

PHI KAPPA PHI FORUM



Spring 2012

AMERICAN HEALTHCARE COSTS
PONZI SCHEMES
PERFORMANCE REVIEWS
ADULT OBESITY
HIGHER EDUCATION
THIRD-GENERATION HOLOCAUST SURVIVORS
POEM ABOUT ADOPTION
NATIONAL SERVICE INITIATIVE
COMEDIAN'S OBLIGATIONS
U.S. ENGINEERING GAP
EMOTIONAL INTELLIGENCE
FREE WILL
GRADE INFLATION
LITERARY TRANSLATIONS
It's everywhere!

The Honor Society of Phi Kappa Phi adds \$35,000 to its annual awards — for a total of \$477,000.

Phi Kappa Phi Forum and Its Relationship with the Society

Phi Kappa Phi Forum is the multidisciplinary quarterly magazine of The Honor Society of Phi Kappa Phi. Each issue of the award-winning journal reaches more than 100,000 active members as well as government officials, scholars, educators, university administrators, public and private libraries, leaders of charitable and learned organizations, corporate executives and many other types of subscribers.

It is the flagship publication of Phi Kappa Phi, the nation's oldest, largest and most selective all-discipline honor society, with chapters on more than 300 college and university campuses across the country. Phi Kappa Phi was founded in 1897 at University of Maine and upwards of one million members spanning the academic disciplines have been initiated since the Society's inception. Notable alumni include former U.S. President Jimmy Carter, former NASA astronaut Wendy Lawrence, U.S. Supreme Court Associate Justice Ruth Bader Ginsburg, writer John Grisham, YouTube cofounder and former CEO Chad Hurley and poet Rita Dove. The Society began publishing what's now called *Phi Kappa Phi Forum* in 1915.

Spring, summer and fall issues

The spring, summer and fall issues (usually mailed late February, late May and late August, respectively) feature a variety of timely, relevant articles from influential scholars, educators, writers and other authorities, oftentimes active Phi Kappa Phi members, who offer variations on an overall theme.

Notables to have contributed pieces include Ronald Reagan, 40th President of the United States; Myrlie Evers-Williams, civil rights trailblazer; Warren Burger, 15th Chief Justice of the U.S. Supreme Court; Molefi Kete Asante, African-American studies groundbreaker; Sally Ride, former NASA astronaut; Ernest Gaines, fiction writer; and Geoffrey Gilmore, former director of the Sundance Film Festival.

Phi Kappa Phi Forum also encourages movers and shakers to speak for themselves through exclusive interviews. Q & As have run the gamut from public servants such as Lynne Cheney, former chair of the National Endowment for the Humanities, to famous artists such as playwright August Wilson to literary critics such as Stanley Fish.

(For other significant contributors, go online to www.phikappaphi.org/forum.)

The spring, summer and fall issues further contain columns on fields such as education and academics, science and technology, and arts and entertainment in



The first organizational meeting of what came to be known as The Honor Society of Phi Kappa Phi took place in Coburn Hall (above) at University of Maine in Orono, Maine, in 1897. The Phi Kappa Phi name was adopted on June 12, 1900. Although the national headquarters has been located in Baton Rouge, La., since 1978, the vast majority of the Society's historical documents are still kept at the founding institution.

addition to book reviews, poetry and humor. Plus, these issues compile member news, chapter updates and Society developments, along with letters to the editor, the Phi Kappa Phi bookshelf and general announcements of interest to keep readers abreast of Society programs and activities.

Through words and images, Web links and multimedia components, the magazine intends to appeal to the diverse membership of Phi Kappa Phi by providing thoughtful, instructive, helpful — and sometimes provocative — material in smart, engaging ways.

Winter issue

The winter issue (mailed late November) celebrates those who win monetary awards from Phi Kappa Phi.

The Society distributes more than \$775,000 annually through graduate and undergraduate scholarships, member and chapter awards, and grants for local and national literacy initiatives, and *Phi Kappa Phi Forum* applauds the recipients in this edition, listing them all and spotlighting a few. (For more information about Phi Kappa Phi monetary awards, go online to www.phikappaphi.org/awards.)

As an arm of the Society, *Phi Kappa Phi Forum* helps uphold the institution's mission: "To recognize and promote academic excellence in all fields of higher education and to engage the community of scholars in service to others." ■

Phi Kappa Phi Forum mission statement

Phi Kappa Phi Forum, a multidisciplinary quarterly magazine that enlightens, challenges and entertains its diverse readers, serves as a general-interest publication as well as a platform for The Honor Society of Phi Kappa Phi.

Phi Kappa Phi Forum

(Issn 1538-5914) is published quarterly by The Honor Society of Phi Kappa Phi, 7576 Goodwood Blvd., Baton Rouge, La. 70806. Printed at R.R. Donnelley, 1160 N. Main, Pontiac, Ill. 61764.

©The Honor Society of Phi Kappa Phi, 2012. All rights reserved. Nonmember subscriptions \$30 per year, domestic; \$45 outside the U.S. Single copies \$10 each; \$3.25 each for active, dues-paying members. Periodicals postage paid Baton Rouge, La., and additional mailing offices.

A note on content

The views expressed in this publication are not necessarily those of the staff of *Phi Kappa Phi Forum*, the Society staff, or the Board of Directors of The Honor Society of Phi Kappa Phi.

Submissions

Address material intended for publication to: Peter Szatmary, Editor *Phi Kappa Phi Forum* The Honor Society of Phi Kappa Phi 7576 Goodwood Blvd. Baton Rouge, La. 70806

Reprint permission

Mail to: Permissions Department *Phi Kappa Phi Forum* 7576 Goodwood Blvd. Baton Rouge, La. 70806 Fax to: (225) 388-4900 Copying for other than personal or internal reference use without permission of *Phi Kappa Phi Forum* is prohibited.

Phi Kappa Phi Forum staff

Editor: Peter Szatmary (800) 804-9880 ext. 42 pszatmary@phikappaphi.org

Layout: R Studios (freelance)

Proofreader: Martha Allan (freelance)

Editorial consultant: Traci Navarre Director of Marketing and Member Benefits (800) 804-9880 ext. 22 tnavarre@phikappaphi.org

Change of address

To request a change or correction to your mailing address, send your new address along with your old address, your name, phone numbers (cell, home, work), email address, member status and member number. Note: Your member number is the first multi-digit number from the left directly above your name on your mailing label. Send to: Change of Address The Honor Society of Phi Kappa Phi 7576 Goodwood Blvd. Baton Rouge, La. 70806

Postmaster

Send address changes to: The Honor Society of Phi Kappa Phi 7576 Goodwood Blvd. Baton Rouge, La. 70806



PHI KAPPA PHI FORUM



This Issue:
ACCOUNTABILITY
One definition of existence: the obligation to answer to someone about something. This edition explores such responsibility across disciplines and eras.

Cover photo illustration: Arnel Reynon from Shutterstock image



4 Chronic Diseases and the High Price of U.S. Healthcare

By Carl F. Ameringer

Escalating medical bills make many Americans sick with worry.



7 Before Madoff and Ponzi: 19th-Century Business Frauds

By George Robb

Not so fast! Notorious get-rich-quick schemes from the past.



10 Premium, Mid-Grade and Regular Free Will Fuel Accountability

By Alfred Mele

The human freedom of choice resembles pumps at the gas station.



13 The Trace of Trauma: Third-Generation Holocaust Survivors

By Hilene Flanzbaum

A descendant of Shoah tries to understand her fallen family tree.



16 A Brief History of Accountability in Higher Education

By Suzanne Marchand and James Stoner

The blueprint of the ivory tower underwent revisions over time.

PHI KAPPA PHI FOCUS

2 **President's Message**
By William A. Bloodworth, Jr.

Editor's Note
By Peter Szatmary

3 **Letters to the Editor**
2012 Convention

Coming Next Issue

27 **Phi Kappa Phi Bookshelf**

28 **Society Developments**

29 **Chapter Update**
By Caroline Cooper

30 **Member News**

32 **Member Spotlight**

33 **In Memoriam**

COLUMNS

20 **Education and Academics**
By Timothy L. Hulsey

21 **Business and Economics**
By John T. Harding

22 **Science and Technology**
By Mark H. Griep

23 **Workplace and Employment**
By Kimberly Thompson

24 **Arts and Entertainment**
By (William) Arnold Johnston and Deborah Ann Percy

25 **Sports and Exercise**
By Angela Lumpkin

FEATURES

19 **Crossword Puzzle**
By Jim Bernhard

26 **About Books**
Emotional Intelligence
Written by Daniel Goleman
Appreciation by Mary Ann Manos

35 **Poetic Pause**
"The Mail Drop"
By Amy Nawrocki

36 **And One More Thing ...**
with Bob Zany

The Honor Society of Phi Kappa Phi

CODE OF ETHICS

The Code of Ethics of The Honor Society of Phi Kappa Phi sets forth principles of ethical behavior to serve as an aspiration for all members, staff, volunteers, and others who represent the honor society.

I. I will respect the rights, knowledge, skills, abilities, and individuality of all persons.

II. I will strive for excellence and promote the objectives of the honor society.

III. I will be honest, fair, trustworthy, and ethical.

IV. I will comply with all laws, bylaws, the employee handbook, or other relevant policies of the Society.

V. I will use the Society's resources judiciously.

VI. I will value and respect the history and traditions of the Society.

VII. I will use sound judgment in all personal and professional undertakings.

VIII. I will achieve and sustain competency in my chosen field and/or endeavors.

IX. I will let the love of learning guide my life.



By William A. Bloodworth, Jr.

The recent scandal at Penn State, the continuing turmoil in the Middle East, and some of the “occupy” demonstrators’ concerns bring “Accountability,” the theme of this edition of *Phi Kappa Phi Forum*, to the fore worldwide.

I work for pay as a college president when not working for free as the president of the board of The Honor Society of Phi Kappa Phi, and much of what I do in both capacities concerns accountability.

For a college president, the accountability demands often seem extreme. You’re accountable for your personal actions, of course, but also for the actions of everyone over whom you have any supervisory responsibility, no matter how distant or how far down in the organization. Everything from student graduation rates to the awarding of construction contracts demands accountability. So do the federal government, the institution’s governing board, taxpayers of the state, the local community, alumni, donors, faculty, staff, and students. Especially students — for whom colleges and universities exist.

Meeting the demands of accountability means more than a simple, hard-nosed application of “the buck stops here” principle. In fact, the arrival of a “buck” to be stopped at the top of an organizational

chart often signals a failure of accountability down the line. Accountability is everyone’s job.

Honor societies are no exception. Phi Kappa Phi is legally accountable to the federal government. (We file tax forms and comply with 501(c)(3) regulations.) In fact, to ensure accountability to the government and our constituents, the Society has instituted strong fiscal policies, including an annual financial audit and a strict adherence to a conservative budget.

As importantly, the organization is accountable to its chapters and members — for whom Phi Kappa Phi exists. For example, my colleagues and I on the board recently made numerous policy decisions that reflect this accountability. These actions range from increases in member benefits to an upcoming process by which all active members will have the opportunity to vote for at-large board members for the first time.

But there’s an even larger accountability issue for Phi Kappa Phi. We’re accountable to our mission, which includes the phrase “to engage the community of scholars in service to others.” That phrase is the driving force behind our efforts to develop a national service initiative.

While scandals, crimes, and abuses of power may draw national and international attention to accountability, the truth remains that we’re all accountable — and this issue of the magazine helps us understand why and how. ■

SOCIETY PRESIDENT

William A. Bloodworth, Jr., Ph.D.
Office of the President
Augusta State University
2500 Walton Way
Augusta, Ga. 30904-2200
wbloodwo@aug.edu

SOCIETY PRESIDENT-ELECT

Diane G. Smathers, Ed.D.
Emeritus College
E-304 Martin Hall
Clemson University
Clemson, S.C. 29634
dsmthrs@clemson.edu

SOCIETY PAST PRESIDENT

Robert B. Rogow, C.P.A., Ph.D.
Dean, College of Business and Technology
Eastern Kentucky University
Business & Technology Center 214
521 Lancaster Ave.
Richmond, Ky. 40475
robert.rogow@eku.edu

VICE PRESIDENT FOR FINANCE

Curtis D. Black, Ph.D.
Department of Pharmacy Practice
University of Toledo College of Pharmacy
3000 Arlington Ave., MS 1013
Toledo, Ohio 43614
curt.black@utoledo.edu

VICE PRESIDENT FOR CHAPTER RELATIONS

Timothy L. Hulse, Ph.D.
Dean, The Honors College
Virginia Commonwealth University
P.O. Box 843010
Richmond, Va. 23284-3010
thulse@vcu.edu

VICE PRESIDENT FOR FELLOWSHIPS AND AWARDS

William J. McKinney, Ph.D.
Kettler Hall 169
Indiana University-Purdue University Fort Wayne
2101 E. Coliseum Blvd.
Fort Wayne, Ind. 46805
mckinnew@ipfw.edu

VICE PRESIDENT FOR MARKETING AND MEMBER BENEFITS

H. Ray Sylvester, Ph.D.
University of the Pacific
Eberhardt School of Business
3601 Pacific Ave.
Stockton, Calif. 95211
rsylvester@pacific.edu

VICE PRESIDENT AT LARGE

Yaw A. Asamoah, Ph.D.
College of Humanities and Social Sciences
Indiana University of Pennsylvania
201 McElhaney Hall
441 North Walk
Indiana, Pa. 15705-1018
osebo@iup.edu

VICE PRESIDENT AT LARGE

Judy A. Highfill
821 Craig Dr.
Kirkwood, Mo. 63122-5712
juudith@me.com

VICE PRESIDENT FOR STUDENTS

Jeffrey Harrison
Senior business administration major
Southern Illinois University-Edwardsville
SSC 1280, Box 1160
Edwardsville, Ill. 62026-1160
jefharr@siue.edu

VICE PRESIDENT FOR STUDENTS

Rodney Hughes
Doctoral student in higher education
Pennsylvania State University
400 Rackley Building
University Park, Pa. 16802
rph144@psu.edu

ACTING EXECUTIVE DIRECTOR

Lourdes Barro
The Honor Society of Phi Kappa Phi
7576 Goodwood Blvd.
Baton Rouge, La. 70806
lbarro@phikappaphi.org

Editor's Note



By Peter Szatmary

Sometimes I get to know contributors; after all, writing can be personal in process or product or both. Take Hilene Flanzbaum, who explores this edition’s theme of “Accountability” as a third-generation Holocaust survivor. Inevitably, she ruminates on her father, the son of a survivor, and on his mother, the parent in question. Hilene also shared information about her family with me informally. I feel compelled to impart some of what she divulged, and I do so with her blessing.

