue, doctors in Ottawa amputated his frozen legs. He tells me that he hopes his story will help people connect to the issue of climate change.

At each village I ask people how a warming Arctic will affect their lives. I wonder about the economic impact that the proposed listing of the polar bear as an endangered species will have on the guided hunts that supply a much needed influx of money into Inuit communities. I wonder about the ice fisherman who no longer feel safe traveling to their ice-fishing shacks and have abandoned the turbot fishing that sustained their families. I wonder how communities will deal with melting permafrost, crumbling infrastructure, and eroding coastlines. I wonder about how the transmission of cultural traditions will change when the knowledge gained over the last several

thousand years no longer applies to the present environment.

DETERMINATION TO ADAPT

I ask these questions. Perhaps it is the Inuit stoicism or perhaps it is the fact that no other response would allow hope, but almost without exception the people respond that the Inuit will adapt to whatever environmental changes occur. They tell me the resourcefulness that allowed the Inuit to survive for millennia in one of the harshest environments on the planet will see them through the rapid melting of their home.

I think about what I have seen of the Inuit resourcefulness and spirit. I remember when one of the komatik sled runners hit a block of ice and split in two. The American members of the expedition were dismayed; we wondered how we could continue with one fewer sled. Without delay, however, the Inuit members patched the sled runner using nails pried from a gear box and a sheet of aluminum cut from a tea kettle. With the kettle spout still protruding from the side of the runner, the sled was once again gliding over the rugged sea ice. Yes, I believe the Inuit will meet the challenges of a warming Arctic

with the same creativity and communal effort that has sustained them.

The Inuit ask me, however, “How will the people of the south survive?” They mention their communities that have relocated, and they ask me if I think we can relocate our cities. They describe the flexibility in their hunting practices, and they ask me if I think that our industrial food production and distribution networks will be as flexible.

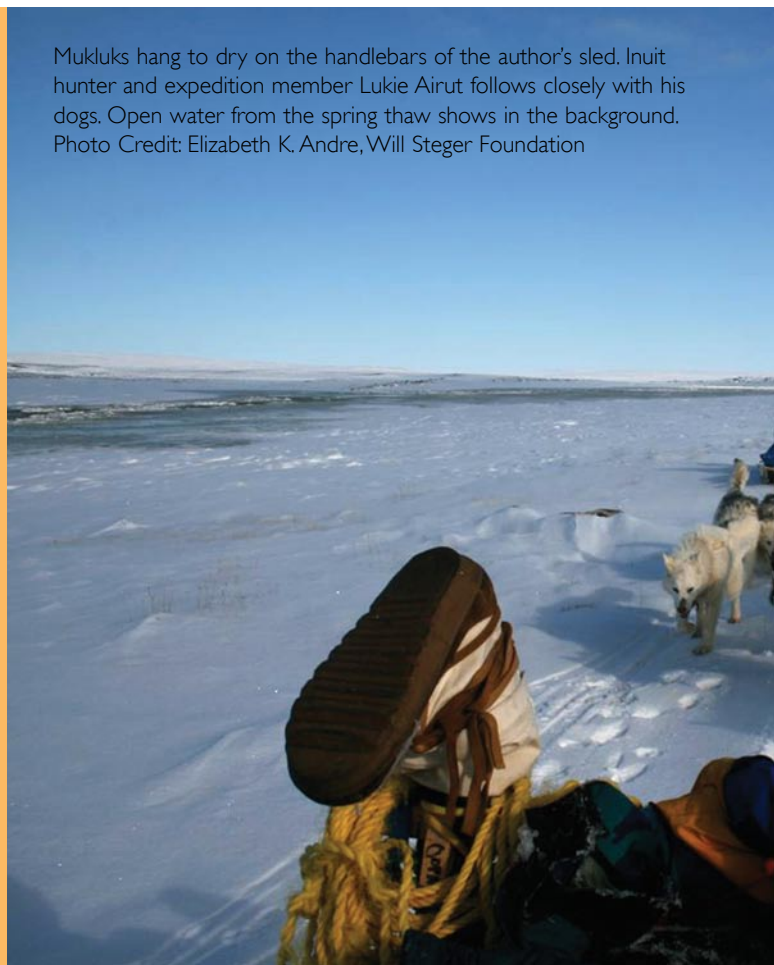
I reply that I do not know. I think, however, that a first step for us might be to look at the Inuit experience. Nowhere on earth is the climate changing more rapidly and dramatically than in the polar regions. It is easy for us in the lower latitudes to dismiss climate change as an abstraction with potential consequences only in the distant future. Looking at the Inuit experience, however, brings humanity and immediacy to the issue.

I reply that I hope the Inuit culture might provide inspiration for the rest of us. The Inuit’s connection to the land makes me wonder about ways in which I could be native to my home region and find locally appropriate solutions to needs. I look at the strength that the Inuit find in community and wonder how much more empow-

WILL STEGER FOUNDATION

Established in January 2006, the Will Steger Foundation promotes change through environmental education and advocacy. The foundation’s first initiative, Global Warming 101, aims to raise broad public awareness about global warming as witnessed through Will Steger’s polar expeditions. For the past forty years Steger, a National Geographic Explorer in Residence, has been traveling in polar regions. Steger completed the first crossing of Antarctica by dog team, crossed Greenland in the longest ever unresupplied dogsled expedition, and reached the North Pole by dog team. Several of the large ice shelves that Steger crossed have since collapsed into the ocean in events linked by scientists to global warming. Steger will travel next to the Arctic’s Ellesmere Island to draw attention to the condition of the ice sheets there. Information is available at www.globalwarming101.com.

Mukluks hang to dry on the handlebars of the author’s sled. Inuit hunter and expedition member Lukie Airut follows closely with his dogs. Open water from the spring thaw shows in the background. Photo Credit: Elizabeth K. Andre, Will Steger Foundation





Simon Qamaniq ties his sealskin boots tightly before stepping off the sled into the frigid water after his sled broke through thin ice. Photo Credit: Elizabeth K. Andre, Will Steger Foundation



ered I would feel to tackle climate change if I joined with my neighbors. I reflect on the Inuit resourcefulness and optimism and wonder how I can focus my energies away from defeatism and toward action.

Elizabeth K. Andre is a doctoral student in Curriculum and Instruction at the University of Minnesota in Minneapolis. She is the Education Coordinator for the Will Steger Foundation. This past spring she and seven others traveled more than 1,200 miles by dogteam across Baffin Island, visiting Inuit communities and documenting their experiences on www.globalwarming101.com. She became a Phi Kappa Phi member at the Iowa State University chapter in 1996.

Bruce Johnstone

Life . . . with Music



I came to the United States in 1972 as the featured baritone saxophone soloist on trumpeter Maynard Ferguson's European band. To American audiences, I suddenly appeared on the scene as a new baritone saxophone voice with a different stylistic approach from the then-current standard set by Gerry Mulligan and Pepper Adams, when in fact I actually had a long and varied international musical career before joining the Ferguson band.

BEGINNINGS

Born in Wellington, New Zealand, I originally began studying classical clarinet at age nine, was a member of The Wellington Junior Symphony Orchestra at age twelve, and played my first small-group jazz gig at age thirteen.

My parents' house was full of music of all types with a strong leaning toward jazz, so from the time I was born — and even before — my mind was filled with the sounds and different styles of jazz, from Dixieland to Be-Bop and everything in between. My parents had a huge collection of 78s, and from the age of four I was allowed complete freedom of choice and operation of the record player; I spent hours listening to and absorbing the records.

My parents were huge fans of Artie Shaw, Benny Goodman, and Woody Herman, so clarinet was a natural first inclination (how strange to think that I would actually tour and record with Woody later on). But I also loved listening to Lester Young, Ben Webster, Charlie Parker, Louis Armstrong — and the list could go on forever.

The house was full of instruments as well. My parents both played guitar and banjo, but there was a big cupboard full of wind instruments including recorders, penny whistles, a fife, and an old rosewood Eb Albert System clarinet that had belonged to my grandfather (he reputedly had performed on it at Buckingham Palace for Queen Victoria and Prince Albert). With trial and error and a little guidance from my Dad, I was able to get a sound out of it, and after figuring out the basic fingerings, I attempted to play along with the records.

For my ninth birthday, I was given a top-of-the-line Boosey and Hawkes Bb Clarinet and started formal lessons. My first paid jobs began when I was thirteen, playing for dances. The rhythm section guys were a lot older and surprised that I knew all of the tunes that they would call. I had a heck of an ear.

I was first drawn towards the baritone saxophone as a solo instrument from recordings by Adrian Rollini, Harry

Carney, Gerry Mulligan, and Serge Chaloff — same instrument, four completely different sounds and stylistic approaches. I loved the sound of the instrument, a perfect fusion of delicacy and power, but at the time I had no idea that it would be my musical vehicle.

At age fourteen I added flute and alto saxophone to my family of instruments. Then one day when I was sixteen, a baritone sax appeared in the window of a local music store. I was doing a lot of gigs at the time, and this instrument just had my name on it. I played it on the gig that night — I didn't take my other instruments — and while it felt great to play, the next day I could hardly get out of bed. My body ached in places I didn't know existed.

Playing the baritone sax was the right choice. Within a few months, I was offered the baritone chair with the N.Z.B.C. Radio Orchestra. Right after school I would bus downtown to the N.Z.B.C. studios and rehearse and record with the band. It was wonderful. The level of playing, the challenges, the camaraderie, and the acceptance by players twice my age was a huge confidence builder. (Incidentally, at that time no instrumental music was being taught in New Zealand's high schools.)

After my final year in high school, I accepted a job with the Philips recorded music division as an A&R assistant, as well as holding down a six-night-a-week jazz gig with a very good rhythm section at an upscale restaurant. I also was doing a lot of recording, mostly back-up to local Rock and Roll records and commercials.

I left Philips after two years to go on the road as a pit musician with *Annie Get Your Gun* — Kiri Te Kanawa was one of the girls in the chorus — then with *The Sound Of Music*.

After a final tour with U.S. vocal group The Crystals, — “Da Do Run Run” was their big hit — I decided to try my luck in Australia.

ON TO AUSTRALIA

While in New Zealand, I had met and played with a number of Australian musicians who strongly suggested that I should consider a move to Sydney. Timing being everything, three months after my twenty-first birthday I felt that the time was right, and with instruments, clothes, a return plane ticket, and a thousand dollars, I made the move.

I hit every jam session that I could find, and at about the time I could see the end of my thousand dollars I was offered five nights a week with a Dixieland band called The Ray Price Quartet. It was an unusual group: piano, banjo, trumpet, and me playing multiple reeds. We played everything from pure Dixie to hard swing and even things in odd time signatures. Because Ray's previ-

ous reed guy had played tenor, I adjusted my baritone sound in the top register to be closer to the trumpet's sound range, which worked very nicely. The pianist in the group was also a Hammond B3 player and on Sundays had a trio at Sydney's premier jazz club, the El Rocco. He added me to the group, and we were well received by Sydney's jazz aficionados.

Studio work followed — lots of it — so I was playing day and night six or seven days a week. The trumpet player from the Ray Price Quartet left to join a blues/pop group led by vocalist Jeff St. John and urged me to also consider the move. The timing was right; the band was strong, tight, and exciting; and we set the standard for bands of this type for years to come. Interestingly some English kids named Gibb — three brothers — who were vocalists would come sit in and were actually backup singers on the band's initial L.P. recording, *Big Time Operator*. They became famous later as The BeeGees.

The rest of my time in Australia was in television and recording and as assistant musical director of a big Sydney nightclub called Chequers, which showcased primarily American and European headliners with a seventeen-piece house band and ten Vegas-style dancers. This position meant that I was working directly with Liza Minnelli, Sammy Davis Jr., Billy Preston, The Four Tops, Stevie Wonder, Lou Rawls, and many more and at the same time making connections with their touring players. After seven great years, I felt the urge once more to move on, this time to Europe.

EUROPE BECKONS

London was a difficult scene to break into. The contacts I had in England had me pigeonholed as a studio musician, and they were not opening the doors for me that I needed opened. So on my own, I made inroads by subbing for baritone saxophonist John Surman with a very avant garde big band led by South African pianist Chris McDonald, called The Brotherhood Of Breath. It featured some great players: tenor saxophonist Alan Skidmore, alto saxophonist Dudu Pukwana, and trumpeter Monghezi Fahzi. Unfortunately, I sounded “too American” for them, so I decided to go where the expatriate Americans go: Paris and Copenhagen.

After a brief time in Paris, Copenhagen seemed like the right place, and so it was. The line-up at The Montmartre that month was a jazz fan's dream come true: Kenny Drew, Sahib Shihab, Johnny Griffin, Ben Webster, and Dexter Gordon. Finally, after haunting the place, I got up enough courage to approach Dexter Gordon, whose playing I idolized, and asked if I could play a tune with him. He grudgingly and blearily agreed and asked if I knew “Stella By Starlight.” I said that I did. Then he called it in a particularly nasty key, probably to scare me off. I said “sure,” walked on stage with him, and

Bruce Johnstone playing "Superbone Meets the Bad Man" with Maynard Ferguson. Photo courtesy of Bruce Johnstone.



stood there while he played the head and the longest and most brilliant solo I have ever heard anyone play on that tune. Then he quit the solo halfway through the chorus and gave me a big sweeping bow. Talk about pressure! But, the rhythm section was Kenny Drew, Niels Henning Orsted Peterson, and Juall Curtis, and they steered me through it and made me comfortable all the way. Dexter called me the next day, apologized for "putting me through it," and asked if I could sub for him at a jazz club in Aarhus, to which I gladly agreed. He also introduced me to Ben Webster and became a valued friend and mentor.

Dexter and Ben were very special to me. From Dexter I learned how to really swing hard, to drive the rhythm section, to focus my sound from top to bottom, and to use space and melodic invention in my solos. From Ben I learned the beauty of playing ballads by "getting inside the tune" and by learning the lyrics so that I could best express the emotion of the song's story line. Now whenever I play "Body And Soul," I feel Ben at my shoulder.

Maynard Ferguson was based in England at that time. One night his lead trumpet player, Alan Downey, came to hear my quartet at The Montmartre and sat in with me for the last set. He told me that Maynard would be looking for a baritone player shortly and that he would let Maynard know that we had met and played together. A couple of weeks later I received a telegram from Maynard

offering me a job. After a little soul searching, I decided that this could be a good career move, so with some regrets I left Copenhagen and moved back to London to join the band.

COMING TO AMERICA

Two weeks later we embarked on a U.S. tour that kicked off with an open-air concert on Boston Commons. Our warm-up band was Weather Report with the original cast: Joe Zawinul, Wayne Shorter, Miroslav Vitous, Dom Um Ramao, and Eric Gravatt. We were in extremely fast company, but Maynard's band rose to the occasion, and the huge crowd in The Commons loved what we did. The next night we opened for a week at Paul's Mall. Playing opposite us in the adjoining "Jazz Workshop" was Gato Barbieri, then for the balance of the week, Chick Corea's new band Return To Forever.

Chick's saxophonist Joe Farrell and I spent some hang-out time together, and he suggested that I elevate my strength in reeds. So to experiment, I bought a box of #5 Rico Royals, and suddenly I found the power that I had been looking for without sacrificing sound or control. They gave me a huge sound from top to bottom.

After two U.S. tours — with gigs in Europe in between — Maynard decided to base himself in

California. The majority of the English band opted not to continue with him, but a few of us decided to make the move as well. Andy Mackintosh, Pete Jackson, Brian Smith, Randy Jones, and I were the last of Maynard's European phase, and a new American-based band was formed.

This band was an absolute powerhouse and full of some of the Berklee College of Music's (Boston, Massachusetts) finest young jazz players. This was the *Live at Jimmy's* band, and it put Maynard solidly on the map. *Live at Jimmy's* gained a huge amount of airplay and almost a cult following (its recent re-release on CD attests to the quality and staying power of the band), and I was pleasantly surprised and very flattered to find myself voted into that year's *DownBeat* Readers Poll in the number three slot behind Gerry Mulligan and Pepper Adams.

The album *Chameleon* followed, which gave me some more nice solo features, one of which was a duet with Maynard called "Superbone Meets the Bad Man." This was the only track on the album done in one take with live solos — no overdubs.

Bassist Rick Petrone and I had discussed forming a fusion group, and in 1976, after four wonderful years with Maynard, I decided to try the waters on my own. Rick and his friend, drummer Joe Corsello, had connections with jazz producer Michael Cuscuna, who hooked us up with Clive Davis's new label, Arista. The band had the odd name of New York Mary.