Hilene’s father “compartmentalizes” life, she said. It’s understandable why. His mother didn’t like to discuss how she was the sole of 11 offspring to be sent to America from Europe at age 17 to break free from Hitler’s stranglehold. Of the others, Nazis killed one, another outlasted concentration camps, three fled across France, two earlier died in infancy and three perished from tuberculosis. Her only child hasn’t opened up about any of this, either. The zone of silence as a sphere of influence lingers even though — paradox? contradiction? irony? — he became a high

school social studies teacher, one who based his profession on edification.

Though foreign relations visited U.S. counterparts, he and his mother never did the same. But things changed when Hilene’s mother, who taught elementary school, died a year ago this month at age 78. The couple had been married for 56 years. “One of her dying wishes was that he go to France to see his remaining family. But she thought it would not be possible because my father, 80, does not have the mobility to fly or get around, especially by himself. So he took a cruise,” Hilene explained. “Last October, my father returned from a transatlantic cruise that stopped in Cherbourg for 12 hours and his two cousins, also second-generation survivors, met him at the pier.”

So inspiring; so sad. What can and can’t be accomplished in half a day in the bridge between too little, too late, and in the nick of time? Hilene wrote me about this when we had just about finalized her essay, and I had already paginated the edition, so there wasn’t room to include this anecdote in the piece. She filled me in the day a photo of the family reunion arrived. “The picture made me cry,” she confessed. In the pose, the people smile in a warm embrace. ■

That Being Said ...

I completely disagree with Ed Johnson's scathing fall 2011 letter to the editor. I was delighted to read Bron Taylor's article, "Gaian Earth Religion and the Modern God of Nature," in the summer 2011 edition, theme of "Color." How bold of you to print it. There are many so-called realities in this world, and Taylor's stems from a more or less alternative perspective. I loved the article. Thank you, thank you, thank you for having the courage to include it. In my opinion, and contrary to one of Johnson's criticisms, you absolutely honored scholarship by doing so, and I am saddened that he closed his mind and heart, missing a rich opportunity to broaden his view.

— **Maralyn Farber**
(University of Maryland)
Social worker
Gaithersburg, Md.

I was surprised to see the negative letters to the editor in the fall 2011 issue and feel compelled to respond. I find *Phi Kappa Phi Forum* enlightening and provocative. I appreciate the presentation of theories, scientific studies, and philosophical arguments that I don't find in everyday newspapers and magazines. I am fed up with the vocal minority whose approach is to belittle other viewpoints (Ed Johnson's letter regarding Gaians "reading animal entrails, eating dirt, and barking at the moon") or claim that the answers are simple (James A. Huston's letter regarding nuclear power as THE answer to concerns about climate change). Such strident positions thwart thoughtful discourse. Kudos for offering unusual and diverse subjects (such as dark green religion and global warming). That is what education means to me.

— **Eden Toner**
(University of Illinois at Urbana-Champaign)
Attorney, estate planning and elder law; museum consultant on boards, planning and development
Federal Way, Wash.

Jeffrey Kaplan, in "The New/Old Terrorism" from the fall 2011 edition, theme of "9/11," states that the first U.S. War on Terror occurred early in the 20th century. This is false. It occurred more than 200 years ago and, ironically, was against a terrorist Muslim nation. In May 1786, U.S.

ambassadors Thomas Jefferson and John Adams met with Sidi Haji Abdul Rahman Adja, the Tripolitan ambassador, in London to negotiate peace and stop the Barbary terror, seizure and enslavement of U.S. ships and citizens. Jefferson and Adams asked the Libyan ambassador why attack the new American republic when it had done nothing to provoke armed conflict? As Joshua E. London writes in his book *Victory in Tripoli* (John Wiley & Sons, 2005), they said his response was "that it was founded on the Laws of their Prophet, that it was written in their Koran, that all nations who would not have acknowledged their authority were sinners, that it was their right and duty to make war upon them wherever they could be found, and to make slaves of all they could take as Prisoners, and that every Musselman who should be slain in Battle was sure to go to Paradise."

— **Jim Baber**
(California State University, Dominguez Hills)
Instructor of Project Management, University of California, Irvine
Adjunct Professor of Business, Cerritos College
Santa Ana, Calif.

Writing in the fall 2011 edition, Jacqueline Smith-Mason in "Privacy Rights Versus Public Safety After 9/11" gave us a broad overview of privacy rights in the wake of the 9/11 attacks. Rather than debating whether the Transportation Security Administration (TSA) should use full-body scans versus pat-down searches, we should be questioning whether there should be a TSA at all. Some guidance is provided in the U.S. Constitution: Amendment IV, protection from unreasonable search and seizure. ... What we have at airports today is government searching of the public without warrant, judge, or probable cause. Should we be concerned about our freedom? Absolutely. Much of the public views the TSA favorably as a service to protect us and seems unconcerned about the clear directives of Amendment IV. Around the time of 9/11, it was often said, "Those who want both security and freedom shall have neither." That advice still holds true today. ■

— **Thom Ritter George**
(Idaho State University)
Professor Emeritus of Music, Idaho State University
Appleton, Wis.



Meet an Astronaut at the Convention in St. Louis!

Mission: International Space Station. Space shuttle: Discovery. Launch: July 26, 2005. On board: mission specialist and Phi Kappa Phi member Wendy Lawrence.

The retired NASA astronaut will devote her keynote speech at the 2012 Phi Kappa Phi Convention in St. Louis, Mo., to her experiences on the STS-114 "Return to Flight" voyage. The journey was the first of its kind after the 2003 Columbia disaster that killed all seven crew members — and her last shuttle mission.

"I will discuss the cause of the Columbia accident, the technical challenges that NASA faced in safely returning the space shuttle to flight, and the new procedures the crew carried out during the mission to meet the recommendations of the Columbia Accident Investigation Board," she explained in an email about her Aug. 10 appearance.

Lawrence, who was initiated into Phi Kappa Phi at the United States Naval Academy in 1980, logged more than 1,200 hours in space as a NASA astronaut and visited the Russian space station Mir before retiring in 2006. Prior to her 14 years at NASA, she earned multiple commendations as a Navy captain and helicopter pilot.

All active members are invited to Lawrence's address and to presentations from Society award winners occurring at the biennial event. The 2012 Convention will be Aug. 10-11 at the Hyatt Regency St. Louis at The Arch and is the 42nd since the Society's founding in 1897.

To register, go online to www.PhiKappaPhi.org/Convention. Registration deadline is July 6. Register by June 15 to receive the "early bird" discount. ■

— **Staff report**

Coming Next Issue

The theme will be "Home." Potential topics for the summer 2012 edition include home economics/family and consumer sciences; adoption; how Shakespeare and Nabokov view "home"; home court/field advantage; the recent collapse of the U.S. housing market.

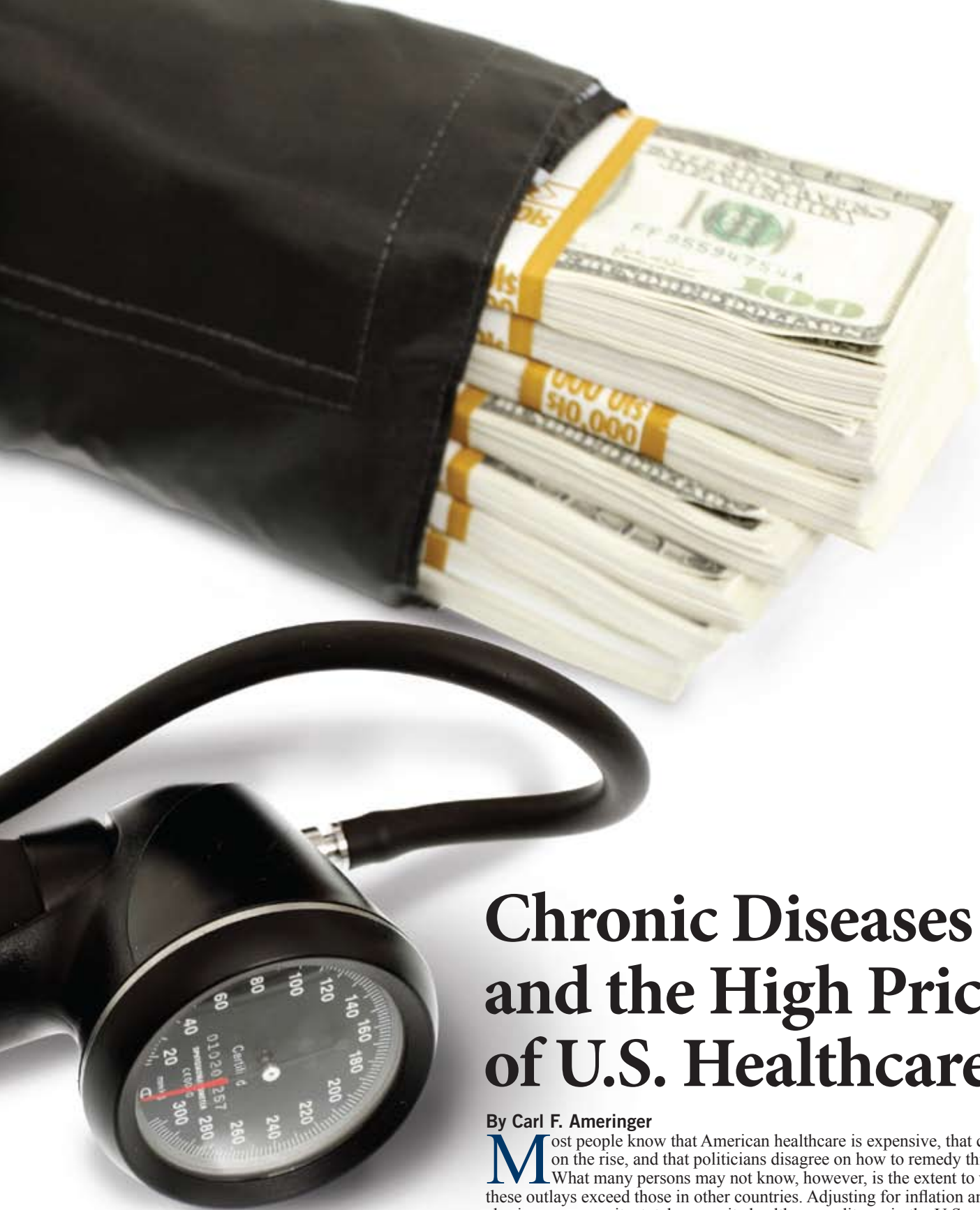
Letters to the Editor Submission Guidelines

Phi Kappa Phi Forum welcomes letters to the editor for consideration for publication. Letters should be no more than 400 words and may be edited for content or length. Note: submission does not necessarily mean publication; the editor decides based on appropriateness and space. Send letters to:

*Letters become the property of this publication and cannot be returned to sender.

Letters to the Editor

The Honor Society of Phi Kappa Phi
7576 Goodwood Blvd.
Baton Rouge, LA 70806
editor@phikappaphi.org



Chronic Diseases and the High Price of U.S. Healthcare

By Carl F. Ameringer

Most people know that American healthcare is expensive, that costs are on the rise, and that politicians disagree on how to remedy things. What many persons may not know, however, is the extent to which these outlays exceed those in other countries. Adjusting for inflation and purchasing power parity, total per capita health expenditures in the U.S. averaged \$356 in 1970, \$1,091 in 1980, \$2,810 in 1990, \$4,703 in 2000, and \$7,538 in 2008. The next closest nation, Switzerland, averaged \$344 in 1970, \$1,013 in 1980, \$2,028 in 1990, \$3,221 in 2000, and \$4,627 in 2008.¹ Other European nations display similar trajectories to that of Switzerland.

Expanded insurance coverage, advances in technology, and an aging population escalate U.S. healthcare spending, but these occurrences are hardly unique to America. Rather, something else mostly explains the large and growing gap in expenditures that sets the U.S. apart from the rest of the world: the startling differences in costs associated with the care and treatment of chronic disease patients.

A link exists between chronic diseases and rising healthcare costs

Chronic diseases, often defined as lasting more than three months, typically limit individual performance and require ongoing medical care. Leading chronic diseases or conditions (most publications use the terms interchangeably) include cancers, diabetes, hypertension, stroke, heart disease, asthma, and mental disorders. Some 44 percent of Americans, or 133 million people, experienced at least one chronic condition in 2004 and that number has been climbing. In fact, it's expected to reach 171 million by 2030. Many of these individuals, moreover, suffer from multiple chronic illnesses or co-morbidities, the combination increasing as they get older. Indeed, about two-thirds of those older than age 64 are afflicted with two or more chronic illnesses.² By contrast, the prevalence of chronic conditions is substantially lower in Europe.³ Further, a 2004 survey found that only one condition (osteoporosis) among 10 was more common in Europe than in the U.S.⁴

Under the circumstances, one might assume that Americans have the best system or at least a really good one for the treatment and management of chronic diseases. They don't. While the highly specialized nature of the U.S. healthcare workforce makes it the best in the world for treating acute symptoms, it's poorly situated to manage long-term illnesses. Why is this? How did rising rates of chronic diseases compound inefficiencies in America's vaunted healthcare industry? Looking to differences in workforce configuration between European countries and the U.S. helps shed light on the matter.