We recorded two albums for the label, both of which met with critical acclaim, gained good airplay, and were named "hit pick of the month" in both *Billboard* and *Cashbox* magazines.

Pat Kaetz

CONFESSIONS OF A BAND GEEK

I admit it—I was a high school band geek. You know the type — one of the decidedly uncool, socially awkward smart people whose single school activity was playing in the band in all its incarnations (marching, concert, jazz, solo and ensemble, pep). I was a competent, unimaginative tenor saxophone player who had to practice hard for everything I played, but I had a blast.

In 1975, my senior year, those of us in the jazz band discovered Maynard Ferguson, the legendary high-note Canadian-born trumpet player, and his band. The first album (yes, vinyl, for all you youngsters out there) that I bought of his band was the *Live at Jimmy's* double album, still I think the best he ever recorded because it was almost all jazz (except for a near-immortal version of "MacArthur Park"), with little of the more pop-oriented fusion that he recorded for several years after that. He was also at the height of his playing ability.

On that album, featured in several incredible jazz solos, was a baritone sax player named Bruce Johnstone; I thought (and still do think) that he was the best baritone player I had ever heard. Here was a guy who played the baritone (a huge instrument) like it was an alto (a small one) — with heart and soul and technique and ideas. For me at the time, it was a little like finding a tuba player who could play the instrument as if it were a trumpet (this is no knock against tuba players, by the way — the fact is, though, that the trumpets get all the glamour parts).

Flash forward many years. I had remained a Maynard fan for life, and after he died in 2006, I found that the *Live at Jimmy's* album was finally available on CD through a British company. I had missed the album for years, foolishly discarding my vinyl album in the mistaken notion that it would surely soon be released on CD. After getting and listening to it obsessively, I was reminded just how much I loved Bruce Johnstone's playing on it. A few years ago I had tried searching for Johnstone on the Web a few times to see if he was still around, with no luck. After getting the CD, I tried once more, through the ubiquitous Google search engine, and lo and behold there he was, listed at State University of New York Fredonia, teaching jazz.

After sending him an unabashed former-band-geek fan e-mail and receiving a very kind reply, I decided to ask Mr. Johnstone if he might be interested in doing a brief article for us about his life as a jazz musician, and to my joy he agreed. Thus this article.

I hope that all of you former band geeks who learned to appreciate and love classical and jazz music through wonderful (and now increasingly threatened) high school music programs, which teach the music that young people today are rarely exposed to without such arts programs in our schools, will enjoy reading his article.

Michael also got me involved on a wonderful album with Anthony Braxton called *Creative Orchestra Music 1976* that was given a five-star review in *DownBeat*. He also had me record some dates with Michael and Randy Brecker and Lew Del Gatto as MoTown's New York horn section for blues singer Luther Allison.

Soon another amazing opportunity arose. I had admired Woody Herman's bands ever since I was a kid, so getting an offer to join his band was not something I would let pass by. The band was a proving ground for some of today's most prominent players, and during my stay with Woody they included such luminaries as Jeff Hamilton, Marc Johnson, Allen Vizzutti, Joe Lovano, John Riley, Fred Hersch, and many more.

SETTLING IN A SMALL TOWN

I left Woody in 1978 after three albums and extensive touring in the United States and Europe, moved out of New York City, and based myself in a small town in Western New York, a good move as it turned out. I am within easy driving distance of Buffalo, Cleveland, Pittsburgh, Erie, Rochester, and Toronto.

In 2001 I was approached by the State University of New York Fredonia, which wanted to start a curricular jazz program to give credence to its student-run jazz organization. Starting with fourteen students, though with some initial animosity from the student-run group, (they eventually got over it), the program now has more than seventy students, most of whom will become music educators.

In doing seminars and guest appearances in colleges and high schools, I found that some band directors out there have little experience in listening to or performing jazz and have had the school's jazz ensemble dumped in their laps. Consequently in these situations, rhythm sections are set up incorrectly; sectional seating is not understood; sound production by reeds and brass is not given individual focus; and phrasing and improvisation — the essence of jazz playing — are not addressed in a satisfactory manner. Therefore, our focus in the jazz program is that every Fredonia student who graduates with a music education degree will have real-world jazz ensemble skills in performance, organization, and choice of material that will make that new teacher a valued member of any faculty and produce positive results to build a program. I feel very proud that recently several of my Fredonia students have obtained placement at extremely good graduate schools with long-standing reputations.

Beyond my teaching duties at Fredonia, I maintain a busy playing schedule and make frequent appearances as a guest soloist/clinician. In 2006 I was very flattered to be asked to appear as featured soloist with The Navy Commodores at the annual International Saxophone

Symposium in Virginia. What a band! The players are absolutely world class, and it was a privilege to appear on the same stage with them.

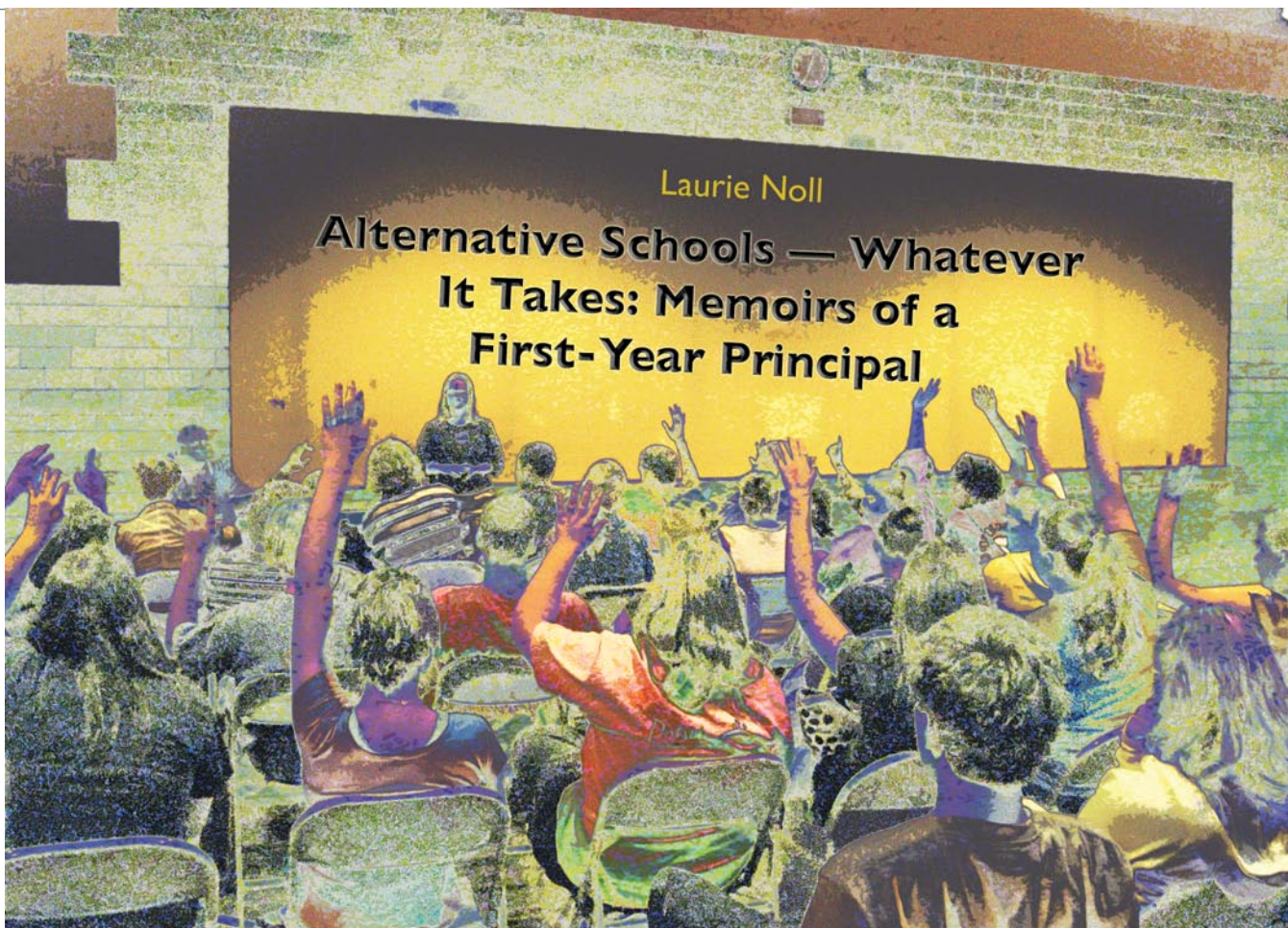
Describing my playing style is difficult for me to do. It is an amalgam of all my personal influences. All those players whom I have admired down through the years have left a part of themselves with me. My playing, therefore, is a tribute to those who have gone before, and I hope a place to start for those who are still to come.

Music is my melting pot. How fortunate I have been to have had this wonderful life.

My Equipment: A French-made Selmer MkVI 134000 series low Bb baritone and a Lawton 8*B mouthpiece with Rico Royal # 4 reeds.

Bruce Johnstone is an internationally known jazz musician whose primary instrument is baritone saxophone. In addition to performing, he runs the jazz program at State University of New York Fredonia.





AUGUST 7 WEEK (11-HOUR DAYS)

Wow! This is it — my first administrative position and my own building. What will the future hold?

I surveyed the building, opening classrooms and closets and made a mental inventory. I sat at the secretary's desk and looked around at tasks. My eyes traveled to the principal's office. This position has been empty for many years because the high school principal tried to cover two schools. There were old boxes, files, and notes from 1984. Dust-covered boxes were piled to the ceiling and had been there so long that they were stuck to wood cabinets.

AUGUST 14 WEEK (74-HOUR WEEK)

Our computer server is down; there are no schedules for students; and a teacher quit. Tomorrow morning one hundred alternative high school students will walk through the door with no schedule, no secretary, and no teacher. Bats keep finding ways into the building and fly through the halls.

This was a Murphy's Law day. Maybe this is like the theater: If the dress rehearsal goes badly, then the play

itself will be great. If the day before opening day is disastrous, then the year will be fantastic. Right?

AUGUST 21 WEEK (76-HOUR WEEK)

We are full! Our numbers are averaging eighty students per day in a building meant to hold sixty elementary-age students. Even the toilets are designed for elementary students! We have run out of lockers, and class rosters are approximately fifty students per class. There are three teachers, twenty-hours-per-week counseling service, four-hours-per-week nurse service, one hour-per-day custodial services, no food-service employees, and a 5.5-hour secretarial position. The building is becoming unsafe. Too many students are attending without proper supervision. We have students on parole, in gangs, dealing drugs, and pregnant, and some who actually want to learn and graduate.

FRIDAY, SEPTEMBER 1

The school resource officer started his day at our school. Coincidentally, only half of the students came to school. Once the officer left, more students showed up.

Friday! I made it! We made it! It is a great day! I still love this job; I would not trade it for another. This is one of the most challenging work experiences in my career. If I can make a difference for students and teachers, then I have accomplished something this year. The only way to move is upward, and we are on the right path!

SEPTEMBER 11 WEEK

A smooth week: just two police tickets, one gang-related graffiti report, two students sent home for making threats, one baby born, one ceiling leak, one teacher absent (no substitute), one phone call from the superintendent's office, and another appearance by our friendly bat. Maybe the bat will become our mascot.

As I reflect on the week, I conclude that the hardest part is making those split-second decisions that affect a student's life.



Volunteer Demonstrating an Art Project.

SEPTEMBER 18 WEEK

Five police cars and reporters at our door, all over a pizza! Let me explain. I was in the office talking with a university doctor about a student returning to our building. We were discussing the preparation needed for the student's safe return. In another part of the building, a student ordered pizza by cell phone in another student's name, which caused a confrontation and big scene requiring police intervention. A reporter was driving by to drop off his child at another school and saw the police, so he stopped to see what was going on. We explained nothing. Confidentiality is important.



Student Celebrating Earning a Credit.

NOVEMBER 12 WEEK

I am getting to know the students; they are beginning to trust me. The stories and baggage that these students harbor are more than any one person should carry. One young woman lives on her own with her two-year-old daughter. Her parents and grandparents have passed away, so at sixteen she is alone and on her own. The hardships she has encountered at this age include trying to get her birth certificate to get a driver's

license; getting a birth certificate, unfortunately, requires a parent's signature. This struggle has been frustrating for her. Yet she comes to school each morning with a smile on her face, yells good morning to everyone, and states that she is hungry for breakfast. Since the beginning of the year, a hot breakfast and hot lunch program has been in place, which the staff and I serve. She is usually an hour late because she takes a taxi to her daughter's babysitter and then to school.

OCTOBER 16 WEEK

Courts, citations, cell phones, and evaluations. Gun shots in the community, and guess which students were involved! A student ran into my office, shut the door, and started explaining the location of a hidden safe. I told the student that I would call the detectives and let them know the information. After he left, I called the detectives.

FEBRUARY 2 WEEK

A student died over the weekend from a drug overdose at a party. I went to school in the evening to call our crisis team. Students started calling the school to see if anyone was there and if I had heard about the tragedy. Several were crying as they called, saying that they knew I would be there. This tragedy brought a focus and closeness to our small community. Many alternative high school students had attended the party, but none talked.

FEBRUARY 18

I took an eighteen-year-old student to the emergency room Sunday evening. She called me to see if I could help her. She had spent the night in jail after an altercation with two women. After the courts released her, she asked for my help. She had a swollen face with one eye completely shut. Her mouth would not open, and her jaw was out of place. She had many bruises. I asked if her mother knew, and she said yes, but her mom would not take her to the hospital. I called her mom on her cell phone, and she was clearly under the influence of something. She gave me permission to take her daughter to the hospital. I sat in the emergency room with her for several hours and helped her answer the questions asked by the nurses and doctors. She needed someone with her, and I was glad that I could help. This student had lived in a foster home her whole life and returned home on her eighteenth birthday. Both the mother and daughter have been in and out of treatment centers. She is trying to graduate this school year.

FINAL REFLECTION

The transformation from walking into a new position to the end of the year has been huge. At the beginning, the neglected building did not have a lived-in feeling. I still thought it was great! The school building has not changed much; however, the atmosphere is now buzzing with people. Books are on shelves, pictures on walls, and students in desks. Some of the cobwebs are even gone.

I cannot imagine my learning curve this year. It is difficult to see the transition in myself, but I know that I am learning and growing daily. The big picture is not the tricky part; details are what make the job difficult. Making the tough decisions that influence a child's life is so significant. Many times, I want to be easy on the student, but sometimes being easy is not the best answer. That is tough.

I remember the first week of school, looking at the year-long calendar and thinking, can I make it though this year? I was afraid, nervous, anxious, excited, and worried all wrapped up into one feeling. I remember counting down the weeks and days on the calendar and

STRUGGLING TO SUCCEED

Will is a twenty-year-old African American male attending our alternative high school. He has inconsistent attendance with several stretches of unexplained absences. I asked him if graduation were a goal. Will stated, "yes." A few weeks later, he missed school for ten days and returned. Will broke down and cried in my office. His girlfriend had an abortion, and it was his child. After a few minutes, he explained how the impact of this death was like the gang-fight shooting that left his younger brother dying in his arms.

Will stayed in school for a few months, missed several days with no explanation, and then returned saying that he needed to be taking care of business. Time was running out for Will. He was going to be another dropout statistic.

In May, Will missed another twelve days, which seemed to be the end. He walked into school with shoulders slouched and head down, asking for the principal. This was the second time that Will broke down and cried in front of me. This time his aunt had suffered the brunt of violence: A bullet had hit her in the back while she attended a family picnic in the park. I held his hands while Will cried his way through another heartbreaking story. Will then held his head high and said that he was going to finish school, though finishing would be next to impossible with only a week left. Will stayed long into the evenings working.

The last day of school came, and there was no Will. Finally, Will walked into the building crying. He had spent the night in jail, and officers there would not let him do his homework. He walked the three miles from jail to school that mid-morning. I explained that he could stay a few extra days if needed. Will came those extra days. During that time, he explained his desire to graduate. His mother banned him from home and told him not to return until he had a diploma. His mother lives in Alabama, and Will lives on his own.