The great majority of U.S. physicians, predisposed by medical school training, by the demand of hospitals and insurers for board certification and by insurers' payment practices, specialize in a single body part or health condition. Most European doctors, on the other hand, practice primary care medicine.⁵ This is significant because experts agree that primary care physicians (PCPs) are better than specialists at managing patients with chronic conditions. "[T]he evidence shows that nations with strong primary care systems have better-quality health care with lower costs," relates Susan Dentzer, editor in chief of *Health Affairs*, a journal examining health policy.⁶ Yet only 32 percent of physicians in the U.S. practice primary care and a mere 17 percent of medical students express any interest in it.⁷ These percentages are al-

most the reverse in other countries.⁸

The lack of attention to primary care in the U.S. has led to poor management and coordination of chronic disease symptoms.⁹ Researchers have found that the average Medicare patient sees four physicians yearly for a single chronic condition; patients with five or more chronic conditions average 14 different physicians.¹⁰ All this jumping around from one doctor to the next is expensive, particularly for the federal government's Medicare program, which covers individuals 65 years of age and older — almost 47 million persons or about 15 percent of the country's population. In fact, the vast majority of Medicare's annual expenditures, upwards of 76 percent, go toward patients with five or more chronic conditions.¹¹

Insurers' payment practices encourage overutilization of expensive medical tests and procedures

The main reason why American doctors and medical students settle on fields other than primary care is that specialties are far more lucrative; by all accounts, U.S. medical school graduates will make considerably more money if they choose specialty over primary care practice.¹² One recent estimate indicates that during their respective careers, cardiologists generate at least twice as much income as PCPs.¹³ Is this because cardiologists work harder or treat more complex patients and diseases? Apparently not. According to the Council on Graduate Medical Education (COGME), the body authorized by Congress to advise the Secretary of the Department of Health and Human Services, the Senate Committee on Health, Education, Labor and Pensions, and the House of Representatives Committee on Energy and Commerce on the state of the U.S. healthcare workforce: "[p]rimary care physicians' incomes have been disadvantaged because of the current approach to reimbursement. They often have the most challenging and complex patients and yet receive disproportionately low payments for providing services to these patients."¹⁴

Two principal reasons explain this disparity. First, insurers typically pay physicians on a fee-for-service basis, i.e., after the fact. To get paid, however, a doctor must perform a service that corresponds to a specifically-coded procedure on an itemized list known as the Current Procedural Terminology (CPT), which the American Medical Association (AMA) developed in 1966 and Medicare and other insurers subsequently adopted.¹⁵ This approach favors specialists because it's easier to assign codes to specific medical procedures, such as the reading of an x-ray or the insertion of a medical device, than it is to account for time spent communicating with and coordinating care for chronic disease patients.¹⁶

Second, each coded item has a value which, after calculating for geographic location and other factors, produces a dollar amount for payment purposes. More than

90 percent of the assigned values reflect the recommendations of a specialist-dominated AMA committee known as the Relative Value Scale Update Committee. Not surprisingly, the assigned values are higher for surgical or invasive services than for "cognitive" or primary care services, such as disease management, coordination of care, or counseling.¹⁷ "In many cases, a complicated office visit is paid at a rate that is a fraction of a less time-consuming procedure," COGME has stated.¹⁸ By way of example, the benchmark payment for CPT-4 Code 99241 ("Office consultation for a new or established patient," covering an office visit including patient history, physical examination, "straightforward medical decision-making," counseling and care coordination) is \$72.33. Some might view this as a rather small return for the effort. On the other hand, many less time-consuming procedures of relatively low complexity that specialists perform (treatment of certain dislocations and fractures, for example, or the reading of certain x-rays or other forms of medical imaging) have much higher coded rates.¹⁹ Go figure.

Insurers encourage PCPs to do less by failing to pay them adequately for treating, managing, monitoring, and coordinating care for patients with chronic diseases. On the other hand, insurers encourage specialists to do more by reimbursing them at the highest rates for each procedure or surgical intervention. The result is a skewed and dysfunctional payment system that rewards episodic treatment over proactive, preventive, and comprehensive care. "Surely there is something absurd when a nation pays a primary care physician poorly relative to other specialists and then wrings its hand over a shortage of primary care physicians," Uwe Reinhardt, a Princeton University professor who concentrates on healthcare economics, has asserted.²⁰

Imagine taking your car to a local garage for engine repair without knowing what is wrong. Perhaps the mechanic can handle the problem, but if not, you may need to see a dealer for your type of vehicle. The dealer's estimate for repairs likely will exceed your local mechanic's. Now imagine that instead of going to the dealer, you take your car from one mechanic to another who specializes in a certain type of repair and works on part of the engine but not all of it. You receive a bill from each mechanic for particular services rendered. When all is said and done, you will have accumulated several bills and still may not know the overall cause of the problem. By way of analogy, your vehicular sojourn reflects the evolution of U.S. healthcare delivery over the last few decades. During the course of their lives, many patients (particularly those currently 65 years of age and older) will have gone from seeing their general practitioner to seeing their board-certified internist to bouncing from one highly-trained, expensive specialist to the next, especially as

chronic diseases set in. Who today is accountable for overall patient care? Is there any wonder why the costs of healthcare are so high in America?

Patient cost sharing is the wrong approach for reducing the high costs of chronic diseases

Unfortunately, private insurers and government programs historically have placed much of the onus on patients, rather than on physicians, for reducing healthcare services. This makes little sense. Insurers frequently require patients to pay some portion of their expenses out-of-pocket every time they go to a doctor, clinic or hospital. Known as cost sharing, this method seeks to offset the effects of moral hazard, an economic concept based on the notion that consumers will spend more (or, generally, take greater risks) simply because they have insurance. Cost sharing in the form of copayments, coinsurance, and deductibles, the argument goes, reduces wasteful spending by encouraging patients to be more judicious.²¹

But consumer cost sharing has some bad side effects. With healthcare costs continuing to climb, out-of-pocket payments are straining family budgets²² and deterring many individuals (particularly the poor and elderly) from seeking needed medical attention.²³ A study published in *The New England Journal of Medicine* in January 2010, for instance, showed that “Increasing copayments for ambulatory care among elderly patients may have adverse health consequences and may increase spending for healthcare” in the long run.²⁴ Policymakers in England, Canada, France, and most other countries must know something that policymakers in the U.S. don’t know or don’t want to acknowledge, for these countries rarely employ cost sharing to reduce healthcare utilization despite universal insurance coverage for their citizens.²⁵

Consumer cost sharing works best when patients make informed decisions about their care and treatment. But is it reasonable to expect that patients can determine which services to obtain, particularly when they are sick and distressed? Haven’t sophisticated medical technologies, increased medical specialization, complex diseases and treatments, and lack of price transparency made it harder, not easier, for patients to discern what they do and don’t need?

Under the circumstances, determinations about which tests or treatments or courses of action to take primarily reflect doctors’ choices, not patients’. Because doctors act as both purchasing agents and providers, it stands to reason that insurance affects their behavior more so than that of consumers.²⁶



Unfortunately, private insurers and government programs historically have placed much of the onus on patients, rather than on physicians, for reducing healthcare services.

“Many of the factors known to contribute to the unsustainable growth of health care spending — provider-induced demand, overspecialization, and unnecessary use of technology — are influenced profoundly by how physicians are paid,” Cara Lesser and colleagues with the American Board of Internal Medicine have noted.²⁷ Yet government programs and private insurers have done little to change their own payment practices that reward doctors for excess utilization and medical specialization. By targeting consumers, government programs and private insurers are tinkering around the edges. These efforts are misdirected.

Public and private insurers should correct their skewed payment incentives

The recent Affordable Care Act, passed by Congress and signed into law by President Barack Obama in March 2010, attempts to address the primary care shortage by increasing Medicare payments for “evaluation and management” services, by allocating more resources to programs that train PCPs, and by forgiving loans to medical school graduates who pursue primary care in underserved areas.²⁸ Much more is needed, however, if the current administration wants to bend the cost curve in the future.²⁹ For many years now, nations such as Canada and England have attacked

chronic illnesses head-on through chronic care models, self-management programs, drug appraisals, and other governmental initiatives.³⁰ Among industrialized nations, only the U.S. “lack[s] a national strategy to address important building blocks of a strong primary care system, including services delivery, workforce, information systems, medical products, vaccines, technology policy, financing, leadership, and governance.”

Barbara Starfield, a physician and professor of health policy and management at The Johns Hopkins Bloomberg School of Public Health, once observed.³¹

Improving America’s system of primary care will require wide-ranging, sustained, and concerted measures. Government programs and private insurers have the means to move things in the right direction. They can do this by reforming their payment practices, especially to enhance overall accountability for the care of chronic disease patients.³² To be sure, patients have to assume a measure of accountability for their own care, but the embedded divisions between PCPs and specialists in America, fostered by skewed payment incentives, make this more difficult. ■



Carl F. Ameringer, Professor of Government and Public Affairs at Virginia Commonwealth University, focuses on the health professions, delivery systems, and healthcare workforce issues. His books include *The*

Health Care Revolution: From Medical Monopoly to Market Competition (University of California Press, 2008) and *State Medical Boards and the Politics of Public Protection* (The Johns Hopkins University Press, 1999). From 1987 to 1992, he was assistant attorney general and deputy counsel to the Maryland Department of Health and Mental Hygiene, where his responsibilities included the oversight of disciplinary actions before Maryland’s health licensing boards and commissions. Ameringer also has served on health policy task forces in Maryland, Wisconsin, and Virginia. He earned degrees from Franklin & Marshall College (B.A., anthropology), University of Virginia School of Law (J.D.) and The Johns Hopkins University (Ph.D., political science). Ameringer is represented by the Ovation Agency, Inc.: Speakers on Issues That Matter. Go online to ovationagency.com. Email him at cfameringer@vcu.edu.



For footnotes, go online to www.phikappaphi.org/forum/spring2012.



Before Madoff and Ponzi: 19th-Century Business Frauds

By George Robb

In the Republican presidential primary debates last September, then-candidate Gov. Rick Perry of Texas caused a furor by referring to Social Security as a Ponzi scheme. As most listeners knew, Ponzi schemes are a type of fraud in which investors make payments to a business that then distributes returns to these investors from their own money or from money paid by subsequent investors, rather than from any actual profits earned by the business. Ponzi schemes are doomed to failure since they only work by bringing in new investors to pay off old ones. This momentum cannot be sustained indefinitely, and the racket eventually collapses in on itself amid revelations of graft.

Perry upset many when attempting to argue that Social Security was not self-supporting and that money paid in by current workers was going to those already retired rather than being invested for their own subsequent golden years. However, the most famous — and valid — recent case would be Bernard Madoff's brokerage business; it was exposed in late 2008 as a \$65 billion Ponzi scheme that had hoodwinked thousands of investors through

false documents claiming steady double-digit returns. Madoff's fall resulted in June 2009 in a 150-year sentence in federal prison, the maximum penalty, for the-then 71-year-old con man.¹

Press coverage of Madoff invariably mentioned the 1920's swindler from Boston, Charles Ponzi, an Italian immigrant and career criminal for whom this type of investment fraud is named. Pretending to speculate on postage stamps through foreign currency rates, Ponzi trumpeted a 50 percent return on investment in 90 days and bilked more than 30,000 people out of almost \$10 million before being arrested in August 1920 and spending several years in jail. Upon release, he ran another scam, this time selling Florida swampland as prime real estate, and eventually was deported to Italy in 1934. A destitute Ponzi died in the charity ward of a hospital in Rio de Janeiro in 1949 at age 66 and was buried in a pauper's cemetery.²

Ponzi schemes, however, are much older than their namesake. They originated in the tremendous expansion of the stock market during the Industrial Revolution of the 19th century.



Top: investors reached for inflated values on the stock market in this 1901 chromolithograph from *Puck* magazine. Above: Charles Ponzi, for whom Ponzi schemes are named.

Laying fraudulent tracks

Ponzi schemes existed as early as the 1840s, many of them associated with the extraordinary profits promised by the development of railroads in Great Britain, the world's first industrial nation. The building of vast railway networks necessitated enormous amounts of capital, far more than could be raised by business partnerships or private firms. Financing railroad construction required the creation of joint-stock companies, enterprises whose capital is held in shares sold to the public through the

stock market. This expansion of big business and the complexity of the corporate form prompted a world of new opportunities for criminal exploitation. Company organization increased the distance between the nominal owners, the shareholders, and the active directors, and heightened the impersonality of this relationship. Thus, directors were more open to the temptation to subject the investments of the faceless thousands to a wide variety of manipulations. Investors usually lacked the financial know-how to protect themselves from fraud and received little assistance from the government.³

The ease with which a joint-stock company could be created then was astonishing. Seven persons had only to take up one share each in a concern to achieve incorporation. They might have no significant stake in the company, but they could sell its shares to the public, have themselves or their friends appointed directors, and trade on the firm's capital with no personal liability beyond their own small shareholding.⁴

The worst examples of company fraud were those promotions devised merely to rob gullible investors. It was quite common for swindlers to buy a bankrupt factory or depleted coal mine and float it as a public company. A false prospectus made extravagant claims for the business, and shares were allotted and deposits collected. For instance, during the 1890s, Horatio Bottomley, who sometimes made a legitimate living in numerous fields, eventually including politics, but who ultimately was a bankrupt, promoted dozens of Australian gold mines that were little more than holes in the ground. And as late as 1905, the double-dealing Brit floated the defunct (traffic-less, water-less) Basingstoke Canal as the "London and South Western Canal," renaming it to conjure up bogus associations with the prosperous London and South Western Railway.⁵ Such companies would then mysteriously fail, leaving the unfortunate shareholders in the lurch. Few shareholders were willing to expend more money in the uncertain attempt to gain legal redress.⁶ One-sixth of all new company promotions during the 19th century in Great Britain were shams, according to one economist.⁷

Most frauds, though, were of a subtler kind. Actual businesses were sold to the public, but vendors made distorted claims, concealed problems, and generally pulled the wool over investors' eyes. The "Railway Mania" of the 1840s in Great Britain elicited the first mass market in stock shares, but it also educated the public in



Above: "Railway King" George Hudson resorted to all sorts of financial duplicity in England in the mid-1800s to avoid accountability. Right: tabulation at a kiosk at the stock exchange in 1908.



son, "the Railway King," whose company controlled more than one-quarter of the tracks then built in England. In January 1847, he issued a dividend of five percent to shareholders at a time when the company barely turned a profit. Hudson also sold shares at inflated prices and bribed officials. A longtime politician harboring a conflict of interest, he contended that the legislature should not interfere with railroads. An investigation ensued, and Hudson eventually confessed his misdeeds, had to resign his railroad and government positions and agreed to repay shareholders hundreds of thousands of pounds, though this probably was just the tip of the iceberg. However, he fled his creditors and moved to France; upon his return to England to

run for office in 1865, Hudson was imprisoned for debt. Friends raised enough money to secure his freedom some months later. The former millionaire, whose wax effigy at Madame Tussauds had been melted down amid the scandal, lived modestly until his death at age 71 in 1871.¹⁰

the fraudulent possibilities of company management.⁸ Shareholders were mostly ignorant of high finance, and as long as respectable dividends were paid, rarely if ever questioned directors. As one commentator observed, "it was fatally easy to deceive the shareholders, who almost entered into a conspiracy to defraud themselves."⁹ Thus, railway directors often misused company funds by, for instance, paying dividends out of capital. Dividends represented the stockholders' share of company profits. A high rate of dividend suggested that a company was doing well and would usually boost the company's value on the stock exchange. Directors were therefore under great pressure to declare substantial dividends. They might maintain "secret reserves" to pay dividends in lean years. The public was not informed that dividends were paid from the principal and was thus led to believe that profits were higher than they actually were.