In spite of all of these setbacks, Will finished his credits and headed home proudly with his diploma in hand.



thinking, I need to take baby steps and get through this year one hour, one day, and one week at a time. Now weeks are flying by, and each day is gone in the blink of an eye. Both students and I are in a routine. Our team knows how to work together, and they ask questions and question ideas. It is great. I have not looked at our year calendar since the first week with students. I guess that is good. I have taken many steps forward and not looked back. Making decisions is becoming natural, and discipline is getting easier.

We are at another turning point. Our first trimester is complete, and we are looking at the transformation of our second trimester. I have gained the trust of many parents while others are angry. Some parents think that I am fair with students, and others disagree.

I am learning that other people can do jobs, too. It is difficult to let go and let others do the work, but everyone has talents, and I need to let them use their talents to make our school even better. If I try to do it all, the school will sink because I will drown. It is better to let everyone take ownership in improving the school. For example, today I was preparing for a parent orientation of our new program. I had information in PowerPoint but had not taken the time to polish it with transitions. An idea came to mind as I had a student working off some extra time who needed something to do. He was in business classes and talented in using computer programs. He was thrilled to take the PowerPoint and work on it. He not only worked on the PowerPoint, but he also asked to stay and set up chairs after school and even stayed through the presentation and helped clean up. I originally asked him for help on a ten-minute project, and he helped for four hours! Ownership!



Laurie Noll

I still need to take the same lesson and apply it to teachers. I had a workshop for teachers; we designed a new school day. We split students between two sessions, a morning or afternoon school day. Then we designed a menu of learning for students from which they can choose their instructional method. This session created synergy among our staff, and they were a part of the plan. I hope this can happen more often. I had several teachers

bring items for the chili dump to help with the supper for parents. I needed to let them help and praised them for all their work.

Overall, it is a positive year with many accomplishments. New learning experiences and many opportunities will help transform me into a better educational leader. I am excited to see what the future holds!

Laurie Noll is the principal of Burlington Alternative High School in Burlington, Iowa. She is also a National Board Certified Teacher for Special Needs and State of Iowa Teacher of the Year Finalist. Currently, she is attending school at Western Illinois University, where she is working on her Superintendent Certification. She was inducted into Phi Kappa Phi in 2006 at the Western Illinois University chapter. Any questions or comments can be directed to: noll1982@mchsi.com.



Students in an Award Assembly.

THE HONOR SOCIETY OF PHI KAPPA PHI

Icons of Excellence: The 2007–2010 Phi Kappa Phi Scholar and Artist

Among the highlights at its 2007 Triennial Convention in Orlando, Florida, was the installation of the 2007–2010 Honor Society of Phi Kappa Phi National Artist and National Scholar.

Stella Sung, of the University of Central Florida, is the National Artist, and Larry A. Hickman, of Southern Illinois University-Carbondale, is the National Scholar. Both

graced the convention with a brief presentation about the work that they do. The Phi Kappa Phi Scholar Award and Phi Kappa Phi Artist Award honor those individuals who demonstrate the ideals of the Society through their activities, achievements, and scholarship.



STELLA SUNG: NATIONAL ARTIST

A prolific and accomplished composer of national and international stature, Dr. Stella Sung personifies the Society's motto, "Let the love of learning rule humanity," with her vision of continued exploration and learning as a composer, a teacher, and a perpetual student.

Dr. Sung is a Professor of Music at the University of Central Florida's School of Film and Digital Media. She also has served on the Theory/Composition faculty of the Interlochen Arts Camp, Interlochen, Michigan. She holds a Bachelor of Music degree (piano performance) from the University of Michigan, a Master of Fine Arts degree (composition) from the University of Florida, and a Doctor of Musical Arts degree (piano performance) from the University of Texas at Austin.

An extremely talented and innovative composer, Dr. Sung is creating a new genre of music that she calls "Immersive Ambience," which uses surround-sound technology to immerse the listener in sound from all directions and angles. Her 2006 CD titled *Karma* features works composed using this new technique. Dr. Sung's unique and versatile sound keeps her in high demand. From full-length feature and documentary films to video games and theme parks, her music may be found in a variety of venues and channels.

Dr. Sung has received awards from distinguished organizations such as the National Endowment for the Arts; the American Society of Composers, Authors, and Publishers; and the American Symphony Orchestra League. She is a two-time winner of a Florida Individual Artist's Fellowship, sponsored by the Division of Cultural Affairs for the State of Florida, as well as the

2005 recipient of a Florida Artist's Enhancement award. Additionally, a documentary film about Sung's *Concerto for Two Violins and Orchestra* by filmmaker Aaron Hosé, was the winner of two Telly Awards in 2007. Sung's works are performed regularly throughout the United States, Canada, Europe, and Asia. Premieres have included performances at Carnegie Hall, the Sydney Opera House in Australia, and the Schauspielhaus in Germany. Commissions have included works for world-renowned cellist Yo-Yo Ma, the German Ministry of Culture, The New Renaissance Chamber Artists, and the Florida Symphony Youth Orchestra.

Currently Dr. Sung is working on a new commission for the Akron Symphony Orchestra in Ohio and the Orlando Philharmonic Orchestra in Florida. A joint commission from both orchestras as well as participation from the Akron Museum of Art and the Orlando Museum of Art, this composition, featuring a multimedia presentation, will be based upon the artwork of Norman Rockwell and will be presented with the Norman Rockwell exhibits that will be featured at both museums. Dr. Sung also is working with the Hard Rock entertainment company to develop music for a section of its new theme park, Hard Rock Park. Another upcoming commission includes work for guitarist Andrea Vettoretti, who will be releasing a CD of Sung's music in 2008.

During her presentation at the triennial convention, Dr. Sung demonstrated her versatility as a composer. Using films clips and live performance, she showcased works that she has composed or adapted for a feature film, a documentary film, a unique video game in which the participant competes with video characters by singing opera, and a composition for guitar.



Stella Sung receiving her honorarium from South Central Region vice president Gil Fowler.

LARRY A. HICKMAN: NATIONAL SCHOLAR

A nationally and internationally recognized authority on the life and thought of philosopher John Dewey, Dr. Larry A. Hickman embodies the ideals of a Phi Kappa Phi Scholar. His “inspirational standards of scholarship” encourage his students to excel in his classroom and beyond.

A native of South Texas, Larry A. Hickman received his Bachelor of Arts degree from Hardin-Simmons University and his doctorate from the University of Texas at Austin. After a two-year postdoctoral fellowship at the University of Erlangen in West Germany, he returned to the University of Texas as a Visiting Assistant Professor. In 1974 he joined the Department of Philosophy at Texas A&M University, where he taught until beginning his tenure as director of the Center for Dewey Studies at Southern Illinois University-Carbondale in 1993. In 2005 he was the recipient of an honorary doctorate from Soka University in Tokyo, Japan.

In addition to his administrative duties, Dr. Hickman has maintained his activities as a scholar and teacher. As an administrator, he has raised more than \$2 million for the work of the Center for Dewey Studies. As a scholar, he has written four book-length monographs and edited or co-edited ten volumes, including the electronic edition of *The Correspondence of John Dewey*. His publications have been the recipients of three “Outstanding Academic Title” awards from *Choice*. He also has published more than one hundred essays, reviews, and encyclopedia entries, and his work has been translated into a half-dozen languages.

Dr. Hickman’s scholarly work is not restricted to print and electronic editions. In 2000 he wrote and narrated *John Dewey: His Life and Work*, a forty-one minute educational DVD, which is widely used in departments of philosophy and education and which garnered a CINE Golden Eagle award in 2001.



Larry Hickman receiving his National Scholar Certificate from former North Central Region vice president Terry Mathias.

Dr. Hickman has served as president of several national and international societies, including the Southwestern Philosophical Society, the Society for Philosophy and Technology, the Society for the Advancement of American Philosophy, and the John Dewey Society. He also has served on numerous executive and advisory boards, including those of the Association for Documentary Editing, the International Pragmatism Society, the Dewey-Center Köln (Germany), and the Center for Studies of Dewey and American Philosophy at Fudan University (Shanghai, China). He also has served as president of the Southern Illinois University-Carbondale chapter of Phi Kappa Phi.

Internationally known for his scholarship on themes such as technology, democracy, and education, Dr. Hickman has lectured in nineteen foreign countries: Brazil, Canada, Chile, China, Czechoslovakia, France, Hungary, Italy, Japan, Korea, Germany, Mexico, the Netherlands, Singapore, Spain, Turkey, Poland, Russia, and the United Kingdom.

Dr. Hickman has received awards from distinguished organizations, including numerous honors from Southern Illinois University-Carbondale, where he continues to teach undergraduate and graduate courses in a variety of subjects, ranging from the philosophy of technology, to documentary editing, to American philosophy.

During his presentation at the triennial convention, Dr. Hickman gave an overview of his work as the director of the Center for Dewey Studies. He outlined the basics of Dewey’s philosophy of education, which involves teaching not just facts, but teaching students how to think critically and creatively, to live their education, not merely to memorize information. Dr. Hickman went on to show that the current No Child Left Behind program, with its emphasis on teaching to make sure that students pass standardized tests, is anathema to everything that Dewey and his followers stand for.

AWARDS HISTORY

Stella Sung and Larry A. Hickman join a long line of distinguished Phi Kappa Phi Scholars and Artists. First presented in 1974, the Scholar Award recognizes excellence in teaching, research, and public service. In 1983, the Artist Award was established to recognize the achievements of those who, in addition to their outstanding scholarship, have displayed talents in the broad realm of the arts — creative, graphic, performing, visual, and/or fine arts. Award winners receive \$5,000 honoraria, a one-year active membership, and a recognition certificate.

SOCIETY EMBARKS ON \$1,000,000 CAMPAIGN

The Honor Society of Phi Kappa Phi rolled out its first comprehensive fundraising campaign at the 2007 Triennial Convention in Orlando, Florida. With a goal of \$1,000,000, the capital campaign is the most ambitious in Phi Kappa Phi history.

As all know only too well, Hurricane Katrina devastated New Orleans in August of 2005. While Baton Rouge sustained much less damage, one consequence of the regional destruction was the tremendous growth in Baton Rouge's population and consequently in the enrollment at Louisiana State University (LSU), Phi Kappa Phi's home since 1978. The increased enrollment put classroom and office space on campus at a premium. It quickly became clear that LSU needed the office space that Phi Kappa Phi occupied in the historic French House, so Phi Kappa Phi found itself without a home.

Fortunately, the Society, because of its record of good stewardship, was able to locate and purchase a building in Baton Rouge that more than doubled the space for the Society, bringing welcome relief to the cramped conditions under which the Society staff had long labored. The building, designed by noted architect A. Hays Town, cost \$800,000, funds which came from the Operating Investment Fund.

Chaired by current Society President Robert Rogow and assisted by honorary chair Reubin Askew, former governor of Florida and a past chapter president at Florida State University, the campaign is designed to replenish the Operating Investment Fund, thus strengthening the financial foundation of the Society for the future. This fund, in addition to covering expenses related to the operation of Society Headquarters (expenses that now include for the first time utilities and building maintenance), also feeds funds to the Society's numerous awards and grants programs, including the Fellowship program and the Study Abroad grants, plus funding training for chapter officers and enhancing membership benefits.

Because for the first time in its 110-year history the Society has a home it can call its own, the campaign includes numerous naming opportunities, including the building itself. Some opportunities already have been claimed, but many still exist (see Table 1).



Reubin Askew, former governor of Florida.



Carol and I are actively supporting the capital campaign because we strongly believe in the mission of The Honor Society of Phi Kappa Phi and its recognition of our nation's academically superior students. The newly acquired Headquarters building in Baton Rouge will provide Phi Kappa Phi's superb staff with a befitting environment from which to enhance the Society's mission in the years to come.

— Robert Rogow, Society President



Table 1. Capital Campaign Naming Opportunities

The Building	\$500,000
The Board Room (already claimed)	\$100,000
The Library (already claimed)	\$100,000
Executive Conference Room	\$75,000
Furniture and Furnishings	\$50,000
Suites (5)	\$30,000
Reception Area (already claimed)	\$25,000
Individual Offices (16 — 4 claimed)	\$10,000
Kitchen	\$10,000
Gardens (already claimed)	\$10,000
Library Collection	\$7,500
Board Conference Table and Chairs	\$7,500
Arbor Picnic Area (already claimed)	\$5,000
Trees (5 — 1 claimed)	\$4,000
Crepe Myrtles (8 — 4 claimed)	\$1,000
Audubon Prints (6 — 1 claimed)	\$750
Large Commemorative Brick (8"x8")	\$500
Small Commemorative Brick (4"x8")	\$250

As of August, the campaign had already secured gifts and pledges totaling more than \$400,000 toward the goal of \$1,000,000. Gifts to Phi Kappa Phi are fully tax deductible and qualify for corporate matching gifts. Many members already will have received letters about the campaign. If you have not received one and wish to give to the campaign, please contact Phi Kappa Phi Executive Director Perry Snyder at 800-804-9880, ext. 21.

Remember: No other honor society does more than Phi Kappa Phi to support academic excellence and community service through its many award programs. Your support of the campaign will help ensure that Phi Kappa Phi can continue and even expand those worthwhile programs.

KEY

already claimed

partially claimed

available

Ken Kilgore



My wife Patty and I heartily endorse the philosophy and mission of Phi Kappa Phi. Supporting the capital campaign is just one way we can visibly demonstrate that enthusiasm. Likewise, our children — all members of the Society — have endorsed The Society through chapter support. Our grandchildren, too, are pursuing academic excellence in their own university experiences. In short, Phi Kappa Phi has affected all our lives in a positive and meaningful way.

— Ray and Patty Newton (both retired educators emeritus, now living in Prescott, Arizona)



From twelve years' experience on the Society Board, I know the extreme importance of a well-housed, well-functioning Society headquarters. I also knew that our future on the LSU campus was limited. So, when the officers and staff identified an excellent, tailor-made property in Baton Rouge, I was delighted and eager to contribute [through the capital campaign] to a solid future for the Society's programs.

— Neil Luebke, Former Society President and Current Forum Book Review Editor

Helen Collins Sitler

The Lived Experience of New Teachers, or Why Should I Stay in This Profession?

We have all read the statistics. Approximately one quarter of new teachers leave the profession within three years, according to the *American School Board Journal* (October 2005). One third of new teachers leave within five years (*Education Week*, January 10, 2007), with the figure rising to nearly one half in urban areas (*American School Board Journal*). Statistics capture attention, but they do not tell the human story. Why do new teachers leave the field with such frequency? A look at the lived experience of two new teachers speaks volumes.

My brother, the father of two new teachers, sent me this e-mail in March 2007. Emily and Lydia are my nieces. Emily was a first-year teacher, Lydia a second-year teacher. Both are certified in elementary education.

Emily and Lydia are torn up after this week at school. Emily was notified she is going to get “Pink Slipped” and may not have a job at her school next year. It’s common for first-year teachers to get fired for some stupid reason. It must be a budget thing, but it sure is unmotivating. Her principal laid the news on her Thursday afternoon, knowing she was going to be observed by three people on Friday. Lydia found out this week that they are eliminating a Humanities position next year. She was the last one hired, so she might be the one to go.

Lydia’s principal, at least, handled the announcement more deftly.

Emily and Lydia teach in different counties in the same state. Neither of their school systems anticipated fewer students in the coming year, so the positions that they vacated would have to be filled. In March, however, that made no difference. As new teachers, they found themselves enmeshed in unpredictable school-system budgets because grant funding, if awarded, would not be released until months later and also in bizarre “one teacher is more certified than another teacher” battles over which teacher could best meet No Child Left Behind’s demands for a “highly qualified

teacher in every classroom.” Decision-makers, many layers removed from the fourth-graders hatching butterflies in Emily’s classroom and from the second-graders singing “My Bonnie Lies Over the Ocean” in Lydia’s, resolved systemic problems by sacrificing two new teachers.

As I write this in August, Lydia does have a job and is reassured by knowing that her principal fought to keep her in his building. Her job is not, however, the creative arts position that she grew into during two years. The curriculum she developed, which caused one delighted child to identify her as the “art teacher who dances around the room,” will be turned over to someone who may or may not use it. Lydia will start over, building a new curriculum for a self-contained elementary classroom. To nurture the part of herself that she feels is now denied her, she will teach dance at a private studio.