The most notorious example of this practice occurred at the Eastern Counties Railway under the direction George Hud-

Duping target audiences

Hudson may have played fast and loose with shareholders' money, but he ran a legitimate business that provided real services. Ponzi schemes, however, are merely "dummy" businesses set up to defraud investors. Most Victorian Ponzi schemes tended to be small, local enterprises that preyed on a distinct class of investors, such as an ethnic or religious community, or women. Victims were often too embarrassed to go public or too poor to pursue justice through the courts.¹¹

A forgotten but remarkable early example of a Ponzi scheme was the Ladies' Deposit Company, a savings bank run "by women for women" in Boston, supposedly the first institution of its kind. The bank, established by Sarah Howe in 1879, only accepted deposits from "unprotected females," while guaranteeing astronomical returns of eight percent interest per month. A \$100 deposit would apparently yield \$96 in interest by year's end, almost doubling in value. News of the bank's fabulous profits quickly spread among Boston's domestic servants and schoolteachers

who hurried to deposit their meager savings. When skeptics voiced doubts about any bank doubling money within a year, Howe and accomplices floated the rumor that their depository was no ordinary bank, but a “charity” for working women supported by Quaker philanthropists.¹²

Skeptics were not appeased, and the *Boston Daily Advertiser* began a campaign against the bank. The newspaper was especially dubious of Howe, whose previous career as a psychic did not seem to suggest financial genius: “Who can believe for a moment that this woman, who a few years ago was picking up a living by clairvoyance and fortune-telling, is now the almoner of one of the greatest charities in the country?”¹³ Howe responded that “if the bankers and brokers of State Street and vicinity will kneel at my feet, perhaps I will divulge our method of doing business.”¹⁴ Her bluster only encouraged further attacks, leading to a run on the bank in October 1880. In the subsequent trial, Howe was found guilty of obtaining money on false pretenses and sentenced to three years’ imprisonment.¹⁵

About 800 women came forward with claims of more than \$250,000 collectively against the Ladies’ Deposit Company. The losses were probably even greater, as many women were too humiliated to admit they had been duped or lacked funds for legal recourse.¹⁶ While some sympathy arose for these women, many commentators believed that Howe only succeeded because of the stupidity and greed of her victims. Conservatives saw the case as clear evidence that women were incapable of managing their own affairs.¹⁷ *Banker’s Magazine* declared that “all sane persons” knew the bank’s ruin “to be inevitable” since women were unable to handle complex financial transactions. Nor was the magazine surprised by the embezzlements of Howe, calling her “totally unbalanced and unscrupulous” and “at different times a thief, a procuress, a swindler, a lunatic, and always a desperate adventurer.”¹⁸ Having trespassed upon the male sphere of business, corruption and crime were sure to follow.¹⁸ In fact, Howe resumed her bamboozling upon release from jail, opening a second bank in 1884; it failed in 1887, she fled, was arrested in 1888, and died destitute in 1892 at age 65, still insisting she had done no wrong.¹⁹

Ignoring warning signs

Contemporaries preferred to blame victims of business frauds or to scapegoat notorious criminals like Howe rather than to question a financial system that tolerated dubious practices and afforded investors few safeguards. English common law traditions of *caveat emptor* (buyer beware) underscored the case for governmental non-interference in business matters. The spirit of *laissez faire* (let live) resulted in the most permissive commercial climate in the world, one in which businesses were barely accountable for their actions.

Advocates of *laissez faire* presumed a commercial environment where buyers and sellers had knowledge of each other and financial information was easy to come by; therefore, the market was self-regulating, good reputations would drive out bad characters, and government regulation would only lull people into a false sense of security. As the *London Times* stated in 1856: “a multitude of regulations serves merely to confuse the general public and to give adroit schemes increased openings for evasion, while at the same time it begets a false confidence and extinguishes the habit of private vigilance.”²⁰ Individual responsibility was embedded in the Victorian consciousness and undercut attempts to increase government oversight. Legislation, it was argued, could not protect a fool from his folly; nor could the government make people honest.

Before the 20th century in the U.S. and the U.K especially, there were no legal specifications as to the keeping of proper books and accounts, nor was there a mandatory audit for most joint-stock companies; accountability was virtually nonexistent. Companies had to keep financial records, but there was no uniform standard for account books or balance sheets. In fact, balance sheets were not required to distinguish between a company’s capital and its revenue. Thus, company records often wound up jumbles of misinformation, allowing unscrupulous directors to pay dividends out of capital, project a false image of profitability and entice further investment.²¹ The guidelines for prospectuses and advertisements were equally vague so that the public had little good information on which to base its investment decisions.²²

Auditors did not have to be accountants, or even possess bookkeeping skills. Although they were supposed to be the shareholders’ watchdogs, they were more often the directors’ lap dogs. Auditors were usually chosen by a company’s directors and served at the directors’ pleasure. Auditing methods were careless and haphazard: merely arithmetical checks of the books or comparisons of vouchers with recorded payments. Auditors seldom attempted to go behind the books and question the valuations or investigate whether paper assets had any real existence.²³ In a scathing attack on amateur auditors, writer Charles Dickens argued that these “wooden guardians of property” almost assisted fraudulent directors. The financial criminal, Dickens contended:

seems early to have analysed one of these highly curious productions of the mercantile world, and to have arrived at an exact estimate of its value. He found it to be composed of a little fussiness, a great deal of carelessness and trusting simplicity, a small portion of hurried and divided attention. ... [T]his half-human, half-mechanical being had a settled aversion to move off its

*chair, and seldom asked to be allowed to examine any books or documents that were not voluntarily placed before it.*²⁴

Auditors were usually businessmen fully occupied with their own affairs who would stop by the companies they audited a few times a year and literally glance over the books and vouchers. Such casual inspections were facetiously referred to as “biscuit and sherry audits.”²⁵

Repeating costly offenses

The unfeathered capitalist expansion of Victorian England and Gilded Age America spurred tremendous opportunities for economic growth, but also afforded disreputable businessmen their greatest opportunities for crime. During upswings in the business cycle, investors were more confident and trusting in the disposal of their capital. Disreputable promoters found it easy to hide themselves among the crowded field of legitimate moneymaking competitors. During times of economic decline, however, investors were more cautious and open to regulatory oversight. Following the stock market crash of 1929 and the Great Depression, new laws tightened loopholes for companies and mandated greater accountability from their directors, and new government agencies like the Securities and Exchange Commission in the U.S. and the Fraud Squad in the U.K. took a more active role in rooting out corruption.²⁶

The more egregious frauds of the 19th century are less likely today, yet as Madoff demonstrated, business fraud endures. Indeed, the list of contemporary flimflammers, causing billions of dollars of losses, extends far beyond him.²⁷ The complex structures of the modern industrial economy that gave birth to financial crime continue to foster Ponzi schemes and other shady deals. The vast Byzantine networks of international finance and corporate organization shield dishonest people from exposure, making it difficult both to pin down specific crimes and to bring the perpetrators to justice. ■



George Robb, Professor of History at William Paterson University, examined Ponzi schemes, plus additional wrongdoing, in *White-Collar Crime in Modern England: Financial Fraud and Business Morality, 1845-1929*

(Cambridge University Press, 1992). His other books include, as writer, *British Culture and the First World War* (Palgrave Macmillan, 2002), and, as co-editor with Nancy Erber, *Disorder in the Court: Trials and Sexual Conflict at the Turn of the Century* (New York University Press, 1999). Robb serves on the editorial board of the journal *Historical Reflections/Reflections Historiques*. He earned history degrees from University of Texas at Austin (B.A.) and Northwestern University (Ph.D.) Email him at RobbG@wpunj.edu.



For footnotes, go online to www.phikappaphi.org/forum/spring2012.

**PREMIUM
GRADE
FREE
WILL**

**MID-
GRADE
FREE
WILL**

**REGULAR
GRADE
FREE
WILL**



Premium, Mid-Grade and Regular Free Will Fuel Accountability

By Alfred Mele

Is free will an illusion? Some people say yes. Here's an example: "Free will" is not the defining feature of humanness, modern neuroscience implies, but is rather an illusion that endures only because biochemical complexity conceals the mechanisms of decision making," writes science journalist Tom Siegfried in an article entitled "The Decider" in *Science News* magazine on Dec. 6, 2008. Here's another: "Researchers have found patterns of brain activity that predict people's decisions up to 10 seconds before they're aware they've made a choice," reports science writer Elsa Youngsteadt in "Case Closed for Free Will" in *ScienceNOW* Daily News on April 14, 2008. "The result was hard for some to stomach," she continues, "because it suggested that the unconscious brain calls the shots, making free will an illusory afterthought." More recently, in a *Huffington Post* blog entry headlined "Morality without 'Free Will,'" posted on May 30, 2011, best-selling author and neuroscientist Sam Harris contends that "the concept of free will is a non-starter, both philosophically and scientifically. There is simply no description of mental and physical causation that allows for this freedom that we habitually claim for ourselves and ascribe to others."

If free will is an illusion, what about accountability? Without free will, can you really be accountable for your actions? There is evidence that reducing our confidence that we possess free will leads us to see ourselves as less accountable. In one study from a few years ago, people who read passages in which scientists deny that free will exists cheat more often on a subsequent task than others do.¹ In another, college students presented with sentences denying the existence of free will — e.g., that the system is rigged; that no choices exist — proceeded to behave more aggressively than a control group: The former served larger amounts of spicy salsa to people who said they disliked spicy food, despite being told these people had to eat

everything on their plates.²

Why does this happen? One plausible explanation is pretty straightforward. As your confidence that you have free will diminishes, your impression of yourself as accountable for what you do weakens. If you're not accountable, you really don't deserve to be blamed for your unseemly actions. And believing that you can't be blamed for acting on your dishonest or aggressive urges reduces your incentive to control them. So you cheat or dish out unpleasantness like the subjects in the experiments did.

Theories of free will

Let's take a step back. What is free will supposed to be anyway? If you were to interview people on the street, you'd find several different answers in circulation. According to some people, free will is housed only in nonphysical souls; it's a supernatural power. According to others, whether or not souls exist, free will doesn't depend on them. People in this latter group divide into two subgroups. Some will tell you that the ability to make rational, informed, conscious decisions in the absence of undue force — no one holding a gun to your head — is enough for free will. Others will say that something crucial must be added, what I call a *deep openness* to possibilities. Let me explain. Sometimes, perhaps, you would have made an alternative decision if things had been a bit different. For example, if you had been in a slightly better mood, you might have decided to buy two boxes of Girl Scout cookies instead of just one. But this is not enough for the kind of openness at issue. What is needed is that more than one option was open to you, given everything as it actually was at the time: your mood, all your thoughts and feelings, your brain, your environment, and, indeed, the entire universe and its entire history.

We can think of the three different views of free will that I just sketched — deriving from the soul or supernatural power; from

rational, conscious decision-making; and from deep openness — on the model of standard fuel options at gas stations. Some people opt for premium gas. It's analogous to the soulful, supernatural conception of free will. Others prefer mid-grade gas, which corresponds to the idea of free will that features deep openness and is noncommittal about souls. And still others are quite happy with regular gas, an analogue to a type of free will that highlights rationality and the absence of force and is noncommittal about deep openness. I will not try to assess these views here, for there's not enough space for that; interested readers might want to turn to my *Free Will and Luck* (Oxford University Press, 2006).

Implications about (un)conscious decisions

Almost everyone who believes in free will — no matter whether premium, mid-grade, or regular free will — believes the brain plays an indispensable role in generating decisions. Even if a soul is involved, it works through the brain somehow. The threat that neuroscience is supposed to pose to free will isn't based simply on the idea that brains are at work in decision-making; most people who believe in free will regard that belief as entirely compatible with this idea about brains. So what are we supposed to worry about? That our decisions are produced *unconsciously* by our brains and that we become aware of them only after the fact. And why is that worrisome? Because it seems that deciding freely depends on deciding *consciously*. If all your decisions are made unconsciously, it seems that it's not *up to you* what you decide. And that certainly seems like bad news for free will.

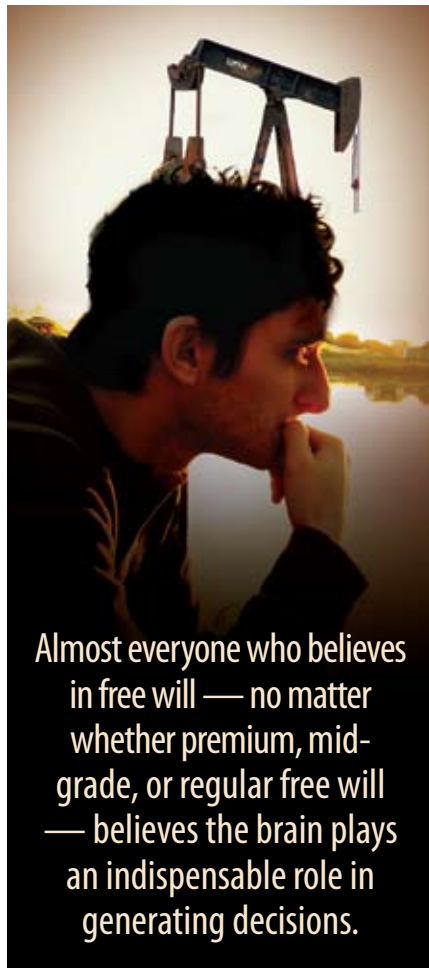
There are several problems with the claim that we are only unconscious deciders. I have space here to discuss just one. And it's this: We lack good evidence that the brain events that experimenters use to predict behavior are actually decisions. Instead, these brain events seem to be processes that potentially influence decisions

made a bit later.