Emily’s situation is more precarious. Recently she was hired to teach first grade, with only ten days to prepare to teach a grade that she has never taught. In a new school in which the student population has mushroomed, she begins as a long-term sub. Both she and her principal trust that before the end of August the school board will fund a full-time position. If not, her twenty-three first-graders will be uprooted and divided among other first-grade classes, making all of the first-grade classes too large. And Emily once again will again be job hunting. There is such irony here. Emily has a minor in chemistry. The need for more science teachers has risen to the top of the national agenda. Yet here is Emily, a specialist in elementary science, demoralized by her first-year experience and situated in uncertain territory in her second.

Why do so many teachers leave the classroom within the first five years? Just ask Emily and Lydia. Their work was considered commendable and even exceptional by evaluators. As new teachers, however, they have discovered that they are simply cogs within a complicated machinery that views them as certifications rather than as human beings who interact with children. Emily’s

vacated position was filled by a relative of an administrator. Lydia’s became a jigsaw of multiple teachers to cover art, music, creative drama, and dance classes.

These two young teachers live in an area of the country with a thriving economy, in which talented college graduates can choose from many kinds of jobs. Lydia, believing that integral elements of her teaching expertise and effectiveness have been stripped away, has already begun to explore ways of teaching outside of the school system. Thoroughly demoralized in March, Emily commented, “I’m not even sure I want to teach.” Yet she is giving the classroom one more year. Then she could easily lend her scientific and organizational acumen to any number of businesses in her area.

No one expects the first years of teaching to be easy. No one expects that teaching assignments will never change. But no one expects either that one’s first years of teaching will be compromised by administrative systems that make instability and disillusionment routine occurrences rather than exceptions.

When options outside the classroom are open to skilled, energetic, educated young people in a regional economy that will support career changes, new teachers cannot be treated as Emily and Lydia have been. They are too precious a resource, with too many talents to offer to employers who recognize their value.

EPILOGUE

Emily has been hired full-time for this school year. Lydia, deemed not adequately qualified to teach art, music, dance, and theater, has learned that 95 percent of her 2006–07 students passed their state exam.

Helen Collins Sitler teaches composition and supervises student teachers in the English Department at Indiana University of Pennsylvania. She also directs the Southcentral Pennsylvania Writing Project.

Jurgen Brauer

Lord of War, Bath of Blood

The movie *Lord of War*, starring Nicolas Cage, was released for the Fall 2005 season. In it, the dictator of a West African nation knows well what weapons he wants but occasionally he bungles his English, earning him an arms dealer's incongruous reprimands: it's warlord and bloodbath, not lord of war or bath of blood.

The weapons that the dealer sold were, for the most part, so-called small arms and light weapons, small arms for short. That's a euphemism. Small arms, pistols, revolvers, rifles, and the like amount to big killing. The most widely cited number of killings from small arms, first produced in 2001, runs at more than 500,000 people annually — easily the equivalent of several major wars — and splits into some 200,000 homicides and suicides and a further 300,000 killed in intra- or interstate armed violence. Even the daily carnage in Iraq does not yield that many deaths in a year's time. It is not merely a bath, then, but a sizeable swimming pool of blood — a dictator's delight.

While homicide and suicide statistics are relatively straightforward, the other number — for conflict deaths — has since been refined and clarified. We really do not know what the actual number is; it needs to be estimated. The toll includes deaths directly attributable to firearms abuse and also indirect deaths, the “excess mortality” attributable to the consequences of violent armed conflict resulting from, for example, interference with the work of humanitarian relief agencies, closing of emergency food-delivery routes, and destruction of health clinics and medical supplies.

While 60 to 90 percent of all direct-conflict deaths are attributed to small arms and light weapons, it is thought that “excess deaths” are by far the majority of deaths — the estimated number of deaths that would not have occurred were it not for violent armed conflict. Not only is it necessary to find ways to limit the misuse and abuse of firearms, it is equally important to limit the follow-on deaths. The continuing dying in western Sudan — Darfur — illustrates this.

Beyond the deaths, there is a further number — uncounted but likely affecting millions each year — of injured, crippled, and traumatized people and those whose lives are put on hold by being held hostage to the gun. Private economic activity stalls because no one — no peasant, no craftsman, no small or big-time domestic or foreign entrepreneur — wants to invest in a climate of fear. Scarce resources of time, effort, and money are diverted to deal with the threat of violence. States' tax collection suffers from impeded economic activity, and already scantily supplied social services collapse completely. Those who are injured incur medical expenses and/or reduced productivity, often for life. Many require permanent care, affecting yet others.

One might expect an economist to write on the latest gyrations of the real estate or stock market, or of interest or exchange rates. A lofty flight of fancy, this, for the victims of the gun, for how can economic development, let alone prosperity, happen in lands bereft of security? Worse, even pacified societies are not necessarily peaceful. Sadly, many nations suffer from more armed violence post-conflict than during conflict. In El Salvador, for example, “more people have been killed in ten years of peace than died in the previous twelve years of war,” writes Rachel Stohl of the Center for Defense Information. (And, as wars go, that was a nasty one.) Thus, the first order of business is to afford people security about their person, their families, and their property. All other economics — such as the vagaries of interest rates and real estate that have so many people tied up in knots these days — comes thereafter.

Paul Collier, an economics professor at Oxford University, has determined that, compared to the 1980s, civil wars in the 1990s and early 2000s lasted longer. They also reduced economic growth rates, on average, by 2 percentage points, a staggering number, considering how small such growth rates often are to begin with. (El Salvador managed a per capita growth rate of zero during the war, and of only about 1.4 percent

since.) The post-conflict environment frequently remains volatile, with a high probability of civil war recurrence and spill-over effects to neighboring states. Consequently, those who can move physical, financial, and human capital — themselves, or some kin — out of the country will do so, thereby further diminishing their home countries' economic prospects. Much of this is reviewed in Collier's recent, much-praised book, *The Bottom Billion* (Oxford University Press, 2007). Whereas *Lord of War* is short on facts and improbably highlights the personal drama of an arms dealer rather than the despair of his victims, Collier's book is full of facts, and it highlights potential solutions to the discomforts that the world's poorest suffer.

In another recent book, *Private Guns, Public Health* (University of Michigan Press, 2006), David Hemenway of Harvard University, also an economist, takes us through a cost accounting of gun-related violence in the United States, just as Collier does for developing countries. In both cases, the adverse effects of small arms are far-reaching — geographically, over time, and economically. I have no particular qualm with legal gun ownership and proper use. But misuse and abuse, surely we can agree on this, must be stopped. Gun-rights activists and opponents must come together, commit to and search for common ground, and advocate feasible, joint solutions.

Jurgen Brauer is a professor of economics at the James M. Hull College of Business at August State University, Augusta, Georgia. His forthcoming book with Hubert van Tuyll is *Castles, Battles, & Bombs: How Economics Explains Military History* (Chicago, IL: The University of Chicago Press, 2008).

Forum on Science and Technology

Laura Lorentzen

A Call for STP: Science, Technology, and Politics

Today there is cause for concern about the stability and strength of our scientific and technological workforce. Maintaining a strong and creative scientific and technical capability is one of the grand challenges for the twenty-first century, and it calls for a multifaceted solution. First, we need to improve the quality and increase the number of university graduates in science and mathematics. Second, we must improve the quality and numbers of science and mathematics teachers needed to train and nurture potential scientists and mathematicians. These first two challenges can be addressed not only by academic institutions, but also by individuals.

Dean L. Kamen, the American entrepreneur and inventor perhaps most well-known as the developer of the Segway — the electric, self-balancing human transporter — is also the founder of FIRST (For Inspiration and Recognition of Science and Technology), a nonprofit public charity that aims “to inspire young people’s interest and participation in science and technology” (<http://www.usfirst.org/>). He is an excellent example of a passionate advocate for science and technology who describes his vision as “to create a world where science and technology are celebrated . . . where young people dream of becoming science and technology heroes.” And, in my humble opinion, I would add to the twenty-first century challenges, to combat both Science, Technology, Engineering, and Mathematics (STEM) illiteracy and political ambivalence in the voting electorate, especially when it concerns science and environmental policy, in the United States.

The opportunity exists for persons having formal knowledge of science to influence how decisions about the uses of science and/or technology are made. Many current science, mathematics, and technology issues directly relate to society and are relevant to the politics of the 2008 national election. Scientists and nonscientists passionate about science issues should strive to foster a science-literate citizenship. Even more, any of us as teachers, mentors, role models, or parents should regard ourselves as environmental educators. Have we taken it upon

ourselves to have a serious discussion with the younger generation regarding solutions for the climate crisis, the need to exercise our right to vote, or sorting household trash from what is recyclable? These issues involve critical choices with not only serious, but irreversible, consequences.

A generation ago, during the civil rights movement, Dr. Martin Luther King, Jr. wrote “Life’s most urgent question is: What are you doing for others?” Today our generation can pose the same question. Climate change and sustainable development are more than politically hot science topics. Rather, they are the problems we all are waking up to face today and will continue to face tomorrow. I charge each of us to ask, what are we doing to address these common problems for humankind? Don’t have the time in your schedules? Don’t know where to begin on such a global issue? What can only one person possibly do? Jump in! Search the Web for local, regional, and national organizations and movements. Find out what others have started that best fits your interests and level of willingness and get involved. One fine example is Focus the Nation. This organization coordinates faculty and student teams “at over a thousand colleges, universities, and K–12 schools in the United States, to collaboratively engage in a nationwide, interdisciplinary discussion about ‘Global Warming Solutions for America’” (www.focusthenation.org).

Academic institutions of higher education have heeded the call. For example, Santa Clara University’s Center for Science, Technology and Society in California offers an interdisciplinary academic minor in Science, Technology and Society. By developing skills in computing, communication, and networking, students learn to apply information technology and its effect on social communities. Such is in accord with the Center’s mission to “bring together a wide range of stakeholders to enhance public understanding, business decisions, and public policy on urgent scientific and technological issues” (<http://www.scu.edu/sts/about/description.cfm>).

Acting in my immediate locale, Kean University’s New Jersey Center for Science, Technology and Mathematics Education, I opted to pose the theme “Science, Technology and Politics” for this fall semester’s seminar course. Enrolled in the class are sophomores who are majoring in our science and mathematics secondary education options or our biotechnology or computational mathematics research options. As teams for the semester, they will work on a project to investigate and give a presentation on the scientific facts and data of an issue and mingle it with the societal attitudes, values, or beliefs that interact with the issue. They will examine the positives (benefits) and negatives (costs) associated with the issue, determine the current governmental policies, and if applicable, the alternative policies or strategies for achieving the policies associated with the issue. Teams have selected project topics such as:

- Presidential candidates’ proposals involving science and/or technology;
- Funding for research on regenerative medicine (stem cells, tissue engineering);
- The role of technology in shaping the contemporary health care crisis in the United States;
- Voting technologies in the election system and election administration;
- Environmental and energy policies;
- The ubiquitous Internet and how this technology affects politics and science policy.

Part of our role as academics is to afford our students the opportunity to further develop their critical analysis and thinking abilities. My aim is not to impart my own political or scientific viewpoints, but rather to encourage them to find their own mindset on the issues and ways in which they can spread science literacy in society. Indeed, the curriculum for many science majors focuses on how science is done and what science is being done; so too should components of their education explore current scientific and technological events relevant to society.

(continued on page 27)

Sybil Huskey

Out of the Box and into the Groove:

A Look at Twyla Tharp's, *The Creative Habit: Learn It And Use It For Life*

Combine graffiti artists, the Beach Boys, and a company of dancers doing ballet, modern, and vernacular dance moves, and you have Twyla Tharp's 1973 groundbreaking hit, *Deuce Coupe*. Fast forward thirty years and put those signature "Tharpian" moves with Billy Joel's songs in a format that sets a new standard for the Broadway rock musical, and you have the successful, *Movin' Out*. In the intervening thirty years, the moving dynamo that is Twyla Tharp choreographed 135 dances for her modern dance troupe and major ballet companies. She created the dancing for five Hollywood movies, directed and choreographed three Broadway shows, wrote two books, won a Tony and two Emmy awards, received nineteen honorary doctorates, and was awarded a MacArthur "genius" fellowship.



Twyla Tharp

This impressive list puts Tharp in a league of her own at the top of the dance profession. The physicality of her unique style brilliantly paired with her eclectic musical choices, ranging from Jelly Roll Morton and Brahms to Philip Glass and Frank Sinatra, has allowed her to move seamlessly among the disparate worlds of iconoclastic modern dance, classical ballet, and pop culture. With a prolific repertoire of artistic and entrepreneurial achievements as a dancer, choreographer, and director, one could think of her as the "Barbara Streisand of the dance world."

These stellar qualifications make her book, *The Creative Habit: Learn It and Use It For Life*, both a fascinating quasi-autobiography and useful self-improvement manual. Through the lens of her choreographic process, complete with highlights and pitfalls of her most notable productions, Tharp takes the reader inside her daily routines. Beginning with a two-hour gym workout

at 6:00 a.m., she moves through a highly structured day with laser-intense focus that allows her to achieve maximum concentration and sustain the motivation necessary for her Terpsichorean creativity and Herculean productivity.

Armed with the belief that the "creative habit" can be learned and cultivated by ordinary mortals, Tharp writes for a broad audience, bringing in examples and anecdotes from the arts and literature, science, business, and health care. As she philosophizes about the relationship of work and creativity — and the implied link to success — she demonstrates how habitual practice, combined with intent and drive, creates the conditions for optimal performance in all disciplines. One reviewer noted that Tharp's book "emphasizes the work habits that lead to success," and another wrote that the book's "context is a choreographer's world, (but) its principles are universally applicable and sound."

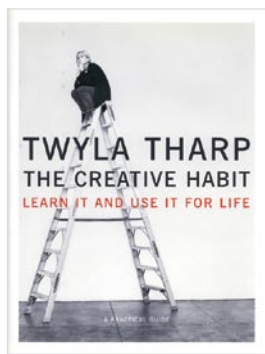
In *The Creative Habit*, Tharp reveals a treasure chest of strategies and tools to facilitate "the creative habit." She writes about the necessity of "rituals of preparation" — establishing supportive routines that help counter anxiety and doubt at the start of a new venture. She examines what she calls "creative DNA — the creative code that is hard-wired into our individual imaginations" and relates it to the "harnessing of the memory." With tools such as "spine," "scratching," and "skill" Tharp lets the reader see how feelings, facts, and experiences stored in the brain can be transformed into metaphors. The "spine" of the project is that initial impulse that gets you started, guides you, and keeps you going. "Scratching" is related to doodling and drafting — a kind of improvised think/move tank where ideas are discovered, examined, filtered, and transformed. "Skill" is the ability to envision and shape that transformation while "providing the confidence to trust your intuition and move forward."

But skill, spine, and scratching are only part of the creative arsenal that Tharp enlists. One of her most important tools is the common cardboard box. This

simple item becomes the holding tank for everything related to the project, functioning as a handy "storage/retrieval system and the perfect archive." In the chapter entitled, "Before You Can Think Out of the Box, You Have to Start With a Box," Twyla deconstructs the chronology and artifacts related to the *Movin' Out* project. First in was the twenty-minute demo videotape of her choreography to Joel's music that she created to get his approval for the project. Twelve "Billy Joel" boxes later, *Movin' Out* was a hit!

But the boxes did not make the production, and Twyla is quick to point out that "the box is not a substitute for creating." It is all about work, about getting into what Tharp refers to as "the groove — the best place in the world." Tharp notes that this groove creates a place in which creative thinkers can have an "epiphanic moment where they make a quantum leap forward in ability and vision." For her, that moment came with her creation of *The Fugue* (1969) when she realized that she could use Bach's coordination of the notes in his *A Musical Offering* as a template for her movement structure. This breakthrough resulted in a catalog of choreographic devices upon which she has built her entire repertoire of dances.

As a dancer, choreographer, and entrepreneur, Twyla Tharp is driven, dedicated, and disciplined. Her structured, workaholic routine combined with a set of finely honed skills gives her the ultimate freedom to "go where no one has gone before." With her ample amount of creative DNA and razor-sharp memory, Tharp latches onto a spine, gets a box, and continues to find the groove. And as the saying goes, the rest is history.



Sybil Huskey, professor of dance at the University of North Carolina at Charlotte, is the recipient of two Fulbright Senior Scholar Awards and is a past President of the American College Dance Festival Association. She has worked internationally as a choreographer/performer/teacher and most recently was an exchange professor at Kingston University in London.

James E. Christenson

Leadership and the Issue of Trust

The leader shows that style is no substitute for substance — that creating an impression is not more potent than acting from one's center.

—Lao-tzu, c. 550 B.C.

His water was long gone. He had traveled across a desert much wider than he had anticipated. As his strength ebbed, he sighted a pump. He crawled to it. He lifted the rusted handle and pushed it down to raise water. Nothing. He raised it again, and pushed it down again. And again. Nothing. As he sank back to the ground to die, his eyes fell on a glass jar half buried in the drifted sand. There was water in the jar! Attached to the jar was a note that read, "This is a good pump, but it must be primed. Use this water to prime the pump and you will be able to pump all the water you need. Just be sure to fill the jar again before you stop pumping."

He now faced a life-or-death decision. Should he drink the precious water that he held in his hands and hope that he could make it to safety? Or should he use the water to prime the pump and fill his canteens ensuring that he had water for the rest of the journey? The decision rested on one thing. Could he trust the words on the note?

Trust. Webster defines it as "assured reliance on the character, ability, strength, or truth of someone or something." Trust is a powerful word. If people truly trust a leader, they are willing to put their jobs and sometimes their lives at risk to support that leader, confident that she or he is leading them in the right direction and is supporting their efforts. The basic decision each employee must make is, "Can I trust my leader to guide the organization wisely so that the investment of my time and talent is worthwhile?" In a combat situation, the stakes are even higher; trust is a bond on which people bet their lives.

How can a leader earn the trust of people in the organization? Trust is not quickly or easily earned. As psychologist and author Stephen Covey would say, trust in a leader can be earned only by the leader making many "deposits" over time — deposits such as honesty, courtesy, fairness, and always keeping promises. Unfortunately, as many of us have

witnessed, trust that takes many years to develop can be lost in an instant — a phenomenon experienced by many levels of government after Hurricane Katrina.

Reflecting on the fates of Enron, Tyco, WorldCom, and other corporate fatalities, one might say that although persons who are untrustworthy may be effective temporarily, their tower of success probably will crumble earlier than they think. Lao-tzu saw and proclaimed that truism. Unfortunately, 2,500 years later some are still learning it the hard way. Their behavior reflects an inner void much like that of the title character in Henrik Ibsen's play, *Peer Gynt*. In one of his rare moments of reflection, Peer finally realizes there is no more core to his being than there is in the wild onion he is idly dissecting. He has wasted his life. He is a person so selfish that he is actually devoid of any center that one might call "character."

In his book, *Leading Without Power*, Max DePree, chairman emeritus of Herman Miller, Inc., lists seven essential beliefs and initiatives necessary for trust in an organization:

1. Trust begins with a personal commitment to respect others, to take everyone seriously.
2. Trust grows when people see leaders translate their personal integrity into organizational fidelity.
3. The moral purpose of our organizations and of our personal commitments is the soil in which trust can take root and grow.
4. Trust is built on kept promises.
5. Trust in organizations depends on the reasonable assumption by followers that leaders can be depended on to do the right thing.
6. The building of trust in organizations requires leaders to hold the group accountable.

7. For trust to be maintained over time, leaders must demonstrate competence in their jobs — just like everyone else.

To be worthy of trust, a leader must, at a minimum, have integrity and competence. Integrity in its highest form follows this simple, but difficult-to-execute formula: What I think = what I say = what I do. For most of us, we do very well if we get the doing equal to the saying — to "walk the talk," to "practice what we preach." Our thoughts are much more difficult to control. But that's where integrity must begin. The thoughts that create our character must be based on "true north" principles, as Covey calls them — time-tested principles such as fairness, equity, respect, and honesty.

Much is expected of a leader. A leader must have a vision for the organization; no one can dispute that a clear vision is critical to organizational viability. A leader must have competence; any incompetencies are communicated throughout the organization at the speed of light. But the bottom line of leadership is that a leader must be trustworthy. There is nothing so elusive, yet nothing so essential, as that.

Jim Christenson, a professional engineer, retired in 2000 after forty years of leading and managing organizations devoted to the planning, design, construction, operation, and maintenance of facilities for the federal government and for four universities. He is the author of *Field Notes: Commentaries on Leadership and Facilities Management*.

Mary Ann Manos

Mob Action: Elementary School to Higher Education

“Hit him . . . go ahead. Hit him again!”

Six Illinois middle school students gathered to watch a child being beaten to the ground. The playground beating pitted a ninth grader against a fifth grader, who had been playing basketball, awaiting his mother’s arrival. The crowd that gathered to watch the crime did nothing to stop or slow the violence. In fact, they cheered for more. More than a dozen boys insulted and taunted the victim — a child with whom they had been playing a few minutes before. The bully took the child’s basketball, used the victim’s cell phone to call his mother — telling her he just attacked her child — then left the playground. The small group, who moments before had egged on the fists, now kicked the unconscious boy to see if he would regain consciousness. The student suffered internal bleeding, broken facial bones, and a concussion.

Police arrested the attacker for aggravated assault and battery. The next day school authorities filed charges of mob action against the adolescent onlookers of the crime. American schools have increased their use of “mob action” charges to prosecute students who use bullying tactics to encourage others to commit crimes of violence.

What is mob action? Mob action is the assembly of two or more persons to do an unlawful act. It is childish and brutal when committed by teenagers.

What about when committed by educated adults? We must ask Dr. Richard Sternberg, *Smithsonian* editor, his opinion of workplace mob action.

In a 2006 congressional investigation of discrimination against the *Smithsonian* journal editor, Dr. Sternberg presented clear evidence that a hostile environment existed in his workplace for more than two years. Dr. Sternberg’s colleagues willingly participated in the construction of a hostile environment. “It is clear that I was targeted for retaliation and harassment,” Sternberg states. Higher education and business board rooms often see mob action — at its most covert and vehement. (The attacker doesn’t always call your mother to tell her you were just beaten up.) Bullying behaviors seen at elementary school also can be traced to higher levels.

When groups adopt a childish and brutal behavioral norm because one member or a small clique is dominant and can force its attitudes on the rest of the group, only poisonous cultures develop. One wonders, how can good people — educated persons who know the difference between right and wrong — participate in such brutal behavior? What benefit is earned by those willing to adopt a “pluralistic ignorance” and turn heads? Safety.

Have you ever heard of the “Bystander Effect”? Also known as the Genovese Syndrome, it was named after

Kitty Genovese, who was murdered in 1964 in front of dozens of witnesses. This well-defined and researched phenomenon describes the behavior of onlookers who fail to intervene on the behalf of a victim. Specifically, 1) onlookers fail to intervene when they believe others will do something to help; 2) onlookers may fear losing face in front of other bystanders; or 3) onlookers monitor the reaction of others in an emergency situation, to see if others think that it is necessary to intervene. In truth, colleagues in the board room or the faculty who participate in mob action gain nothing while holding back the organization and themselves from developing ethical excellence.

Rest assured, those who become targets will be vindicated — truth is the daughter of time.

When all is said and done,
you will not remember the jeers of
your enemies, you will remember
the silence of your friends.

— Dr. Martin Luther King, Jr.

Dr. Mary Ann Manos is the Assistant Superintendent of Schools in Eureka, Illinois. She has thirty years of teaching experience from elementary school to university-level settings. She is a National Board Certified teacher. Dr. Manos is the author of several books and articles dealing with teacher education and the public school.

(Forum on Science and Technology
continued from page 24.)

Laura Lorentzen is chairperson of the New Jersey Center for Science, Technology and Mathematics Education in Nathan Weiss Graduate College at Kean University in Union, New Jersey. She holds a PhD in biomedical sciences/molecular physiology from Baylor College of Medicine. She can be reached at LLorentz@exchange.kean.edu.



Book Reviews

BOOK REVIEW EDITOR'S NOTE. The two books reviewed in this issue have one thing in common: science. Beyond that they are as different as can be imagined. Curious? Read on. —NRL

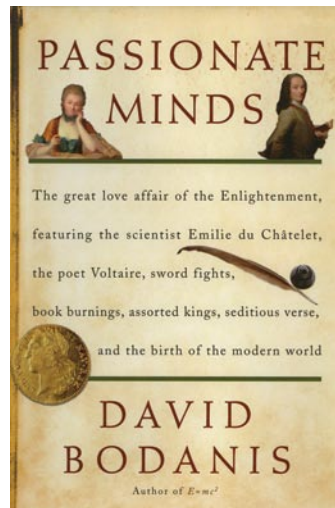
David Bodanis. *Passionate Minds: The Great Love Affair of the Enlightenment, Featuring the Scientist Emilie du Châtelet, the Poet Voltaire, Sword Fights, Book Burnings, Assorted Kings, Seditious Verse, and the Birth of the Modern World.* New York: Crown Publishers, 2006. 373 pages. \$24.95 hardcover.

If we had the space, I would run the subtitle by you again: all of that stuff is in this book, because David Bodanis finds that the story of du Châtelet and Voltaire is “the most vivid way I know to illustrate the subtle, often barely seen cultural shifts of the early Enlightenment” (p. 9). The pitch is for readers who are looking for literary high romance and who wish to know something about the Enlightenment besides. This was an era, a movement, an attitude toward the use of reason comprising several generations of intellectuals, the first generation reading one another and subsequent generations reading both their predecessors and one another. For these writers, reason was the highest human function and if followed would eventually ensure the fulfillment and happiness of humankind. It represented salvation from the blindness of instinct and the darkness of superstition.

For some commentators today, the “early” Enlightenment means the seventeenth century. You begin with Descartes, Pascal, Newton, Locke, and Spinoza, privileging Spinoza. In the later Enlightenment, across the eighteenth century, the *philosophes* dominated the conversation: Montesquieu (a more traditional believer), Rousseau, Voltaire, and the editor-authors of the *Encyclopédie* — Diderot and d’Holbach (an atheist). Some of them were in communication with the Scotsman David Hume, champion of both reason and skepticism, and with the Italian Cesare Beccaria, whose *Crime and Punishment* was the noted treatise on just punishment and against the death penalty. Saying that he had been awakened intellectually by Hume, Immanuel Kant lived a quiet and productive life way over in a far corner of east Prussia.

We can speak also of a “radical” and a “moderate” Enlightenment, the labels clarifying an author’s notions of God and the source of morality. The radicals moved off from the pantheism (everything *in* God; not everything *is* God) of Spinoza, toward atheism or a minimal deism, whereas the moderates found revealed religion to be in the main reasonable (and so, true) and believed that reason could prove the existence of a first cause; humans had complete freedom, of course, to conceptualize and relate to this first cause as either an abstract or personal force. A French *philosophe* could end up on either team.

So then, can the the love affair between the brilliant, bourgeois, older man of letters — François-Marie Arouet, *dit* Voltaire — and the young, beautiful mathematician, the



Marquise du Châtelet, *née* Gabrielle Émilie Le Tonnelier de Breteuil, be any help in making sense of this? That a primarily literary lover engages lengthily and soulfully with a primarily mathematical lover has the makings of a great story if the dialogue is good (and here the dialogue *is* good). But will that ensure that their ideas make more sense to the reader? Yes, of course, if the personal experience somehow conditions the flow of ideas, the poems, the mathematical formulas, the scientific goals. And those years Voltaire and Émilie lived together at the Château de Cirey and at Paris

(1736–1741) were filled with turbulent thoughts, emotions, and engagement with religion — if not morals. For their subsequent separate dramas, Voltaire at the court of Frederic the Great in Prussia and Émilie at the court of Stanislas, the exiled King of Poland in Lorraine, David Bodanis brings the humdrum background decadence up front and center — a sign that we are, here, far from “birth of the modern world” issues.

Passionate Minds is the work of a consummately engaging polymath. With no particular scholarly credentials other than provisory instruction duties at Oxford, Bodanis has self-educated himself in the intellectual and cultural history of the Enlightenment. Those discomfited by the swashbuckling narrative should probably start off with the “Guide to Further Reading,” which is erudite, engaging, and a turn-on to the some of best Enlightenment studies of the twentieth century. He points to the great Ernst Cassirer volumes of the early 1930s, the important Voltaire studies of Theodore Besterman, the salon-focused interpretation by Dena Goodman in *The Republic of Letters: A Cultural History of the French Enlightenment* (1994), and the rich, full sleuthwork of Jonathan I. Israel on Spinozism and its vicissitudes in *The Radical Enlightenment: Philosophy and the Making of Modernity, 1650–1750* (2001).

If the “modern world,” inflected in with-it academic talk as “modernity,” is the Enlightenment along with the Industrial Revolution, we need to get on with the perennial academic task of making sense of these shopworn but usable labels. Bodanis is here a great help — and a thoroughly enjoyable distraction. After Leonard Bernstein’s high-spirited musical take on Voltaire’s *Candide*, this book is the next step.

Joseph F. Byrnes is professor of history at Oklahoma State University. He specializes in modern European (especially French) cultural history. His most recent book is *Catholic and French Forever: Religious and National Identity in Modern France* (Penn State University Press, 2005). David Bodanis is also the author of *E=mc²* and *Electric Universe*.

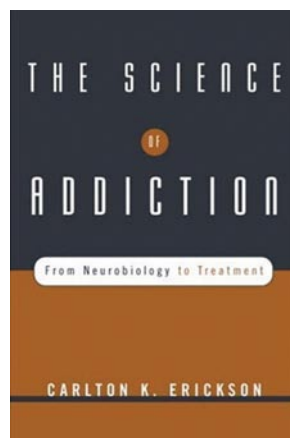
Carlton K. Erickson. *The Science of Addiction: From Neurobiology to Treatment*. New York: W.W. Norton & Company, 2007. 290 pages. \$32.00 hardcover.

The Science of Addiction is truly an excellent book, with the author explaining principles of the field more clearly than I have seen elsewhere. It will be a very valuable resource to individuals with a drug dependence problem, their family members and friends, health educators and counselors, undergraduate and graduate lecturers, and students.

What changes in the brain when someone becomes addicted to a drug? Carlton Erickson answers this question and describes treatment and research approaches in terms that are easy to understand. The first chapter covers the terminology of addiction, provides evidence that addiction is a brain disease, and explains the differences between drug abuse and drug dependence. All drugs and substances to which people can become addicted “hijack” the brain’s dopamine-reward pathway. Erickson delineates the severity of drug problems by outlining similarities and differences between drug abuse, drug dependence, and drug-seeking behavior. Case studies show diagnostic approaches and appropriate treatment options. This chapter points out that “the precision of our diagnostic testing will become less subjective over time as new information is learned about the genes for chemical dependence and about brain functioning before and during the onset of disease symptoms.”

The “Basics of Brain Science” is the focus of the second chapter, which gives readers a strong understanding of how nerve cells communicate. The text is complemented by illustrations that help us visualize modes of communication within the nervous system. The receptor, which is the protein that a particular drug class interacts with, is identified in an easy-to-read table along with the naturally occurring ligand that normally binds to this receptor. Drugs that can become addictive increase the release of the neurotransmitter dopamine. Binding of dopamine to its receptor in the nucleus accumbens, a specific brain region, leads to the reinforcing effects of drugs of abuse. The author contrasts differences between the mechanisms involved in drug abuse, where there is an increase in dopamine levels, to Parkinson’s disease, where neurons that produce dopamine die, leading to low dopamine levels.

Chapter Four presents the association between genetics and drug dependence and begins with an overview of genetics. Some people drink alcohol and/or use addicting drugs frequently and never become dependent, while others develop dependence very quickly or with fairly minor drug exposure. Most genetic research on drug dependence has been performed with alcohol-abusing individuals, as alcoholism is known to “run in families.” Candidate genes and approaches being taken by scientists to study the relationship between genes and drug dependence are detailed in this chapter, as well as a clear presentation of the scientific terminology related to the study.



After discussing the attributes of the most common drugs of abuse, Erickson devotes a chapter to therapeutic approaches that are or will soon be used for treating drug addiction. The drugs that are used to treat drug abuse are discussed in Chapter Eight. Currently, no FDA-approved drugs are available to treat individuals who are dependent on cocaine; however, the chapter does outline drugs that are in clinical trials.

This chapter and the entire book present very current research findings and approaches. For example, Erickson cites scientific studies that show the potential use of vaccines directed against a specific drug, such as cocaine. Also, drug addiction sometimes occurs with other neurological disorders. Current clinical examples show the effect of drug dependence on other neurological disorders such as post-traumatic stress syndrome or obsessive/compulsive disorder.