Recall the news about patterns of brain activity that predict people's decisions several seconds before they're aware they've made one. The predictions — about whether a person will press one button or another — were correct about 60 percent of the time. Now, by flipping a coin, I can randomly predict whether you'll press button A or button B about 50 percent of the time. After much careful study of blood flow in the brains of their subjects — blood flow correlated with brain activity that preceded button presses by several seconds — the researchers did better than that. But what work was being done by the brain activity on which they based their predictions? One possibility is that this activity registered a slight, unconscious preference for pressing one of the two buttons. Such preferences may influence decisions made by the subjects several seconds later. But preferences are not decisions. And even though the preferences I'm speculating about were unconscious, the subjects might have made their subsequent decisions consciously.

Return to the gas station analogy. People who believe in premium free will may believe that unconscious preferences exerted an influence on conscious, soulful decisions in the experiment at issue. As long as the soul can be influenced by the brain, they have no special cause for worry. (I leave the question of how a brain might influence a soul, and vice versa, as an exercise for the reader.) Fans of mid-grade free will may take pleasure in the 60 percent accuracy figure because it is consistent with deep openness. Why? Because even at the very moment a person decided to press button A, perhaps deciding to press B was a genuine option. Finally, those who regard themselves as having regular free will would definitely be worried if they thought the experiment showed that we never consciously decide to do anything. After all, like other believers in free will, they're convinced that free decisions must be consciously made. But, as I have explained, the experiment does not show that unconscious decisions are made even in this particular setting, where nothing at all hangs on which button is pressed.

By the way, pressing button A when nothing hangs on whether one presses it or button B is a lot like grabbing a jar of peanuts from an array of identical jars at the supermarket. Would it bother you to learn that you had a slight unconscious preference for the jar you grabbed some time before you actually grabbed it? Would it make you worry about free will? Not me. Free will seems to be most crucial when we are making important decisions: Is it time to seek a divorce? Shall I devote the next six years to pursuing a Ph.D. in physics? Should I report my supervisor's shady activities at the risk of losing my job? Settling these matters isn't much like grabbing a jar of peanuts from a supermarket shelf or



Almost everyone who believes in free will — no matter whether premium, mid-grade, or regular free will — believes the brain plays an indispensable role in generating decisions.

pressing a button in an experiment. So it's difficult to generalize from what we learn about button pressing to what goes on when we make important decisions. And, in any case, we should not be at all surprised or disheartened to learn that preferences we don't know we have influence decisions important to us. We all know that we aren't open books to ourselves.

Applications for ethical living

So is anyone really accountable for anything? My opening paragraph might have caused you to worry that accountability is an illusion. But whether you think that accountability depends on premium, mid-grade, or regular free will, I hope I've persuaded you to be suspicious of those reports. As I see it, not only is accountability widespread, but widespread belief in it is extremely beneficial. If we all saw ourselves as wholly unaccountable for our deeds, what would the world be like? Would we cheat more, be more aggressive, and help each other less? Would we even exist? (The combination of tons of nuclear weapons and billions of people who view themselves as devoid of accountability is a recipe for annihilation!) Belief in accountability is part of the fabric of civilized life.

I see free will and accountability in a positive light. In my view, they exist and be-

lieve in them promotes human welfare. Some people who agree with me about the existence of accountability and free will put a negative spin on the topic; because free will and accountability exist, extremely harsh punishment of criminals is called for, they argue. For the record, justifying punishment has never played any role in my writing about free will. My primary concern is to get at the truth about a deep and important issue. But I also worry about how claims that scientists have shown that there is no free will affect unsuspecting readers. Because I worry about that, I have some independent motivation to expose errors in these claims. If I were to remain silent about those errors, I'd hold myself accountable.

Journalists like to use examples featuring people we know to illustrate important points. I'm not a journalist, but that's not the reason I haven't used such examples here. When the topic is accountability, the people who spring quickly to mind are those everyone loves to hate: Bernie Madoff, say, or Adolf Hitler. This takes us toward the dark side of things, but I've been steering toward the light. If you see yourself as accountable for your future actions, you'll view yourself as having abilities and capacities on which accountability depends and therefore as having considerable control over what you do — free will, if you like. As I see it, this view is more accurate than pessimistic ones that portray us as being entirely at the mercy of forces beyond our control. What's more, there's evidence that belief in free will promotes personal well-being.³

There's a lot to be said for free will and accountability. ■



Alfred Mele is the William H. and Lucyle T. Werkmeister Professor of Philosophy at Florida State University and directs its Big Questions in Free Will Project (funded primarily by the John Templeton Foundation through a grant

to Mele). His books include *Effective Intentions: The Power of Conscious Will* (2009); *Free Will and Luck* (2006); *Motivation and Agency* (2002); *Autonomous Agents* (1995); *Springs of Action* (1992); and *Irrationality* (1987), all published by Oxford University Press (OUP). He has edited or co-edited numerous books, including *Free Will and Consciousness: How Might They Work?* (2010); *Rationality and the Good* (2007); *The Oxford Handbook of Rationality* (2003); and *The Philosophy of Action* (1997), all also published by OUP. Author of hundreds of scholarly articles, encyclopedia entries and book reviews, Mele earned philosophy degrees from Wayne State University (B.A.) and University of Michigan (Ph.D.) Go online to www.freewillandscience.com or email him at almele@fsu.edu.



For footnotes, go online to www.phikappaphi.org/forum/spring2012.

The Trace of Trauma: Third-Generation Holocaust Survivors

By Hilene Flanzbaum

As a young girl, I knew little about my European relatives even though a steady stream of them trickled through my paternal grandmother Sabina's Brooklyn apartment. Maurice, Sabina's nephew, for instance, lived in Paris, France, and worked as a pilot for Pan Am. He wore elegant suits and dizzying cologne. That's about all I gleaned. Since he could fly for free, Maurice visited Sabina and my nuclear family of four in 1964 and was the first European relative I remember meeting. But though we spent a week sightseeing, touring the Statue of Liberty, Empire State Building and many museums — and honoring our heritage by eating at delicatessens like the Carnegie since there was only one Jewish deli in all of Paris — Maurice and the other grownups shared little about his history in front of my eight-year-old sister and five-year-old me.

Here's what I didn't know about him until 2008. That's when I — prompted by reading the historical novel *Suite Francaise* by the popular writer Irene Nemirovsky, a Ukrainian Jew who immigrated to France, based this book on World War II, and was killed at Auschwitz, with it being posthumously published more than six decades later — journeyed abroad to learn about my family who, in the mid-1930s, had taken the same path of immigration, just via Warsaw, Poland. I learned that Maurice's parents had been separately captured and killed by the Nazis in 1942. As he and his mother were forced onto the truck, their courageous landlady, a Catholic, grabbed the 8-year-old only child and screamed, "He is my son, not hers." Because Maurice was blond and blue-eyed and because the French

police did not have much interest in arresting children, the authorities spared him. His father, an optometrist and Communist, had been seized three months earlier. Maurice's uncle, Sabina's brother, a milliner on the run since the Nazis had detained his doomed wife and daughter in the earliest roundup of women and children, took the boy to an orphanage in Lyons (just a few miles, it turned out, from where Gestapo officer Klaus Barbie ran his

murderous operation). As the orphaned Jewish children moved from one hiding place to another, Maurice's fair complexion saved him again and again. After the war, he lived with his mother's first cousin, a wealthy clothing manufacturer who had spent the occupation in Corsica.

In 1964, I heard nothing of this. In my young mind, neither his visit, nor any subsequent visits from him or other French relatives, bore any relation to the worst genocide in history. Why were all of Sabina's relatives in France? Why did she cry when they came stateside? Why, upon their arrival, were conversations so

hushed? I never asked. Nor did I think anything was peculiar. In my childhood, relatives often lapsed from English to Yiddish, of which I recognized only a few words. All my mother or grandmother had to say was, "Shhh, *der kinder*," and the conversation would switch to a different language, often behind closed doors. There is no way to tell when I fathomed that Sabina and some of her family had survived the Holocaust but that half of her lot had not.

Knowledge of some things may be intuited from scads of silent clues strewn about — closed doors, sorrowful glances, *yahrzeit* (memorial) candles lining Sabina's kitchen



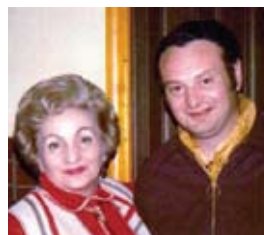
The author's paternal grandmother, Sabina Hauptman, age 31, outside her Brooklyn home in 1937.

counters during the High Holy Days. Or maybe children soak up this kind of information the way they acquire language; in her 2004 memoir, *After Such Knowledge*, about growing up as a child of Holocaust survivors, Eva Hoffman uses the word “preconscious” to describe her realization. She writes that an “early awareness of suffering created an unconscious, or preconscious, ethics. . . . The presence of suffering was powerful enough so that it had to be absorbed. . . .”¹

Hoffman falls into the category of second-generation survivors — a label that became accepted in the mid-1980s. In psychology, therapists use it to name dysfunctional behaviors common to this subset: separation/individuation issues; a need to be superachievers; unstable alternating identification with their parents; impaired self-esteem; problems with aggression; difficulties with intimacy.² In literature, works by the second generation closely follow themes of the first such as the factual accounts by Elie Wiesel and Primo Levi of their ordeals in concentration camps. In second-generation literature, survivors’ children recount their own difficulties living in the shadow of such trauma. For instance, Art Spiegelman’s 1992 Pulitzer Prize-winning graphic novel *Maus: A Survivor’s Tale*, which recasts his familial Holocaust saga through animals, includes his own suicide attempt, and Melvin Bukiet, in his quirky 1995 story collection *While the Messiah Tarries*, takes aim at the American treatment of the Holocaust. Both writers create characters who exhibit the same tendencies that psychiatry finds in case studies.

Third-generation survivors began to be examined in the sciences as early as 1980, when doctors who had treated the seven-year-old grandson of a survivor argued that the effects of the Holocaust on this demographic were manifest and ought to be considered in diagnosis and treatment.³ Their study did not go unchallenged. For 30 years, psychologists and psychiatrists have debated how and whether trauma of the Holocaust has been transmitted to these descendants. In 2003, experts concluded that the third generation represented 300 times the population in child-psych units and that eating, depressive or anxiety disorders and a higher abuse of drugs could be a consequence of the transgenerational transmission of trauma.⁴ Five years later, however, psychiatrists found no evidence that Holocaust trauma had been transmitted to the third generation.⁵

In literature, though, the term is less contentious. As the grandchildren of Holocaust survivors reached adulthood, writers emerged



Top: Sabina’s immediate family in 1924. She is on the left in the middle row at age 17. Her widowed mother, Fayge Bergman Igielman, is next to her, center. Most other relations are Sabina’s siblings. Middle, left: young Maurice, Sabina’s nephew, with his parents, Leo Harstein and Jeannette Igielman-Harstein, in 1937. Five years later, Nazis turned Maurice into an orphan. Middle, right: Sabina (back row) in 1970 with her siblings who also survived the Holocaust: Sam Igielman in the back row and, front row (left to right), Marie Boyer, Bella Josefovitz and Fanny Igielman. Right: Sabina, age 67, and her only child, Martin Flanzbaum, the author’s father, age 42, in 1973. Left: Sabina and her grandchildren, Beth Flanzbaum (left), age 6, and her sister, the author, age 4, in 1963.

for whom the term seemed appropriate. For instance, in memoir, Daniel Mendelsohn’s *The Lost: A Search for Six of Six Million*, a *New York Times* notable book of 2006, attempts to reconstruct his grandparents’ family who perished in the Holocaust. And in fiction, the protagonist of Jonathan Safran Foer’s 2002 best-selling autobiographical novel *Everything Is Illuminated* goes to the Ukraine to find the woman who saved his grandfather from the Nazis.

Third-generation writers explore places they have never been, recover what they can and re-create what time has rendered irretrievable. Columbia University literary critic Marianne Hirsch labels the desire to fill in these gaps as “postmemory.”⁶ Hirsch applies postmemory to the traumas of the second generation; I think it also applies to

the third. Some have protested that the practice of postmemory succeeds only in attaching oneself to victimization, thereby preventing a robust engagement with the world. But I argue that my ancestry has given me a more informed, creative and powerful present because like my writer counterparts I must combine memory with imagination to form a coherent narrative.

Nazis killed five of my grandmother Sabina’s nuclear family. In 1936, my great-grandmother, a widow whose husband, a restaurateur, had died of tuberculosis at a Siberian work camp a few years earlier, spent the family fortune to flee Rodem, a Jewish suburb of Warsaw, for France. Six years earlier, Sabina, only 17 but the cleverest offspring, had been sent to the U.S. from Rodem to marry her second cousin, putatively an American tycoon, but actually a pushcart peddler in Harlem. By the time the Nazis invaded France in 1940, she was a di-

vorced single mother who resided in Brooklyn, worked at a fancy dress shop and forbade her son to see his father. I have always wondered if Sabina knew when she left Poland that she would never see most of her family again. I also have always wondered about the toll taken on her son, a fatherless boy and only child. He must have borne substantial grief, guilt and anxiety. But none of this has ever been spoken about.

One result: for most of my life I have suffered crippling separation anxiety. By age nine, I couldn’t spend the night at a friend’s; at age 12, I cried my way home from sleepaway camp. At a summer program for high school juniors, I lost eight pounds in eight days and begged my parents to take me home (and they did). I turned down an Ivy League admission to commute to a local college. When I finally did go away to college, after a year of only partially successful therapy, I became distraught, got poor grades, and fell into a miserable early marriage that I could not leave for seven years. Still today, saying goodbye to loved ones transforms me from a composed, competent, middle-aged academic with a loving husband and two healthy and happy teenage daughters to a desolate and desperate lost soul.

My sister, Beth, a family social worker, links my acute separation anxiety to the Holocaust. “Did you ever realize,” she says, “that we grew up in a family where

when you said goodbye to a parent or sibling, you only had 50-50 odds of seeing that person again?" In graduate school Beth studied genograms, diagrams that outline behaviors of families over generations, and she thinks she has seen the pattern. Until recently, I scorned this type of argument. For one reason, it's an exaggeration. And, as alluded to above, as a scholar, I dislike the Jewish American's tendency to define part of herself by an event that did not happen to her; I believe that Jews as a group are too eager to embrace victimization. Further, as a recidivist therapy patient, I had worked on several other theories, for instance, that my role in my immediate family is the "well child" since Beth, who has Crohn's disease, was not diagnosed until her early 20s. For most of her childhood, my sister was sick and angry, because no one could help her and maybe because she too was living out her own Holocaust legacy, Beth admits. Perhaps, then, I had become the caretaker, the child invested in saving her parents from disappointment and, therefore, unable to leave them. Indeed, in *After Such Knowledge* Hoffman points to "an imperative to remain loyal to it [the presence of suffering], to make up for it, to provide solace."⁷ If this is the case, then both Beth and I did our share, and Beth has a point about me.