Erickson then spends a chapter addressing the advances and limitations of addiction research. In addition to advancing knowledge about the biological basis of addiction, research is advancing treatment approaches for drug dependence and abuse. Chapter Ten reviews the latest research approaches using brain imaging, which has seen major technological advances during the past few decades. Imaging is being used to determine which parts of the brain are activated during drug dependence and drug-seeking behavior. The multiple types of imaging procedures, such as MRI, fMRI, PET, and SPECT, are described in terms that are very understandable.

Dr. Jean M. Bidlack is professor of pharmacology and physiology at the University of Rochester School of Medicine. Her research specialty is the pharmacology of brain and lymphocytic opioid receptors, the proteins that bind morphine and heroin. Author Carlton Erickson is the Pfizer Centennial Professor of Pharmacology/Toxicology and the Director of the Addiction Science Research and Education Center at the University of Texas–Austin. He was inducted into the UT chapter of Phi Kappa Phi in 1983.

Letters to the Editor



WINTER/SPRING 2007 FORUM ON ETHICS

Concerning Mary Ann Manos's article "Ethical or Unethical? Your Final Exam (in Six Easy Questions)" [Winter/Spring 2007], as a licensed social worker who is bound by a professional code of ethics, I feel discussions regarding ethical responsibilities are a necessity in the work place.

As stated by Manos, ethics is not flashy and exciting. The truth is that the chances of an article on ethics making it onto a glossy spread of a magazine or the front page of the paper are slim to none, even though such discussion should appear. In a work force seemingly void of any formal discussions regarding ethics, it should be one of the first items addressed during the hiring process and continued throughout each employee's tenure. A formal code of ethics not only guides professions in appropriate and responsible decision making but also provides a concrete way to maintain their accountability.

Thank you for publishing such an important article and doing your part to bring the subject of ethics to the forefront.

Maureen B. Schuster

MABLETON, GEORGIA

LETTERS TO THE EDITOR

Phi Kappa Phi Forum publishes appropriately written letters to the editor every issue when submitted. Such letters should be no more than 300 words in length. We reserve the right to edit for content and length.

Send to: LETTERS TO THE EDITOR
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Auburn University, AL 36849-5306
fax: 334.844.5994
e-mail: kaetzjp@auburn.edu

FORUM CHANGES

The *Phi Kappa Phi Forum* is always stimulating to read. I especially appreciated the thematic approach of the publication. Different points of view provide a holistic treatment of the theme, beneficial to the reader who may not have examined every aspect before reading that issue. It is my hope that you will return to focusing on a particular topic, exploring its many sides. As a reader, I want to know as much as I can about a subject, rather than hasty conclusions after the example of "The Blind Men of Hindustan."

Again, thank you for this fine publication.

Marjory A. Boudreaux

JOPLIN, MISSOURI

I have delayed writing to express my views on the recent changes in *Forum* format lest I be guilty of a rush to judgment; however, after viewing several issues under the new format, I am convinced that my original negative reaction was appropriate. I am referring to the recent decision to change the format of the journal from each issue treating a single topic to the present format of presenting a range of articles on different topics.

I have long considered the main strength of the *Forum* to be its success at treating a given subject in detail, presenting facts and arguments which represent a wide diversity of opinion. I consider the past issues dealing with education and music to be models of excellence in academic writing. They treat topics as important enough to cover in detail, rather than presenting a kind of written "sound bite," and they treat their readers as intelligent enough and interested enough to follow the topics through to their conclusion.

It seems to me that the present format is more appropriate to *Time* or *Newsweek* than to a journal representing a scholarly organization such as *Phi Kappa Phi*. I can think of a number of topics that the *Forum* could treat with the effectiveness of the past, such as the role of state and federal government in higher education, affirmative action, campus security, and grade inflation among others.

I have tried to imagine the arguments that transpired at the Editorial Board meeting that brought about the

change. What were the advantages that the supporters presented? What problems with the old format existed, and why was it felt that the change would solve those problems? If there were problems with the old format, what other changes were offered as possible solutions? I am unable to come up with answers to these questions on my own. While I remain a loyal reader of the *Forum*, I feel that it has lost some of its effectiveness with the recent format change, and I urge the Editorial Board to reconsider its change.

Henry Morgan

JOPLIN, MISSOURI



SUMMER 2007 FORUM ON THE WORKPLACE

In the Summer 2007 issue, Robert F. Tate, in his article, "Seniority Rules! Not Necessarily!," tells us that most pilots would find the loss of seniority and pay suffered when they transfer to another airline "difficult to accept because probably no other profession mandates pay cuts of upwards of 80 percent for lateral moves." There is at least one other profession that similarly cuts the pay of its most senior members — teaching! A veteran teacher who transfers to another district will suffer an equally severe pay cut because most districts give pay scale credit for no more than five to seven years of experience. Worse, many districts will not even hire experienced teachers, deeming the extra pay for even five to seven years of experience too expensive for their budgets.

Consequently, school districts are realizing, to their consternation, that even as their most veteran baby boomer teachers begin to retire soon, their policy of turning away experienced teachers may leave them with no lifelong educators among their cadre.

Susan Goya

SAN LUIS OBISPO, CALIFORNIA



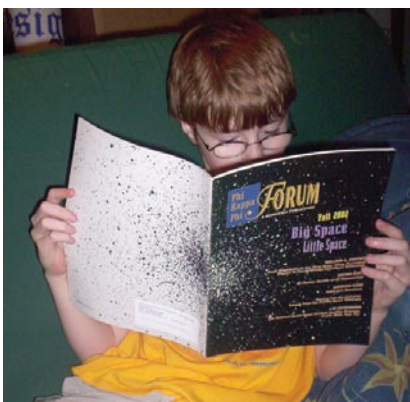
I am a homemaker and a member of Phi Kappa Phi. I was just cleaning up after the children had all gone to their evening activities, when I saw a magazine opened on the futon. I picked it up to take care of it and was astonished to see it was my Fall 2002 issue of the *Phi Kappa Phi Forum* [Big Space, Little Space].

I thought for a moment about who would have been reading it. My two college-age daughters had not been around that day; the next child, my sixteen-year-old daughter, had been at gymnastics coaching and hadn't been home; and my four-year-old daughter also had been at gymnastics, taking a class. That left my newly nine-year-old son. Yes, it was him.

My son had found the issue and was intently reading it on his own! I have yet to discuss it with him and find out what he read or how much he learned. I guess being a homemaker isn't wasting my degree from Southeastern Louisiana.

Thank you for the continued work that you do.

Jari McGee Whiteacre
COLLEGE STATION, TEXAS



Three Generations of Phi Kappa Phi

Laura S. Smart, University of New Hampshire, 1970 (on left) and daughter **Caitlin S. Cohn**, University of Illinois at Chicago, 2007. Not pictured, Laura Smart's mother, **Mollie S. Smart**, age ninety-one, initiated at the University of Rhode Island.



Have you applied for a Phi Kappa Phi Emerging Scholar award? I sent my application in yesterday.

Thanks for reminding me! I also plan to apply for the Study Abroad Grant for my course work in Italy. When are the deadlines?

AWARDS DEADLINES FOR 2008:

Study Abroad Grants - Monday, February 18, 2008

Literacy Grants - Monday, February 4, 2008

Fellowships - Monday, March 3, 2008

Love of Learning Awards - Monday, June 30, 2008

Emerging Scholar Awards - Monday, July 14, 2008



CONNECTING COMMUNITIES: 2007 TRIENNIAL CONVENTION A SUCCESS



More than three hundred people, including delegates, observers, guests, Board members, and national headquarters staff, attended the 2007 Phi Kappa Phi Triennial Convention in Orlando, Florida, from August 9–11. While there, attendees heard dynamic presentations by past and present Society award winners, shared ideas and inspiration at chapter training sessions, conducted the Society’s business, and elected new national officers.

In a spirited campaign, William Bloodworth, PhD, of Augusta State University was elected Society President Elect, and Diane Smathers, EdD, of Clemson University was elected Society Vice President. In addition, four new regional vice presidents were chosen to serve on the Board: Yaw Asamoah, PhD (Indiana University of Pennsylvania), in the Northeast region; Ray Davis, PhD (North Carolina A&T State University), in the Southeast region; Rick Shale, PhD (Youngstown State University), in the North Central region; and Ray Sylvester, PhD (University of the Pacific), in the Western region. Gil Fowler, PhD (Arkansas State University), was reelected for a second term in the South Central region.

In addition to selecting new national officers, official delegates attended governance sessions, where they approved the triennial budget and changes to the Society’s bylaws. The most significant budget change calls for a dues increase of \$5 for both new and renewing members, the first increase since 2001. Convention delegates also approved significant bylaws changes. Beginning in 2010, the Society will transition from a triennial to a biennial system of governance. The Society also will recompose its national board of directors to ensure that various constituent groups are represented.

In keeping with the convention theme, “Connecting Communities — Students, Scholars, and Society,” Phi Kappa Phi hosted nearly thirty student vice presidents — the most students ever to be present at a triennial convention. Keynote speaker Cathy Small, PhD, author, cultural anthropologist, and professor at Northern Arizona University, talked about her book *My Freshman Year: What a Professor Learned by Becoming a Student* and the changing face of college communities. Presentations from three former Fellowship recipients perfectly demonstrated the all-discipline nature of Phi Kappa Phi. The 2007 convention also marked the first time that Phi Kappa Phi brought together past Fellowship recipients to discuss their professional accomplishments since receiving their awards.

During convention luncheons, 2007–2010 Phi Kappa Phi Scholar Larry A. Hickman, PhD, of Southern Illinois University–Carbondale, and Phi Kappa Phi Artist Stella Sung, PhD, from the University of Central Florida, talked about their work and the accomplishments that earned them their awards. [See more about the National Scholar and Artist beginning on page 17 in this issue.]

The 2010 convention is scheduled for August 6–7 in Kansas City, Missouri, with two concurrent Partnering for Success Workshops on August 5–6.



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Connecting Communities:
2007 Triennial Convention a
Success

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Emerging Scholar Award
Recipients

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Love of Learning Award
Recipients

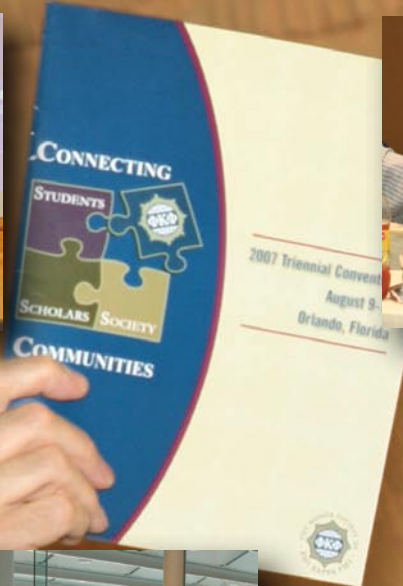
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EMERGING SCHOLAR AWARD RECIPIENTS

Emerging Scholar Awards recognize outstanding rising sophomores studying at Phi Kappa Phi member institutions. Each year, Phi Kappa Phi grants sixty awards in the amount of \$250 to students who meet the following eligibility requirements:

- Attend an institution with a Phi Kappa Phi chapter (see www.PhiKappaPhi.org/Web/Chapters for listing);
- Have a cumulative grade point average (GPA) of at least 3.75 on a 4.0 scale;
- Have a minimum of 30 semester hours (or equivalent, excluding all AP, Credit by Exam, transfer credits, etc.) of academic credit.

Victor Albert

University of Florida

Ruhani Amin

Montana State University

Adam Amir

University of Florida

Carly Burt

Louisiana State University

Chantelle Carles

University of Florida

Carmelita Cipolla

North Georgia College and State University

John Clemons

The University of Mississippi

Garrett Cypert

Texas Tech University

Shipra De

University of Nevada - Las Vegas

Jane Duncan

University of Montana

Amy Eakins

The Ohio State University

Ashley Elsensohn

University of Idaho

Joshua Fage

Northwestern State University

Austin Fast

Miami University

Nzinga Geter

University of South Carolina Upstate

Aaron Gray

Texas A&M University

Chelsea Herron

Eastern Oregon University

Brittany Hicks

North Carolina Agricultural & Technical State University

Anna Hollingsworth

University of Toledo

Pauline Hua

Syracuse University

Rachel Huebel

Southeast Missouri State University

Ali Idrees

University of Texas at El Paso

Amanda Jackson

Truman State University

Valerie Johnson

Texas A&M University

Colin Kennedy

Washington State University

Peter Kistler

Syracuse University

Jonathan Kleppinger

Eastern Kentucky University

Daniela Krotzer

Cameron University

Scott Kuzdeba

Syracuse University

HongLoan La

University of Maryland

Michelle Lacey

University of Maryland

Kirsten Lacksonen

Clarkson University

Christiana Lacy

Syracuse University

Michelle Lee

Texas A&M University

Synthia Mariadhas

University of Maryland

Alyx Mark

Southern Illinois University - Edwardsville

Matthew Martin

Iowa State University

Sandeep Mehta

University of Texas at Austin

Ginny Mills

Northwestern State University

Joseph Misiewicz

Syracuse University

Michael Needleman

University of Maryland

Danica Nguyen

Louisiana State University

Amy Nickless

Southeast Missouri State University

Ross Nugent

Louisiana State University

Vicky Pao

University of Florida

James Rabalais

Louisiana State University

Hayden Roan

Texas Tech University

John Schwartz

The University of Oklahoma

Jolie Scott

Texas Tech University

Christina Simmons

Syracuse University

Luke Small

Mississippi State University

Katherine Smith

Louisiana State University

Sarah Snyder

Southeast Missouri State University

Amelia Sofjan

University of Texas at Austin

Pamela Stockwell

University of Oklahoma

Deborah Swerdlow

University of Florida

Jillian Tanner

Iowa State University

Stephanie Vandas

Truman State University

Lora Werkmeister

Youngstown State University

Amber Woods

Arkansas State University

LOVE OF LEARNING AWARD RECIPIENTS

Love of Learning Awards help fund post-baccalaureate studies and/or career development for active Phi Kappa Phi members to include (but not be limited to): Graduate or professional studies, doctoral dissertations, continuing education, career development, travel related to teaching/studies, and so on. Recipients of the Fellowship award are not eligible to apply. Fifty awards, up to \$500 each, are awarded, making the annual funding for this award \$25,000.

The competition is open to all active (dues current) Phi Kappa Phi members who:

- Have completed their baccalaureate studies by application submission deadline.
- Did not receive a Fellowship or Award of Excellence grant.

Katherine Banks

Texas Tech University

Ellyn Bartges

Western Illinois University

Beth Bentz

State University of New York -
Cortland

Peter Bird

Clarkson University

Nathaniel Blume

Carnegie Mellon

Elizabeth Brown

Southeastern Louisiana University

Christine Bruns

Ithaca College

Tara Buckley

University of Maryland - College Park

Celishia Bussey

DePaul University

Tara Carrington

Western Carolina University

William Carson

Arizona State University

Laura Clarke-Steffen

University of Missouri - Columbia

David Flannigan

University of Minnesota - Twin Cities

Janice Frisch

Ohio University

Erin Frost

Truman State University

Paula Furey

Bowling Green State University

Robert Habich

Colorado State University

Michelle Hackett

The Ohio State University

Monica Harrion

Jackson State University

Jonathan Hill

Auburn University

Nichole Hoover

Eastern Michigan University

Nicki Humphrey

California State University - Chico

Deborah Hutchinson

Old Dominion University

Hannah Klautke

University of Missouri - St. Louis

Aaron Kline

Florida State University

Megan Kula

University of Arkansas-Fayetteville

Zhijun Liu

Mississippi State University

Joe Louis

Kansas State University

Victoria Luhrs

Kansas State University

Pamela Majumdar

Old Dominion University

Meredith Marsh

Louisiana State University

Jeanne McCoy

Northeastern University

Altat Merchant

Old Dominion University

Janice Merritt

Ball State University

Michael Ormsbee

South Dakota State University

Paige Van Osdol

University of Missouri - Kansas City

Amanda Patrick

University of Central Florida

Witchanee Rupkumdee

University of Central Florida

Keara Sodano

Florida Atlantic University

Steven Solomon

University of Wisconsin - Madison

Judy Stahl

McNeese State University

Siuman Sum

California State University - Long
Beach

Meng-Ju Tsai

Wichita State University

Hillary Valderrama

California State University - San
Bernardino

Karen Varga

Youngstown State University

Vincent Venditto

Texas A&M University

Rebekah Villafana

California State University -
Northridge

Deborah Worley

University of Mississippi

Rama Yelkur

University of Wisconsin - Eau Claire

Darya Zabelina

North Dakota State University

These new awards represent Phi Kappa Phi's continuing effort to be responsive to the needs of our membership and to the changing conditions of American higher education.

— Society Past President Dr. Paul J. Ferlazzo.

Chapter News

BRENAU UNIVERSITY INSTALLED AS CHAPTER 301

On August 30, 2007, Brenau University joined the ranks of The Honor Society of Phi Kappa Phi in a ceremony at the Gainesville, Georgia, institution's historic Pearce Auditorium. After Brenau's charter members signed it, Dr. Marya Free, national director of fellowships, tacked the new chapter's charter to an easel before more than three hundred students, faculty, and administrators attending the ceremony.

More than sixty students and recent graduates who became eligible for membership in the spring were inducted along with founding and charter members. Dr. James Southerland, chair of Brenau's humanities department and a Phi Kappa Phi member since 1965, is the first president of Chapter 301. Other officers are Dr. Rebecca Penwell, secretary; Dr. Hazel Katz, treasurer; Dr. Heather Gibbons, public relations officer; and Beth Nott, scholarships and awards chair.

Brenau's installation "validates the university mission to gain national recognition as a premier liberal arts institution," said Dr. Helen Ray, the university's provost and vice president of academic affairs who presided at the ceremony. "This is more than an honor. It is the gold standard against which our best students will be compared in the same league with the best students from universities around the country."

Founded in 1878 as a female seminary in the city about fifty miles north of Atlanta, Brenau University this fall enrolled more than 2,600 students at its four campuses in Georgia and through its Online College.



Dr. James Southerland, president of the chapter and a Phi Kappa Phi member since 1965, signing the charter.



Director of Fellowships Marya Free displays the new chapter's charter:



L-R: Gale Hansen Starich, dean of Brenau's School of Health and Science; Bill Lightfoot, dean of the College of Business and Mass Communications; Andrea Birch, dean of the School of Fine Arts and Humanities.

Phi Kappa Phi Bookshelf

En torno a la censura franquista

Richard K. Curry

A Spanish professor at Texas A&M, Richard Curry presents a series of essays in which he analyzes different topics to provide an understanding of the effects of censorship on Spanish culture during the dictatorship of Francisco Franco. Studied are historical, filmic, poetic, and narrative texts, some produced under the specter of censorship and others created free from its influence. In this way Curry's study makes it possible to reach an understanding of the censorial phenomenon and its effect on the semiotic process.

Richard K. Curry was inducted into the Texas A&M University chapter of Phi Kappa Phi in 1999.

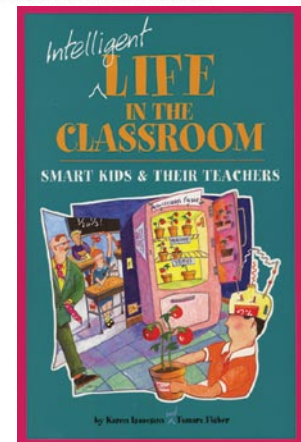


Intelligent Life in the Classroom: Smart Kids and their Teachers

Karen Isaacson and Tamara Fisher

Intelligent Life in the Classroom provides important insights into the nature, quirks, and vulnerabilities of gifted kids, with plenty of chuckles along the way. Parents and teachers can attain a deeper understanding of gifted children through real-life stories. This book will help you look beyond the surface and to “develop a green thumb” for helping gifted children grow.

Tamara Fisher was inducted into the Montana State University chapter of Phi Kappa Phi in 1994.

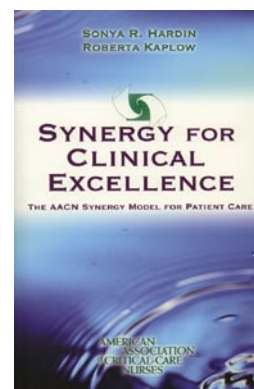


Synergy for Clinical Excellence: The AACN Synergy Model for Patient Care

Sonya Hardin and Roberta Kaplow

This book is based upon a decade of work by the American Association of Critical Care Nurses (AACN). It encompasses the history and development of the nurse and patient characteristics inherent in the Synergy model and then addresses each characteristic individually and applies the model in practice. When patient characteristics and nurse competencies match, patient outcomes are optimized. *Synergy for Clinical Excellence* received the 2006 *American Journal of Nursing* Book of the Year Award in the division of Critical Care Nursing.

Sonya Hardin was inducted into the University of North Carolina-Charlotte chapter of Phi Kappa Phi in 2003.

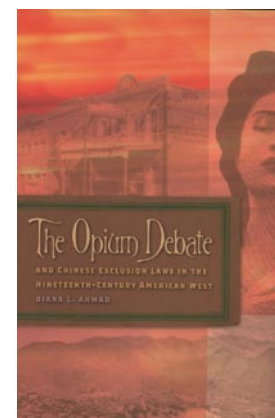


The Opium Debate and Chinese Exclusion Laws in the Nineteenth-Century American West

Diana L. Ahmad

Today's war on drugs is not the first battle that the United States has fought against addiction. In her new book, Diana Ahmad examines the opium-smoking epidemic of the mid-nineteenth century and finds that Chinese immigrants were not the problem, as is commonly believed. The book looks at how the illusion of rampant Chinese opium-smoking fueled racism and created demands for Chinese exclusion from American life.

Diana L. Ahmad was inducted into the University of Missouri-Rolla chapter of Phi Kappa Phi in 2002.



The Phi Kappa Phi Bookshelf is published as a service to its members. The views expressed in the publications featured are not necessarily those of staff or Board members of The Honor Society of Phi Kappa Phi.

Member News

Phi Kappa Phi Members Recognized by Tau Beta Pi

The following members have been awarded undergraduate scholarships or graduate fellowships by the national engineering honor society Tau Beta Pi. Undergraduate scholarships are for \$2,000 each, while graduate fellows receive awards of \$10,000 if they have financial need.

Undergraduate Scholarships

Julie A. Abbott, University of Arkansas, Fayetteville

Anisa Como, Idaho State University

Thomas W. Gregor, University of Kansas

David E. Hoffert, Bucknell University

Kimberly R. Hudson, California State University, Fresno

Adam K. Janzen, University of Illinois at Urbana-Champaign

Travis D. Kubal, South Dakota State University

Chester W. Materne, Louisiana Tech University

Joshua D. Pudleiner, Pennsylvania State University

Jared M. Siverling, University of Wisconsin-Platteville

Anshul Tandon, Louisiana State University

Teresa M. Vaughn, Mississippi State University

Elizabeth E. Voigt, Kansas State University

Emily A. Voigt, Kansas State University

Caleb J. Waugh, Brigham Young University

Graduate Fellowships

Jennifer M. Cloud, Tennessee Technological University

Pavel Gershteyn, University of Tulsa

John W. Kelly, North Carolina State University

Rick A. Nugent, Louisiana State University

Jeremy L. Schroeder, Ohio Northern University

Ryan J. Staab, University of Wisconsin-Platteville

Travis B. Wolf, United States Naval Academy

Kevin Zhou, University of Illinois at Urbana-Champaign

McGinnity Named One of Glamour's Top Ten College Women

Megan McGinnity (Arizona State University) was named by *Glamour* magazine as one of the Top Ten College Women of 2007. McGinnity is a political science and economics major whose desire is to stop human slave trafficking in the world. She has worked for eight months in a Romanian orphanage and has met former child slaves in Ghana, where she decided on her life's work. As quoted on the *Glamour* Web site, McGinnity "plans on a career in diplomacy so she can 'correct the economic problems that cause children to be victims in the first place.'" She plans to enter the joint master's program in foreign service and economics at Georgetown University upon graduation. [McGinnity was one of two Phi Kappa Phi members named to this list by *Glamour* — see the Member News section in the Summer 2007 issue of the *Forum*. Ed.]

Krick Receives Award of Outstanding Achievement

Kevin Krick (University of Delaware), at a ceremony in the office of the Secretary of Transportation, Mary E. Peters, on May 23, 2007, was awarded the Secretary's Award of Outstanding Achievement for his relief and recovery work following hurricanes Katrina and Rita. More commonly known as the Gold Medal, this is the Department's highest honor, granted in recognition of exceptionally outstanding leadership or service. The Secretary selects the recipient of this award, and nominations are not solicited. Krick, the former Senior Advisor for Maritime Policy to the U.S. Maritime Administration, enabled the deployment of vessels from the Department's National Defense Reserve Fleet to the affected areas—the first time in history that the Secretary of Transportation (at that time Norman Y. Mineta) mobilized these vessels for humanitarian aid within the United States — and oversaw the operation. The vessels brought urgently needed supplies, including water; provided assistance for oil spill cleanup; generated electricity for shore side operations; and provided 269,000 meals and 83,165 berth nights for recovery workers and evacuees.



Kevin Krick with DOT Secretary Mary Peters.

Members Awarded 2007–2008 Mortar Board Fellowships



Three members were awarded 2007–2008 Mortar Board fellowships to help finance graduate study. They are:

- **James Blakemore** (Wichita State University), Washington State University Classes of 1945–1950 Fellowship, \$2,000
- **Lori Scardino** (University of Wisconsin-Eau Claire), GEICO Fellowship, \$5,000
- **Samantha Spilka** (University of San Diego), Diane Selby Fellowship, \$5,000



Mortar Board is a national honor society that recognizes college seniors for outstanding achievement in scholarship, leadership, and service. Since its founding in 1918, the organization has grown from the four founding chapters to 223 chartered collegiate and twenty-five active alumni chapters, with nearly a quarter of a million initiated members across the nation.

Member Named Cambridge Who's Who Professional of the Year

Jane B. Forbes (University of Florida) has been named Cambridge Who's Who Professional of the Year in Legal and Pharmaceutical Consulting Services. Only one member of the Who's Who Registry is named professional of the year in each discipline. With degrees in both pharmacy and law, Forbes has expertise in clinical and patient consultation and making and analyzing medical recommendations. Forbes is a member of the Florida Bar, the Tennessee Bar Association, the Academy of Pharmaceutical Research, and the Association for Women in Science. Her company provides legal and pharmaceutical consulting services.

Swimmer Named Academic All-American

Kristen Hastrup (Auburn University) was named to the *ESPN the Magazine* At-Large Academic All-American first team for 2007. Hastrup is a three-time All-American swimmer at Auburn University, helping lead the women's team to a national championship the past two years. She carries a 4.0 GPA in biomedical sciences.

Merlin Olsen Receives Lifetime Achievement Award

Merlin Olsen (Utah State University) has been named the recipient of the 2007 Lott Trophy Lifetime IMPACT Award and will be honored at the Lott Trophy Dinner on December 9, 2007. The Lifetime IMPACT (which stands for integrity, maturity, performance, academics, community, and tenacity) Award goes to a former athlete who excelled on the field and went on to a distinguished post-football career. Olsen, a member of both the College Football Hall of Fame and the Professional Football Hall of Fame, graduated summa cum laude from Utah State University in 1962. He forged a career as an actor and broadcaster after his retirement from football.

Teacher Receives Grosvenor Fellowship



Dennis Rees (Eastern Michigan University) has been selected by the National Geographic Society to participate in the Grosvenor Teacher fellowship Program. This prestigious award is given to only two teachers in the nation. Recipients receive a \$3,000 honorarium and an all-expense paid trip with Lindblad Expeditions. Rees will be going to the Galapagos Islands in January 2008. He is a teacher in the Peoria Unified School District in Glendale, Arizona.

SUBMISSIONS

Member News

To submit a recent honor/achievement or current career news, e-mail (kaetzjp@auburn.edu) or mail a brief write-up and picture (if available) to:

Member News
Phi Kappa Phi Forum
108 M. White Smith Hall, Mell Street
Auburn University, AL 36849-5306

Please include your name, member number, chapter in which you were initiated, and your e-mail address and/or telephone number. Any items submitted cannot be returned, and all submissions may not be included.

Phi Kappa Phi Bookshelf

If you are an author and would like your work to be considered for inclusion in the "Bookshelf" segment of *Member Focus*, please send a copy of the book along with a one-page synopsis to:

Phi Kappa Phi Bookshelf
Phi Kappa Phi Forum
108 M. White Smith Hall, Mell Street
Auburn University, AL 36849-5306

All submitted books will be added to the Phi Kappa Phi Library, housed at the Society Headquarters.

Member News continued

Ernie Anastos (Northeastern University) has written a children's book to encourage young journalists. *Ernie and the Big Neuz* (New World Books) is the story of a young boy who fulfills his dream of landing a job as a reporter in New York City. Anastos is an award-winning anchor at Fox 5 in New York City. He has more than twenty-five years of experience as a broadcast journalist; another book of his, *Twixt: Teens Yesterday and Today*, is a historical book about the lifestyles of America's youth.

Eric Bayrd (Salem State College), who earned his MS in Chemistry from Boston College, has been named Dispensing Chemist and Chemical Safety Officer for the University of Northern British Columbia (UNBC). This position is responsible for chemical purchasing, inventory, waste management, and safety at UNBC, which is a small, highly ranked, research-intensive university in western Canada.

Brian D. Beitzel, PhD (Colorado State University-Pueblo), received the Paul R. Pintrich Outstanding Dissertation Award from the American Psychological Association's Division 15 (Educational Psychology). Beitzel completed his dissertation at the University of Wisconsin-Madison and is now an assistant professor at SUNY Oneonta.

Cathie L. Chester, PsyD (Alfred University), has been named director of the Counseling and Student Development Center at Alfred University. She had served as interim director in the same position since August of 2006. In addition, Chester completed her Doctor of Psychology degree at Alfred in April 2007.

David Darwin, PhD, PE (Cornell University), was elected as the President of the American Concrete Institute (ACI) for a one-year term beginning in April 2007 at the institute's spring convention in Atlanta. ACI is a nonprofit technical and educational society and serves as a leading authority in concrete technology, including development of the building code requirements used in the United States and many other countries. Darwin is the Deane E. Ackers Distinguished Professor of Civil, Environmental, and Architectural Engineering and Director of the Structural Engineering and Materials Laboratory at the University of Kansas.

William Destler, PhD (University of Maryland), has been named as president of the Rochester Institute of Technology (RIT). He was chosen from a pool of one hundred candidates for the position. Destler had been serving as Senior Vice President

for Academic Affairs and Provost at the University of Maryland (UM). A professor of electrical engineering who served UM in numerous capacities for thirty-four years, Destler began his tenure at RIT on July 1, 2007.

Natalie D. Eddington, PhD (University of Maryland), has been named as dean of the University of Maryland (UM) School of Pharmacy. Eddington has served as the chair of the Department of Pharmacy at UM and is a nationally known expert in pharmacokinetics, the movement of drugs among cells in the body. She guided the launch of the Center of Nanomedicine and Cellular Delivery at UM while department chair.

Stephen Foley (Youngstown State University) has been selected as the student trustee at Youngstown State University (YSU). He is one of two students who serve on YSU's Board of Trustees. Foley, a double major in political science and psychology, plans to attend law school after he graduates from YSU.

Tarvia Funderburk (North Carolina A&T State University) was inducted into Kappa Omicron Nu Honor Society. This honor is given to students who have a minimum grade point average of 3.0 on a 4.0 scale and rank in the top 25 percent of their class. She serves as the president of the Family Consumer Sciences Club at North Carolina A&T State University. Also, Funderburk is the student first vice-president of the North Carolina Family Consumer Sciences Association, and she attended a professional conference for the American Association of Family Consumer Sciences in Reno, Nevada.

O. Finley Graves, PhD (University of Mississippi), has been named interim dean of the College of Business at North Texas State University. Graves has been serving as senior associate dean of the college and is a former chair of the Department of Accounting. Graves has also been a professor of accounting at Kansas State University and the University of Mississippi.

Marcos Griffin (University of South Alabama) received a \$1,500 scholarship from the Scholarships for Military Children Program. The Scholarships for Military Children Program was created in recognition of the contributions of military families to the readiness of the fighting force and to celebrate the role of the commissary in the military family community.

McKenzi Herbst (University of Wisconsin-Platteville) was awarded a 2007 Memorial Healthcare Foundation scholarship by Memorial Hospital in Owaso, Wisconsin.

Herbst is a biology major with an emphasis in physical therapy at the University of Wisconsin-Platteville. Each scholarship is worth \$1,000.