In 2008, when I first traveled to France to reconstruct the past, as Mendelsohn did in *The Lost*, I learned the fate of Sabina's siblings, all of them deceased by then. (So too my grandmother, who has been dead for almost 30 years.) Fanny survived three years in the Bergen-Belsen concentration camp and was liberated at war's end; Bella survived in Alsace because her husband, a radio repairman, worked for the French resistance; Marie survived because she married a French Catholic policeman who during roundups hid her in local jails; Shem, the milliner who spirited Maurice away to an orphanage and was the only brother of three to survive tuberculosis, much less make it out of Rodem, escaped to Corsica to live for a time with the cousin who would later adopt Maurice. They all led full, long lives, to their mid-70s or beyond. But Sabina's mother (the rich widow who bought her way from Poland to France in 1936), her oldest daughter (Maurice's mother), this daughter's husband, and Shem's wife and 18-year-old daughter were gassed at Auschwitz. And Maurice, who married twice and had three children, died at age 74 of a heart attack weeks before I arrived. Maurice's first wife is dead. I am still trying to track down his second wife, children and their families.

Because Sabina had exiled her former husband, I never met this grandfather. So I don't know much about his immediate family except that his parents were murdered in the Holocaust and that he had a brother assumed to have suffered the same horrible fate. But in Paris I did meet my father's

first cousins on Sabina's side, the second generation of survivors: Monique, a former ballerina who is still beautiful but sad, even though appreciative of the good marriage she made with her antique-dealer husband; and Marie-France, who has devoted herself to advancing Jewish-Christian relations as a self-employed scholar. But my father's male cousins, who looked so much like him, had died prematurely, perhaps haunted by the legacy of the Holocaust, as therapists surmise happened often to these offspring. Gerard, an alcoholic and schizophrenic confined to an institution, succumbed to cirrhosis of the liver in 2003 at age 60. And Henri, owner of a clothing boutique that went bankrupt shortly after a Benetton store had moved in down the street in Normandy, committed suicide in 1988 at age 42. Henri, like Spiegelman's own Artie character in *Maus*, was the "replacement child" — the son born to survivors who takes the place of a child killed by the Nazis, in this case, the 18-year-old girl gassed at Auschwitz mentioned above.

To this day my father, age 80, although close to Henri, claims to know nothing of this history. Nor does he remember much about any other French relative. When I went to France in 2008, my father, a retired high school social studies teacher, took medication for diabetes, high blood pressure, blood clotting, prostate and a host of other things. All that medicine, not to mention his age, made him forgetful. And yet, had I as a little girl asked about his family, he still would not have had answers. His childhood was full of enough suffering to want to forget it. In this, he is not alone; few American Jews wanted to think about the Holocaust in the 1940s and '50s.⁸ He didn't try to remember; he tried to forget. He admits that he had a "bad" childhood; he does not say "traumatic." My mother, however, when asked just the right question, could sometimes recollect details about him and his side of the family. She was always more ready to talk about history than he, and when she, a retired elementary school teacher, died last February at age 78, I felt even more keenly the difficulty of learning about his past.

(My mother's mother also was a survivor, not of the Holocaust, but of pogrom. Russian soldiers rode through her town in northeastern Poland, Mezrich, carrying burning torches; eventually her home became ashes, and in 1920, her peasant family left with only a few possessions on their backs, much like the characters in *Fiddler on the Roof*. She and my grandfather also lived in Brooklyn and traveled via subway every day to stitch in the garment district in Manhattan. He died young of a heart attack before I was born. She, who never read or wrote English, lived to age 93 and often complained, "I never had a happy day in my life.")

By the third generation does it make any sense, psychological or otherwise, to at-

tribute behavior to the Holocaust when so many other narratives have intervened? "From the psychoanalytic point of view," write psychologists Martin Bergmann and Milton Jucovy, "the Jewish people can be seen not only as a socioreligious group, but also by a group united by common trauma."⁹ But debate exists about how this trauma is transmitted across generations. Is it by too much silence? Or too much speech? Is it by a lack of nurture? Or the wrong kind of nurture? Therapists and scientists once believed that humans transmitted trauma to offspring only through environmental factors, but a new hypothesis that trauma may also be transmitted genetically has been gathering support. For instance, babies born to mothers pregnant during 9/11 had a lower concentration of cortisol in their blood, making them more prone to anxiety.¹⁰ Scientists also hypothesize that childhood trauma can shape the way genes work.¹¹ And a new branch of study called epigenetics investigates how the environment interacts with DNA to alter genetic structure.¹²

The threads of the nature-versus-nurture debate are too tangled to unravel. The question remains, however, whether there is a benefit in defining oneself as a third-generation Holocaust survivor. I cannot answer in a universal sense, but for me, it has been useful (if painful) to consider the history from which I descend. I take such categorization not as a verdict of destiny or doom but as a tool by which I better understand my previously incomprehensible behaviors and forgive my limitations. To think of myself as part of a third generation holds me accountable to my past. ■



Hilene Flanzbaum edited *The Americanization of the Holocaust* (The Johns Hopkins University Press, 1999) and has written articles on related topics in scholarly publications such as *The Yale Journal of Criticism*. She also has been

keynote speaker at major Holocaust conferences including the Center for Advanced Holocaust Studies scholar-in-residence series at the United States Holocaust Memorial Museum. Flanzbaum also co-edited *Jewish American Literature*, the first anthology of its kind (W.W. Norton, 2000). Her poetry and creative nonfiction have appeared in literary journals such as *Ploughshares* and mass-market media such as Oprah Winfrey's *O* magazine. With degrees from Brandeis University (B.A., English), The Johns Hopkins University (M.A., poetry), and University of Pennsylvania (Ph.D., English), she holds the Allegra Stewart Endowed Chair in English at Butler University and heads the department. Flanzbaum is represented by the Ovation Agency, Inc.: Speakers on Issues That Matter. Go online to ovationagency.com. Email her at hflanzba@butler.edu.

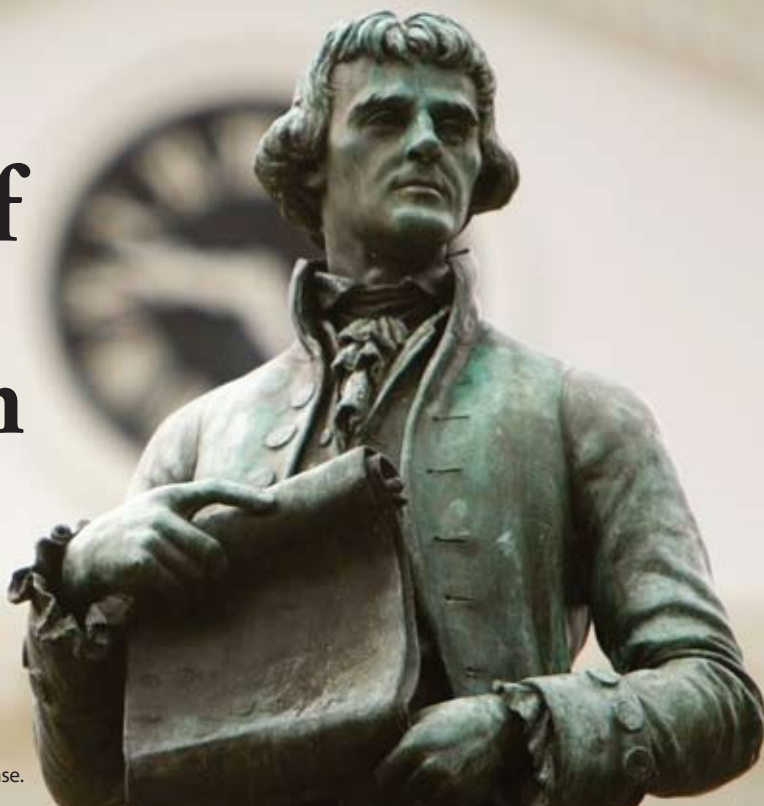


For footnotes and more photos, go online to www.phikappaphi.org/forum/spring2012.

A Brief History of Accountability in Higher Education

By Suzanne Marchand and James Stoner

Moses Jacob Ezekiel's 1910 bronze statue of Thomas Jefferson, founder of University of Virginia, is located near the school's famous Rotunda and measures approximately 8¾ feet tall on a 9¾-foot base.



To whom are colleges and universities accountable? That is a question Europeans and Americans have answered in different ways in previous centuries. Before campuses are smothered with new regulations in the wake of the recent recession, it makes sense to see how learning was sustained in the past.

Europe's medieval universities arose as a result of several faculties coming together in a single city — typically, law, medicine, and theology — to prepare men for professions. Philosophy, thought to underlie the other fields, explored the nature of things via a fourth smaller faculty. Professors were clerics and schools formed under the auspices of the Catholic Church. Yet instructors considered themselves part of something like a guild; as “masters,” they preserved knowledge and imparted their “craft” to students, or “apprentices,” who endured quasi-trials by engaging in disputations with more and more experienced opponents until ready to join the august ranks.

As in any craft, it was understood that members would at least in part police themselves. Inevitably, some individuals lacking qualifications were promoted anyway and others didn't spend much time actually teaching. Rather than being paid salaries, most faculty occupied endowed positions or made their living outside the classroom. Some charged fees for courses. The Church

allowed professors to query some aspects of scripture to prepare them to defend the doctrine against heresy. And secular rulers protected those who rebuked the Church to

enhance the sway of a given prince. This was part of the recipe that allowed the 14th-century Oxford theologian John Wycliffe to criticize papal power and advocate translating the Bible into vernacular languages. He also insisted that in temporal matters the clergy should be subordinate to the king. Wycliffe died with his income and title intact but later was declared a heretic, his body dug up and burned.



Martin Luther

Similarly, Martin Luther got away with proffering his *95 Theses*, some of which verged on the heretical, in 1517. It was not the University of Wittenberg but the Church that tried to shut him up after the theologian/priest subsequently published even more inflammatory, publicly-circulated pamphlets that challenged religious orthodoxy and promoted what would be termed “Protestant” ideas. Luther continued to lecture until appearing in public became too dangerous after his excommunication. His senior colleague, the radical Andreas Karlstadt, perhaps took things further, denouncing church iconography, infant baptism and clerical celibacy. But Karlstadt left the university only in 1523, after he likewise was excommunicated, to continue the Reformation by running his own house

of worship. A secular prince, Frederick the Wise of Saxony, forced him into exile in 1524, not because Karlstadt had served the university improperly, but because Frederick did not like his views on reforming the Mass. In an example from Catholic France in the mid-1500s, Guillaume Postel was appointed Professor of Mathematics and Oriental Languages at the College Royal despite publishing works that encouraged tolerance for Muslims and Jews. But Postel decided to resign in order to travel more extensively. It was only after he became a private scholar — and made the mistake of staying too long in Rome — that the Inquisitors jailed him on the charge of insanity. Medieval universities, that is, sometimes tolerated even flirtations with heresy in the interests of getting at the truth.

But the Reformation and the rise of state bureaucracies ate away at the corporate privileges of the professoriate. As endowments and church livings gradually disappeared, especially in Protestant countries, faculty began to be paid wages by the state, or, in the case of the Jesuit colleges, by the Church. Consequently, those bodies inquired more regularly about what their investments were yielding. By the late 16th century, Jesuit overseers and German Protestant officials required monthly reports from professors about what they had taught, and when. As historian William Clark describes in his 2006 book *Academic Charisma and the Origins of the Research University*, these reports eventually evolved into course catalogs, which besides including private classes restricted to matriculated

students also informed bureaucrats about subject matter in the offing and advertised public lectures (another post-Reformation development). Yet some professors continued to be paid from endowments and continued to teach rather little; renowned scientist Isaac Newton seems to have lectured for eight years at Cambridge but then stopped entirely. Meanwhile, professors in the German Protestant lands were expected to turn up for each and every lecture, and stay for the whole period, no matter what. By the mid-18th century, Immanuel Kant was lecturing nearly 30 hours a week at University of Königsberg, mostly reading from his own books, but then again, those lectures were on the cutting edge of philosophy. He, and his colleagues, had become de facto bureaucrats, and although lecture fees supplemented his income, his salary insulated him from the demands of the market and the ever shorter arm of the church.

Did accountability to the state improve learning outcomes in this instance? That is hard to answer, especially as other factors were involved. Frederick the Great, for example, had allowed far more independence of mind at his Prussian institutions after his ascension to the throne in 1740. The toleration he implemented by way of his bureaucracy, and via the Hanoverian princes who oversaw University of Göttingen, allowed great scholars like J. D. Michaelis, the Hebraist, and Johann Semler, the theologian, and leading philosophers like Kant and later Hegel to work unrestrained (although various churches continued to press officials to censor publications or persecute heretics, and Catholics faced omnipresent discrimination in Protestant states). Thus, German universities emerged as centers of Enlightenment while in France and England the Enlightenment chiefly occurred outside higher education. The great success of German universities in the 18th century was partly a product, too, of competition between small German states; faculty who fell afoul of one bureaucracy or prince in Hessen could move to Saxony, and so forth. In any event, if the 18th-century German university was accountable to anything, it was to the state, and not to any putative public.