Linda Lizut Helstern, PhD (Southern Illinois University, Carbondale), has been awarded a 2007 Larry W. Remele Memorial Fellowship by the North Dakota Humanities Council for her project "Revisiting Hiroshima, Reclaiming History: Gerald Vizenor's Crossblood Vision and Japanese-American Cultural Exchange." The award carries a \$5,000 stipend for original scholarly research and public humanities presentations at venues across the state. Helstern's study of another mixed-blood Native writer, *Louis Owens*, was published recently by the Western Writers Series. An assistant professor of English, Helstern is president elect of the North Dakota State University chapter of Phi Kappa Phi.

John S. Holmes, PE (Indiana State University), completed an Executive MBA from Sullivan University in Louisville, Kentucky, with a GPA of 4.0 in September 2007. Holmes is with General Electric Consumer and Industrial in Louisville.



Kevin Jack (The Citadel) has been accepted to become a Nuclear Submarine Officer in the United States Navy.



Kwasi Karikari (Virginia Commonwealth University) was awarded "Best Family Medicine Research Poster Presentation" at the thirtieth Michigan Family Medicine

Research Day in May 2007. The poster presented research entitled "Attitudes, Experiences, and Interest in Geriatrics Among First Year Allopathic and Osteopathic Medical Students." Karikari is a second-year medical student at the Michigan State University College of Human Medicine.

Kristen Kornienko, MLA (University of New Mexico), has received a Fulbright Fellowship to continue the research she began during her Master of Landscape Architecture (MLA) degree program. She will be spending ten months in South Africa working on alternative methods of wastewater treatment and its reuse for productive gardening in the informal settlements around Johannesburg.

Bruce Leopold, PhD (Mississippi State University), recently was elected as vice president of The Wildlife Society. Leopold is head

Member News continued

of the Mississippi State University's (MSU) wildlife and fisheries department. In 2009, he moves to the top administrative office of the 10,000-member international organization. A twenty-year MSU faculty veteran and specialist in predator ecology, Leopold was honored in 2003 with the outstanding alumnus award of the University of Arizona's School of Renewable Resources, where he completed his doctorate. He also is a former Phi Kappa Phi chapter president at MSU.



Gilbert Leveille, PhD (Rutgers University), received an honorary doctorate degree from Purdue University during Spring 2007 commencement. Leveille is the executive

director of the Wrigley Science Institute. Leveille's career includes teaching at two universities and corporate executive positions with General Foods, Nabisco, McNeil Consumer Health, and Cargill, as well as serving as an adviser to the undersecretary for research education and economics at the U.S. Department of Agriculture. Leveille has become known as one of the world's foremost nutrition and food science professionals.

Fredric G. Levin (University of Florida) of Levin, Papantonio, Thomas, Mitchell, Echsner & Proctor, P.A. has been named by *SuperLawyers* magazine to the publication's Top Attorneys in Florida. Levin focuses his practice on Personal Injury and Wrongful Death. He earned his J.D. from The University of Florida College of Law in 1961.

Gregory Marcks (Carnegie Mellon University) is directing his second feature film, *The Gift*, starring Shane West, Edward Burns, Ving Rhames, and Martin Sheen. The film, an international thriller with filming locations in Bangkok, Moscow, and Bulgaria, finished shooting in October 2007.

Cheryl A. Marshall, EdD (California State University, San Bernardino), has been named as vice president of instruction at Crafton Hills College (CHC) in California. She joined the college in July 2007. As the vice president of instruction, Marshall is charged with administering the instructional program and curriculum development at CHC.



John Oakberg (University of Tennessee Knoxville) retired in October 2007 as a Senior Information Analyst after twenty-five years at the International Atomic Energy

Agency, a United Nations organization headquartered in Vienna, Austria. He worked in the area of nuclear safeguards, with information analysis responsibilities related to nuclear materials and nuclear activities. He returned to the United States in early November and is living in Sevier County, Tennessee, near the Great Smoky Mountains National Park.

Maxine Olson (California State University-Fresno) had an exhibition of her work at the Cultural Center in Ponta Delgada, San Miguel, in the Azores Islands, in May-June 2007. The exhibition was shown during the Portuguese Year of the Woman under the auspices of an organization called UMAR, a group of women seeking equality in work and at home. Olson's show dealt with "Women and Religion."



Amar A. Patil, PhD (Oklahoma State University), was honored at the Oklahoma State University Spring Commencement on May 4, 2007, with the research

excellence award in biological science. This award is given annually to a person who has demonstrated an extraordinary research accomplishment. His research resulted in the discovery of the antimicrobial peptide active against antibiotic-resistant bacteria. The estimated cost of treating antibiotic-resistant infections in the United States is \$30 billion annually. His discovery could save this cost of treatment and thousands of lives annually.

Matthew Pavone (Fordham University) was awarded a Fulbright Fellowship to study finance and agricultural development in the Mezzogiorno. Pavone is a graduate assistant in the International Political Economy and Development program at Fordham University; he is pursuing a master's degrees in international political economy and economics.

Gerald Porter, PhD (State University of New York Oswego), has been named dean of the State University of New York Cortland School of Education; he assumed the position on July 9, 2007. Porter had been serving as assistant dean in the School of Education at SUNY Oswego, where he was also an associate professor in the Department of Counseling and Psychological Services.

Kristopher O. Reilly (California State University, San Bernardino) has been named sports editor of the *Victor Valley Daily Press*. Reilly, a five-year veteran of the *Daily Press*, had been working as assistant sports director.

In his time there, he has received five awards from the Society of Professional Journalists.

Megan Sauser (Salisbury University) received multiple honors at the spring honors convocation at Salisbury University. She received the Institute for Retired Persons Scholarship, the Achievement Key Award, and was named Who's Who Among Students in American Universities and Colleges.

Mark Schocke (Purdue University) has been selected to the Governor's Fellowship in Indiana, a year-long program giving recent college graduates experience in serving in state government. Schocke has a degree in political science with minors in history and sociology from Purdue University.



William L. Stefanov, PhD, PG (Arizona State University), received a NASA Going the Extra Mile (GEM) Award for his contributions to the success of the recently-released

NASA data content layer in Google Earth. He is a Senior Geoscientist with the Image Science & Analysis Laboratory at the NASA Johnson Space Center (JSC) in Houston, Texas. He trains astronauts in Earth System Science, performs mission operations for the Crew Earth Observations (CEO) payload aboard the International Space Station, and is an internationally recognized researcher in land surface processes using remotely sensed data. The award also cites his high level of performance with both the International Space Station CEO payload and support of on-orbit inspections during Space Shuttle missions at NASA JSC.



Stuart Stewart, PhD (Southeastern Louisiana University), has been appointed executive director of Louisiana Campus Compact, a coalition of thirty-one

Louisiana public and private colleges and universities focused on fulfilling the civic mission of higher education. A former member of the faculty at Southeastern Louisiana University, Stewart served as interim director of the organization since August 2006. She was appointed to her current position following an extensive search. At Southeastern, Stewart developed several service-learning programs involving her students in projects with Spanish-speaking residents in the Hammond and Baton Rouge areas, and she is author of a recent book chapter on service learning in applied linguistics.

Member News continued

Edward Tezak, PhD (U.S. Military Academy), was awarded the Frederick J. Berger Award at the American Society for Engineering Education annual conference on June 27, 2007. The award recognizes both an individual and a school or department for demonstrating outstanding leadership in curriculum, techniques, or administration in engineering technology education. Tezak is SUNY Distinguished Service Professor of Mechanical Engineering at Alfred State College. He is being recognized for his work at the forefront to advance engineering technology and to obtain an identity and recognition for engineering technology, apart from engineering.

Joe Tribout (Western Illinois University) has joined Walton Construction as a cost accountant. Tribout earned his Bachelor of Business in accountancy from Western Illinois University. He is a member of the Institute of Management Accountants and the American Institute of Certified Public Accountants.



Michael Twomey, PhD (Ithaca College), was awarded an Ithaca College Dana Professorship of Humanities/Arts. The Dana Professorship is the highest honor that

the college bestows upon a professor. The award recognizes professors who excel in teaching, have significant scholarly/creative

and/or professional activity, and have made significant contributions to the department, school, and college. Professor Twomey will remain a Dana Professor throughout his tenure at the college. He is the Phi Kappa Phi chapter president at Ithaca College.

Laurie Warrington (University of Mississippi) was named to the University of Mississippi School of Pharmacy's Hall of Fame as she earned her Doctor of Pharmacy from the school in spring 2007. Warrington was selected by her classmates in recognition of her significant contributions to the school, both scholastically and professionally.

Lydia Weisser, DO (West Virginia University), has been appointed clinical director at Mississippi State Hospital. Weisser comes to the position from serving as clinical director at East Central Regional Hospital in Augusta, Georgia, and before that from the same position at West Central Georgia Regional Hospital in Columbus, Georgia. After receiving her degree from the Virginia School of Osteopathic Medicine, she completed her residency in psychiatry at the University of Alabama in Birmingham, Alabama, and then served as an assistant professor of psychiatry at the Medical College of Georgia.

Phoebe D. Williams, RN, PhD, FAAN (University of Kansas), was named the 2007 Distinguished Alumnae at the University

of Pittsburgh School of Nursing. Williams is a professor at the University of Kansas School of Nursing. Williams, who also has taught at the University of Florida and at the University of the Philippines Health Sciences Center College of Nursing, has published numerous books and refereed articles.

Elaine Yontz, PhD (Valdosta State University) and **Wallace Koehler**, PhD (University of Tennessee) helped lead the Master of Library and Information Science (MLIS) Program at Valdosta State University (VSU) from its startup in 2001 through its accreditation with the American Library Association (ALA), granted in June 2007. The VSU MLIS Program is the first functioning LIS program to have been begun at a North American university with no prior LIS history since 1974. It is also the first LIS Program to have been accredited under the most recent ALA procedures. Both Yontz and Koehler joined the VSU Program in 2001.

Arden P. Zipp, PhD (State University of New York-Cortland), retired after forty-one years of teaching chemistry at the State University of New York Cortland. He retired as a Distinguished Teaching Professor and chair emeritus of the Chemistry Department.

In Memoriam:

Lawrence Sommers, Former National Phi Kappa Phi President



Former National President **Lawrence Sommers**, PhD (Michigan State University), passed away August 3, 2007, at age eighty-eight. A long-time Phi Kappa Phi member, Dr. Sommers served on the Board of Directors of the Society for twelve years, including as National President from 1992 to 1995 and National Past President from 1995 to 1998. Born in Clinton, Wisconsin, in 1919, he served in the U.S. Army in North Africa during World War II and graduated from Northwestern University in 1950 with a PhD. During his forty years as a member of the Geography Department at Michigan State University, Sommers was department head for twenty-four years and helped raise the department to national prominence during that time. Current National Past President of Phi Kappa Phi, Paul Ferlazzo, remarks: "Larry Sommers set very high standards for how a president of Phi Kappa Phi should lead — with insight, imagination, and gentle grace."

Catherine Clark-Eich, who served on the Board of Directors with Dr. Sommers, stated that "Along with many other current and former Board members, I shall miss Larry's quiet humor, his wisdom, his gentle manner, and his wise leadership."

The family suggests that a suitable tribute to Dr. Sommers's life would be a contribution to the Marjorie and Lawrence Sommers Graduate Fellowship Endowment, c/o the Michigan State University Development Office, 300 Spartan Way, East Lansing, Michigan, 48824-9911. The fellowship supports geography graduate students at the university.

In Memoriam:

Edward N. Brandt, Jr., 1998–2001 Phi Kappa Phi National Scholar

Edward N. Brandt, Jr. (University of Oklahoma), Phi Kappa Phi's 1998–2001 National Scholar, passed away on August 25, 2007, at age seventy-four. Brandt was an assistant secretary in the Department of Health and Human Services under the Reagan administration and was known for overseeing and coordinating the national response to the first cases of AIDS in the early 1980s. He also was part of a research team that determined how the infection spread. During his tenure as assistant secretary, he was the U.S. representative to the World Health Organization's executive board and established the first Public Health Service Task Force on Women's Health. Before his time in Health and Human Services, he was chancellor of the University of Maryland-Baltimore and dean of medicine at the University of Texas Medical Branch. After his time in the Reagan administration, he became the executive dean at the University of Oklahoma College of Medicine and then professor emeritus at the university's College of Public Health and Health Sciences.

In Memoriam

Theodore Lee Agnew, Jr., PhD (Oklahoma State University), passed away April 15, 2007, at age ninety. Agnew was a professor of history at Oklahoma State University from 1947 to 1984. He served in the U.S. Navy from 1942 to 1946, and remained in the Naval Reserve until 1973, retiring with the rank of commander.

Lewis W. Ballard, Jr., PE (University of Southern California), passed away on August 1, 2007, at age ninety-one. During his long career as a mechanical engineer, Ballard worked for U.S. Steel, retiring from there in 1972, then at Robert W. Hunt Company until 1980. In addition, he served in the U.S. Navy from January 1945 to May 1946; he was stationed in Okinawa.

Cynthia Tremonti Bosio (Eastern Michigan State University) passed away January 15, 2007, at age fifty-three after a battle with cancer. She was a professor and former head of the mathematics department at Adrian University, Adrian, Michigan.

Robert K. Herbert, PhD (Youngstown State University), drowned July 2007, while vacationing in Costa Rica. He was provost and vice president for academic affairs at Youngstown State University. An expert in linguistics, Herbert previously had served as dean of liberal arts at Stephen F. Austin University.

Emily Kalled Lovell (Member at Large) passed away on June 27, 2007, at age eighty-seven. She had a career as a journalist, teacher, author, and publisher. Born in Grand Rapids, Michigan, Lovell taught at the University of Arizona and the University of the Pacific; she began her career as a journalist at the *Alamogordo* (New Mexico) *Daily News*, where she was named the Arizona Press Women Association Woman of the Year in 1973. She also was the owner/publisher of a weekly newspaper, the *Otero County Star*, in Alamogordo.

Mary G. McEdwards (California State University, Northridge) passed away on August 16, 2007, at age eighty-three. She was a founding member of the Department of Speech at what was then San Fernando Valley State College. In her twenty-eight years at the university, McEdwards played key roles on the campus, helping to facilitate the transition from San Fernando Valley State College to California State University, Northridge as the campus's first woman president of the Faculty Senate and also helping to launch some of the university's first women's studies courses. She wrote on the political and legal roots of the feminist movement and did extensive research on suffragist Alice Paul, founder of the National Women's Party in 1916 and original author of the Equal Rights Amendment.

Lloyd W. Smith (American University) passed away on May 4, 2007, at age sixty-

eight. Smith was a long-time law enforcement officer who served as chief of police in Fairfax City, Virginia, from 1980 to 1993. Before that, he was deputy police chief of Washington, D.C.

Captain Joshua E. Steele (University of Missouri-Rolla) died on June 17, 2007, while serving in Afghanistan. It was his second deployment to Afghanistan. Steele earned a bachelor's in geological engineering from the University of Missouri-Rolla in 2002. In addition to his two deployments in Afghanistan, he also was deployed to the country of Georgia.

Larry B. Stuber, PhD (Purdue University), passed away on April 16, 2007, at age sixty-six. Dr. Stuber was an English literature, speech, and debate teacher, and Gifted Coordinator for the Valparaiso Community School Corporation. He formerly taught English/speech and debate at Highland High School for twenty years. He also owned Flagstick Golf Shop in Valparaiso and was an avid golfer. Stuber was inducted into the Indiana High School Forensic Association's Hall of Fame in 1999 and received the National Forensic League Fourth Diamond Key Award in 2004.

Diane Laughter Tinsley (University of South Alabama) passed away on July 6, 2007, at age fifty-seven. A 1981 graduate of the University of South Alabama, Tinsley was a well-loved schoolteacher and a lifetime member of Phi Kappa Phi.

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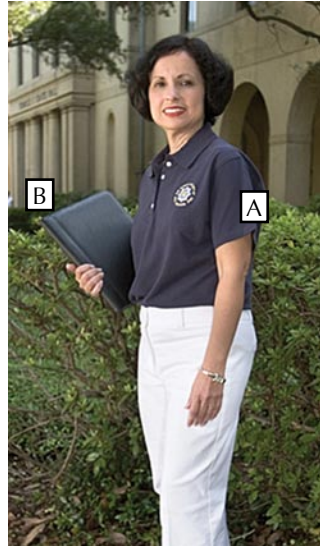
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