What changed things, at least in part, were the reforms by the linguist, philosopher, and government official Wilhelm von Humboldt, instituted just after Prussia's humiliation by Napoleon. When Humboldt founded University of Berlin in 1810, he insisted that instruction was not to be the mere reading of textbooks, inculcation of useful knowledge or application of aristocratic pol-

ish. Rather, students were supposed to learn to benefit their inner dispositions and conduct research to reinforce independent judgment. As historian Woodruff Smith emphasizes in his 2010 book *Public Universities and the Public Sphere*, Humboldt was not particularly interested in students adding a brick to the edifice of Knowledge; he wanted them to learn to think for themselves to enhance something he believed in fervently: public debate, especially vis-à-vis state despotism and clerical interventions, which he loathed. Faculty, not the market for higher education, remained something like a state-supported guild that decided what students ought to learn: mostly classical languages and “pure” sciences such

of contracts” — the case was the crucial precedent establishing the sanctity of corporate charters and, thus, the independence of private corporations, especially nonprofits for charitable purposes. The beginnings of what would become Dartmouth College were in a school for Indians founded in 1754 by Rev. Eleazar Wheelock. Because it attracted a sufficient number of students in its first decade, plus attention from English settlers seeking to educate their sons (particularly for the clergy), Wheelock sent a representative to England to procure an endowment from wealthy contributors and a charter from the Crown. In 1769, King George III issued a charter to Dartmouth College, named for its principal subscriber,



Above: The principal buildings of Dartmouth College as depicted in an 1803 watercolor by George Ticknor. Top, right: William Legge, second Earl of Dartmouth, for whom the school was named, in a mezzotint by Robert Bowyer Parkes, after the painting by Sir Joshua Reynolds. Middle, right: Eleazar Wheelock, founder of Dartmouth College, drawn and engraved by A. Reed, after the portrait by Joseph Steward. Right: Dartmouth Row is shown in this contemporary photo.



as mathematics. (When technical colleges, focusing on “practical” sciences such as engineering, joined the mix in the 1870s, they remained second-class institutions and state-supported ones.) No one doubted that students got world-class educations, for cheap, in Germany, until 1933; but in that year and the next 12, the facts that professors were state servants and universities were entirely dependent on state funding demonstrated the vulnerability of the German higher education process to politics.

Two steps were taken in the young United States that proved vital to the development of higher education on this side of the Atlantic. One pertained to *Dartmouth College v. Woodward*, decided by the U.S. Supreme Court in 1819. Famous in American constitutional law for defining the reach of the Contract Clause — which prohibited states from passing laws “impairing the obligation

William Legge, the second Earl of Dartmouth, constituting it a corporation and appointing a board of trustees empowered to handle its property, hire its faculty, issue degrees, and choose their successors. (Further donations of land in Western New Hampshire near the Connecticut River brought the college to its present home.) But in 1816, the Legislature of New Hampshire sought to reconstitute the institution, rename it Dartmouth University, expand its board of trustees, add a board of overseers, and give appointment of trustees and overseers to the governor of New Hampshire and his council (except for four ex officio seats among the overseers reserved for the heads of both houses of the state legislature and for the governor and lieutenant governor of the neighboring state of Vermont). The intent, in effect, was to bring an independent school under public control.

The old trustees sued to block this virtual takeover. Losing in the courts in New Hampshire, they appealed to the Supreme Court. There, in a case argued by alumnus Daniel Webster (class of 1801), they won the support of Chief Justice John Marshall and most of his fellow justices, who found in a 6-1 ruling that a) the charter was a contract protected from state impairment by the Contract Clause; and b) the statute altering the college's governance was such an impairment. The state, for its part, claimed the college had been established for a public purpose and thus came under state guardianship; the attempt to include politicians on a board of overseers was apparently modeled on the provision for Harvard University in the Massachusetts Constitution of 1780. In modern terms, it would not be hard to characterize New Hampshire's reform as a measure to ensure accountability. The justices, however, held that a charitable corporation could be private even if its purpose was public and that Dartmouth was established almost entirely with private funds donated on the supposition of its continued independence.

Acknowledging that education is a proper subject of legislation and that government could found an institution of higher learning "under its immediate control," the Supreme Court nevertheless concluded that Dartmouth was no such thing. Converting the college into "a machine entirely subservient to the will of the government," wrote Marshall, "may be for the advantage of this college in particular, and may be for the advantage of literature in general, but it is not according to the will of the donors, and is subversive of that contract on the faith of which their property was given."

If the Dartmouth case insured the autonomy of private education in the U.S. — indeed, schools such as Harvard later secured independence from their chartering states — a different movement had been initiated by former U.S. president Thomas Jefferson in Virginia. His 1818 Report of the Commissioners for the planned University of Virginia, while anticipating the need to charge tuition, nevertheless recognized that building and equipping a university were "far beyond the reach of individual means, and must either derive existence from public patronage, or not exist at all." He had no doubt that the legislature's concern to establish a university was appropriate in a republican polity. The state's primary schools ought to give "every citizen the information he needs for the transaction of his own business," but higher education was required:

[t]o form the statesmen, legislators and judges, on whom public prosperity and individual happiness are so much to depend; to expound the principles and structure of government ...; to harmonize and promote the interests of agriculture, manufactures

For more on accountability in higher education, see pages 20, 21, and 22.



University of Virginia helped expand the concept of accountability in higher education in America. The Rotunda, with the Jefferson statue, is shown.

and commerce, and by well informed views of political economy to give a free scope to the public industry; to develop the reasoning faculties of our youth, enlarge their minds, cultivate their morals, and instill into them the precepts of virtue and order; to enlighten them with mathematical and physical sciences, which advance the arts, and administer to the health, the subsistence, and comforts of human life; and, generally, to form them to habits of reflection and correct action, rendering them examples of virtue to others, and of happiness within themselves.

While only a portion of the population would receive a university education, the whole society would benefit, Jefferson asserted. Indeed, a school like his was bound to encourage progress, the report concluded, unlike institutions based on "a bigoted veneration for the supposed superlative wisdom of their fathers" and a doctrine that is "the genuine fruit of the alliance between Church and State."

Thus, by the middle of the 19th century a double system of higher education was entrenched in America: self-governing private schools, many of which were established to educate clergy and over time expanded their purpose; and state-supported institutions, all of which were secular in scope and ambitious to serve a wide range of public purposes. The latter got a boost from the federal Morrill Act in 1862, which gave land grants to states in proportion to their representation in Congress to provide for "the endowment, support, and maintenance of at least one college [per state] where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the in-

dustrial classes in the several pursuits and professions in life." Private seminaries, meanwhile, were joined after the Civil War by new, privately endowed research universities designed on the German model, most notably The Johns Hopkins University and University of Chicago, and older schools influenced by this template became increasingly secular even when their formal religious affiliation was maintained.

In the early part of the 20th century, faculty became organized in distinct academic disciplines under the auspices of national associations and began to expect and receive tenure, a means to curtail political pressure and trustee influence on pedagogy. Academic freedom — professors teaching as they thought best and students choosing their own curriculum — took precedence. Though the federal government eventually reduced its land-grant aid, even before World War II it began to provide research grants to faculty and financial aid to students. After the war, both categories were greatly expanded, especially for research related to national defense and for returning soldiers via the GI Bill.

Whoever pays the bill for higher education is of course entitled to an accounting. In Germany today it remains the state; in America, it is a mixed ensemble, including students, their parents, state and federal taxpayers, donors, and the schools themselves, partly through their endowments. A need remains to settle accounts in a way that respects genuine learning and preserves the measure of independence that has been learning's chief defense. ■



Suzanne Marchand, Professor of History, and **James Stoner**, Professor of Political Science and department chair, teach at Louisiana State University. Marchand earned degrees from University of California, Berkeley (B.A.) and University of Chicago (M.A. and Ph.D.) and specializes in modern European history, culture, and humanities. Her many publications include *German Orientalism in the Age of Empire* (Cambridge University Press, 2009), winner of the



2010 George L. Mosse Prize by the American Historical Association, and *Down from Olympus: Archaeology and Pihellenism in Germany, 1750-1970* (Princeton University Press, 1996). Stoner earned degrees from Middlebury College (B.A.) and Harvard University (M.A. and Ph.D.) and specializes in political theory, English common law, and American constitutionalism. His many publications include *Common-Law Liberty: Rethinking American Constitutionalism* (University Press of Kansas, 2003) and *Common Law and Liberal Theory: Coke, Hobbes, and the Origins of American Constitutionalism* (Kansas, 1992). Email them at smarch1@lsu.edu and poston@lsu.edu, respectively.

Accountable? Who, Me?

Editor's note: *Phi Kappa Phi members boast big brains, hence the debut of a brainteaser that will appear in each main edition of this magazine: an original crossword puzzle created especially for the Society by veteran puzzle constructor and wordsmith extraordinaire Jim Bernhard. To kick things off, he riffs on this issue's theme, "Accountability," in the four longest answers while including Phi Kappa Phi trivia among the others. So grab a pencil or, if you dare, a pen, and test your brainpower!*

1	2	3	4	5	6	7	8	9	10	11	12	13		
14				15				16						
17				18				19						
20					21				22					
			23		24			25	26					
27	28	29				30	31	32			33	34	35	
36				37					38					
39			40		41				42		43			
44				45		46				47		48		
49					50					51				
			52					53						
54	55	56			57	58	59	60		61		62	63	64
65				66						67				
68						69					70			
71						72					73			

Across

- Undesirable quality in a judge
- Kind of ID
- See-through theatrical drop
- Semicircular part of a church
- "Why so _____ and wan, fond lover?": Suckling
- Maine site of Phi Kappa Phi's founding
- Presidential assassin shot to death by a soldier
- Be _____ and do me a

Down

- Ward of *The Guardian*, 2006 film
- Colleagues of CEOs and COOs
- For Phi Kappa Phi, this no. is 800-804-9880
- Cheering sound
- Claiming to be accountable only to God, this monarch said, "He who placed me in this seat will keep me here."
- Suits* cable network
- It's part of an act
- Red wine is a bad one
- This will give you a hand
- Fasteners
- In _____* (as originally positioned; Latin)
- Yorkshire city in the Aire Valley
- Proof used for photographic copy for a printing plate
- Rapper who feuded with Jay-Z
- Royal personage blamed for a nation's financial woes and known as

"Madame Deficit"

- Salt
- Play by Mae West that caused her arrest
- Mozart's _____ *fan tutte*
- High time?
- In the future
- Kaiser Wilhelm II ousted this "Iron Chancellor"
- Blarney or Rosetta
- Mozart's "_____ Kleine Nachtmusik"
- Bird on a Canadian dollar
- _____ -turvy
- What Superman could do to "tall buildings in a single bound"
- Award won by golfer Tiger Woods 21 times

for short

- Scruple
- Lichen also known as "old-man's beard"
- A heavy one might have seconds
- Live's partner
- Detailed map, perhaps
- Herbert Manfred Marx, in the movies
- Corrupt
- Attack
- Not idle
- Bulldog, city, and late, e.g.
- Indian titles of respect
- Sargasso is one
- Wee hour
- River under the Ponte Vecchio

Down

- _____ Marimba Band
- Apple for a song?
- New York stadium for Federer and Nadal
- Milieu for Phi Kappa Phi member Harry Reid
- News letters?
- Mineo and Paradise
- Sommer in the movies
- Hornpipe cousin
- Kind of sister or story
- Works with a needle
- House top
- Sondheim's _____ *the Woods*
- Diamond is 10 on this scale
- Architect Sir Christopher's family
- Lee that nobody doesn't like
- Poland's Walesa
- Bodybuilder's concerns,
- Waiting to _____*: 1995 movie directed by Forest Whitaker
- At _____: without profit or loss
- Preminger of *Anatomy of a Murder*, 1959 film
- Organ pullout
- Kind of lama, for Ogden Nash
- Theater award originated by *The Village Voice*
- Name hidden in Al Hirschfeld cartoons
- God with a bow and arrow
- Rent*-_____: 1987 movie starring Burt Reynolds and Liza Minnelli
- YSL rival
- Oy _____ (oh, woe; Yiddish)
- Equinox mo.



For the solution, go online to www.phikappaphi.org/forum/spring2012.



Jim Bernhard has constructed crossword puzzles for *The New York Times*, *Los Angeles Times* syndicate, and other publications. His books include *Words Gone Wild: Fun and Games for Language Lovers* (Skyhorse Publishing Co., 2010) and *Porcupine, Picayune & Post: How Newspapers Get Their Names* (University of Missouri Press, 2007). Also a playwright, lyricist, actor, drama critic, theater historian, and television host, Bernhard has held administrative and creative positions at numerous leading theater and performing arts companies in Houston, Texas. He earned a B.A. in history from Rice University and an M.A. in English literature from University of Birmingham (England), where he studied as a Marshall Scholar. Bernhard was runner-up of the Scripps National Spelling Bee in 1950. He wrote about red, white and blue flags in the summer 2011 edition of this magazine, theme of "Color." Email him at fjb@sbcglobal.net.

How (Not) to Grade a College Education

By Timothy L. Hulse

Current calls for accountability in American higher education beg three important questions. What is the definition of accountability in this regard? What problems in accountability thus need addressing? What should higher education be (accountable for) in the 21st century?

As higher education scholar and former university official Joseph Burke observes in his book, *Achieving Accountability in Higher Education: Balancing Public, Academic, and Market Demands*, the word “accountability” is frequently used but rarely considered. He suggests that defining it requires inspecting the foundations upon which the ivory tower is based: “Who is accountable to whom, for what purposes, for whose benefit, by which means, and with what consequences?”¹

In most instances of late, the answers have been universities being accountable to state legislatures, for the purpose of justifying ongoing cuts to public education in a struggling economy, for the benefit of the legislators, by means of selective data analysis, with further cuts to institutions that do not cooperate. At Texas A&M University, for example, senior administrators have (in response to demands from their politically appointed Board of Regents) instituted a system that calculates “the financial contribution of every faculty member on its 11 campuses, subtracting the salary of each from the tuition and research money he or she brings in.”² Yet this metric of profit/loss not only commoditizes higher education but also instantiates a production line mentality that benefits neither students nor faculty. As David Leveille, Visiting Scholar at the Center for Studies in Higher Education at University of California, Berkeley, notes in a white paper on this topic, “Along with the focus on accountability comes pressure to adopt ‘the business model’ with its greater emphasis on ‘the bottom line.’ Such an emphasis reflects a market-driven approach to higher education rather than the historic roles and mission of institutions of higher learning.”³

In fact, by most

measures, the American higher education system is not broken — there is no big problem in accountability that needs addressing. In a Sept. 21, 2010, article in *The New York Times*, Tamar Lewin summarizes conclusions from a report from the College Board that “[d]espite rising tuition and student-loan debt levels, the long-term payoff from earning a college degree is growing. ... According to the report, the median earnings of full-time workers with bachelor’s degrees were \$55,700 in 2008 — \$21,900 more than those of workers who finished only high school.”⁴ Moreover, seven of the top 10 (and 30 of the top 50) universities in the world are in the U.S., declares the *Times (of London) Higher Education*.⁵

When examined closely, the “problems” cited by advocates of greater accountability in higher education boil down to consumer concerns. The State of Minnesota provides a typical example. Of the five goals outlined in the *Minnesota Measures* initiative in higher education, two intend to increase the number of graduates and three intend to prepare them for the workforce.⁶ While these are praiseworthy goals, none speak to the quality or breadth of education or to the other objectives of universities (e.g., research and scholarship, community and institutional service).

If the purpose of American universities is to serve as vocational academies, then we have entered a new, alarming era in higher education. More troubling, however, is what this model gets wrong. Both the controls enacted by state legislatures and the insistence on “customer” satisfaction as the most important measure of university worth distort the intent and nature of education. In her article “Should He Who Pays the Piper Call the Tune?” in *The Social Crediter* for economic democracy, former academic Margaret Atkins wonders if the “paymaster” (i.e., both legislators and students) is “the right person to decide the way in which the piper should account for how and what he plays?”⁷

She closes her piece:

We will not ‘solve the problems’ of education by holding each other to account, however sophisticated the systems with which we do so. I would prefer to adopt the more modest aim of helping each other to teach and study more competently, more creatively and more contentedly. I have argued that we will not achieve even this until we possess a sounder public understanding of professional motivation. Equipped with that, we might learn to set one another free to act in accordance with what each honestly believes to be the good. Perhaps we could then begin to aspire to a system of education in which those who work are motivated not by fear, but by love. For that is what makes the flaker of flints forget his dinner.

I couldn’t agree more. ■



Timothy L. Hulse (Society Vice President for Chapter Relations) is Associate Professor of Psychology and Dean of the Honors College at Virginia Commonwealth University. He coauthored the 2004 book *Moral Cruelty*

(University Press of America), and articles he wrote or co-wrote have appeared in industry publications including the *American Journal of Psychiatry* and *Journal of Consulting and Clinical Psychology*. Hulse earned psychology degrees from Texas A&M University-Corpus Christi (bachelor’s), Trinity University (master’s), and University of Tennessee (doctoral) and served as a pre- and postdoctoral fellow at Dartmouth Medical School. Earlier in his career, he taught and directed the university honors program at Texas State University. Email him at tlhulse@vcu.edu.



For footnotes, go online to www.phikappaphi.org/forum/spring2012.



Illustration by Amel Reyton



Sliding Through Means Sliding Down

By John T. Harding

Grade inflation at American colleges and universities undercuts more than the ivory tower. Giving high marks to undeserving students also undermines companies that hire them. Grade point averages at all U.S. schools rose from 2.93 for the 1991-92 academic year to 3.07 a decade later and stood at 3.3 at private schools and 3.0 at public schools in 2010-11; education researcher and former Duke University professor Stuart Rojstaczer reported these figures on his website gradeinflation.com and in “Grading in American Colleges and Universities,” an article he published with colleague Christopher Healy in the March 4, 2010, edition of *Teachers College Record*. The economic consequences of this false accounting in academia jeopardize the bottom line of corporate America, creating a major problem for both sides.

Causes of grade inflation

“Grades are the primary currency of academia,” note Rojstaczer and Healy in “Grading in American Colleges and Universities,” and “like any currency, it would seem that grades are intrinsically subject to inflation.” Why? The reason isn’t clear, they write, but “a likely influence is the emergence of the now common practice of requiring student-based evaluations of college teachers.” Professors may grant higher grades than merit calls for to increase their popularity among students and bolster job security and advancement. Moreover, the major purpose of grading, the researchers add, “changed from an internal measure

and motivator of student performance to a measure principally used for external evaluation of graduates” — potential job applicants.

Complicating matters, some grading systems don’t assess students accurately. Take grading on a curve. Elementary statistics stipulates that the bell-shaped curve is valid for a large sample over time, since this configuration reflects the general population. But the curve is inappropriate for some groups, such as a class of 30. A single-classroom sample is simply too small for formulaic restriction. Plus, some professors refuse to grant more than a handful of As or Bs even if more students deserve high grades. Further, some professors might sympathize with students who need a certain grade to be eligible for financial aid. And some instructors are so good at their jobs that many students do well in their courses.

Effects of grade inflation

An October 2009 study by the Center for Excellence in Teaching and Learning at Minnesota State University at Mankato concluded that persistent grade inflation can mean “a cheapening of the value and importance of both a college degree and academic honors” and “the lack of consistent and accurate information to potential employers about the skills of a university’s graduates,” among other troubling ramifications. Thus, “employers place more emphasis on the work experience of college students in the hiring process. This forces students to work more at a job and study less in college.” Meanwhile, “students are increasingly disengaged from their studies, and the literacy of graduates has declined,” according to

findings cited by Rojstaczer and Healy. And there remains the tactic of students taking snap courses for easy grades.

Increasingly, the purpose of higher grades seems no longer proof of superior learning but as a ticket to a job. A consequence of this failure of accountability is a drag on business. Economic growth happens, according to Partha Dasgupta, professor emeritus of economics at University of Cambridge, “when people acquire knowledge and make use of it, or when people make better use of what they already know.” (*Economics: A Very Short Introduction*, Oxford University Press, 2007).

As Milton Friedman, Nobel laureate in economics, put it in his 1962 book, *Capitalism and Freedom*, “The rate of return on investment in training is very much higher than the rate of return on investment in physical capital.” The University of Chicago professor continued, “This difference suggests the existence of underinvestment in human capital.” His insight applies to grade inflation in a number of ways. If a better educated workforce is more productive, the opposite applies as well. A grade that becomes easier to obtain has less value than those issued earlier to others and the store of knowledge it purports to represent is diminished, causing employers who might base hiring decisions partly on transcripts to come to faulty conclusions. Result: A firm gets a lower return on investment because grade-inflated hires are less qualified and proficient than their counterparts. The costs involved then affect other parts of the business and eventually the bottom line of profit or loss.

Implications of grade inflation

Inflation, whether of the money supply or of academic grades, devalues the unit of measurement. Grade inflation dilutes the worth of an education just as monetary inflation decreases the value of a dollar. If a dollar no longer buys a cup of coffee, an unearned A no longer demonstrates mastery of content. And as makers and drinkers of coffee suffer, so do college students and businesses that employ them. ■



John T. Harding (Montclair State University) retired from *The Star-Ledger* daily newspaper in Newark, N.J., in 1997 after 27 years as a business and economics writer, copy editor, and wire editor, among other roles.

He also was an adjunct instructor in economics, journalism, and English at Montclair State University, his alma mater (B.A. in English and linguistics; M.A. in economics), from 1997 to 2007 and in journalism at Rutgers University from 1997 to 2000. Harding is a regular contributor to the annual awards edition of this magazine. Email him at j.t.harding@comcast.net.

Engineering the Future Success of the U.S.

By Mark H. Griep

Some 30 years ago, the U.S. ranked third worldwide in the number of 18- to 24-year-olds earning scientific degrees, according to a National Science Board study that *New York Times* columnist Thomas L. Friedman cites in his 2005 best-seller, *The World Is Flat 3.0: A Brief History of the Twenty-First Century*. And during the latter half of the 20th century, America's mere five percent of the global population "employed almost one-third of the world's scientists and engineers, accounted for 40 percent of its R&D spending, and published 35 percent of its scientific articles," notes University of Michigan science and engineering professor James J. Duderstadt in "Engineering for a Changing World: A Roadmap to the Future of Engineering Practice, Research, and Education," a 2008 report for the school's Millennium Project.

Encouraging, right? Not anymore. America has plummeted to 17th in 18- to 24-year-olds receiving scientific degrees, Friedman indicates, and Asian countries produce eight times more bachelor's degrees in engineering than the U.S. does. Also, only 55 percent of engineering students in America finish their program; meanwhile, 40 percent of master's degrees and 61 percent of doctorates in engineering from U.S. schools are earned by foreign nationals, Duderstadt states.

Further, "the growing compensation gap between engineering and other knowledge-intensive professions such as medicine, law, and business administration coupled with the risks of downsizing, outsourcing, and offshoring of domestic engineering jobs has eroded the attractiveness of engineering careers and precipitated a declining interest on the part of the best U.S. students," Duderstadt declares. The inverse applies, too, he observes: "Current immigration policies combined with global skepticism about U.S. foreign policy continue to threaten our capacity to attract outstanding students, scientists, and engineers from abroad." Plus, more than half of Americans with science and engineering degrees are age 40 and older, finds the National Science Board in "An Emerging and Critical Problem of the Science and Engineering Labor Force," a 2004 white paper. "Today," Duderstadt concludes, "storm clouds are gathering as inadequate investment in the necessary elements of innovation — education, research, infrastructure, and supportive public policies — threatens this nation's technological leadership."

The U.S. must become more accountable for its scientific future. After all, "If one extrapolates these trends, it becomes clear that our nation faces the very real prospect of losing its engineering compe-



The author (lower right) shows Harford County (Md.) public middle and high school science teachers how to create and test a nano-based solar cell at Harford Community College's STEM Teaching Academy last August.

tence in an era in which technological innovation is key to economic competitiveness, national security, and social well-being," Duderstadt warns. He adds, "Bold and concerted action is necessary to sustain and enhance the profession of engineering in America — its practice, research, and education."

One ongoing effort stems from introducing primary, secondary and postsecondary school students to the excitement and potential of science, technology, engineering and mathematics through outreach programs organized under the acronym STEM. In just one example of this significant initiative in vital accountability, the U.S. Army and Virginia Tech are spearheading a three-year \$17.2 million push to provide STEM opportunities for students in kindergarten through graduate school and to increase the number of STEM graduates. "With technical experts from academia, industry and government, this cooperative agreement lays the foundation that ties together the crucial elements needed for a long-term strategy to engage America's youth in STEM and to produce globally competitive technical talent," proclaims Jeff Singleton, the acting director for research and technology, Office of the Assistant Secretary of the Army for Acquisitions, Logistics and Technology, in a fall 2010 press release. As importantly, President Barack Obama, in his 2011 State of the Union address, called for 100,000 new STEM teachers over the next 10 years.

STEM undertakings help change a misperception some students have that engineering is a mundane pursuit limited to crunching numbers and parsing minutia. Engineers also must be creative, of course, to solve problems that span a wide range of disciplines and impact the global community. For instance, last Oc-

tober, the Alliance for Nanotechnology in Cancer, part of the National Cancer Institute, launched a public-private partnership named TONIC (Translation of Nanotechnology in Cancer) that links government, pharmaceuticals and biotechnology to improve cancer diagnoses and treatment. STEM's creativity can be life-and-death!

It might take awhile until the likes of Bill Gates can draw as large an audience in the U.S. as pop stars do, even though he is thronged by the masses in Asian countries. Then again, American media and citizens alike lionized Steve Jobs upon his death last October. The more U.S. engineers share their experiences with and passion for STEM, the better off the country — and the world — will be. ■



Mark H. Griep (Michigan Technological University) is a U.S. Army Research Lab National Research Council Resident Associate based in Aberdeen Proving Ground, Md. He specializes in carbon, biological and

energy applications of nanotechnology and has published numerous papers and made many presentations about these fields. Griep earned a B.S. in biomedical engineering and a Ph.D. in mechanical engineering from Michigan Technological University. He was a 2009 Fulbright Scholar at the Research Center for Applied Sciences, Academia Sinica, Taipei, Taiwan, and won a 2009 Love of Learning Award from Phi Kappa Phi to help underwrite an education program in nanotechnology for rural youth in Taiwan. Griep was part of a team that won the 2010 Paul A. Siple Memorial Award, given out biennially for the top work presented at the Army Science Conference. Email him at mark.griep@fulbrightmail.org.

The Dreaded Performance Review

By Kimberly Thompson

Performance reviews for most employees conjure up a sense of going to the principal's office. After all, to be called in usually means to be talked to. Supervisors, meanwhile, are under pressure to complete the formal process promptly and "get back to work." So many managers endure the steps like they're doing taxes. This is not only unfortunate but also counterproductive.

No wonder that 80 percent of companies in America "plow through" annual performance review meetings, writes Kris Dunn in "Four Ways to Make Your Existing Performance Review Process Better," in the October 2010 online edition of *Workforce Management* magazine. These agonizingly brief sessions in accountability typically last no more than an hour, or a mere 30 minutes, or even less, and bosses "don't stop talking" in them, Dunn notes. Anxiety sets in for both sides, each hoping the exchange goes well but neither wanting to be trapped in an awkward back-and-forth about anything from expectations to (mis)communication to raises to fairness. Ten percent of American businesses do not conduct performance reviews at all, Dunn continues, "and the other 10 percent are experimenting like crazy." The system is obviously broken.

"Despite the best intentions on the part of managers, most performance review discussions tend to deflate employees instead of energizing them. This is largely because the bulk of the discussion focuses on one or two things that the employee does not do well," writes Rajeev Peshawaria, a veteran corporate consultant and former resource executive at Fortune 500 companies, in his 2011 book, *Too Many Bosses, Too Few Leaders*. Skills and successes get summarized in a few minutes — get taken for granted. Weaknesses and setbacks take up 90 percent of the evaluation, or longer — making the employee feel underappreciated, resentful, sometimes afraid, and invariably defensive. "There is no mention about picking a strength or two and talking about how to develop it further," Peshawaria observes. That productivity inevitably suffers is an obvious implication.

In fact, performance reviews as they're currently practiced — measuring the relative worth of an employee to an organization (i.e., quantity, quality, efficiency and cost of work) via negative reinforcement through a form and what amounts to a lecture — hamper their main potential benefit as a tool for feedback, asserts UCLA Professor of Management Samuel A. Culbert in his 2010 book, *Get Rid of the Performance Review! How*

Companies Can Stop Intimidating, Start Managing — and Focus on What Really Matters. Headway is not really made in such a short, tense scenario. Apprehension creeps in for all parties, and it's human nature to want to discount the performance review entirely or get it over quickly and forget about it until next time. Employees might zero in on how to please their boss and protect themselves, grumble about criteria, or shrug things off by falling back on a prepared list of goals that were and were not met. Supervisors may wait until the last minute to do the appraisal and plug in rote answers, thereby giving off the perception that they're going through the motions instead of making an honest determination and soliciting a meaningful conversation. An unhealthy dynamic arises,

resulting in demoralization, authoritarianism, and passive-aggression, among numerous damaging effects; I've seen this unfold countless times in my capacity as a career consultant.

Given that most performance reviews produce more stress than growth, a better approach for them involves supervisors assuming the role of coach instead of judge and employees being considered players on a team more than subordinates in a department, I would argue. Inspiration, modification, and progress go hand in hand with positive reinforcement, constructive examples, and truthful reactions. As in sports, practice can make perfect, or at least a lot better!

Here are more suggestions about performance reviews for both employees and supervisors:

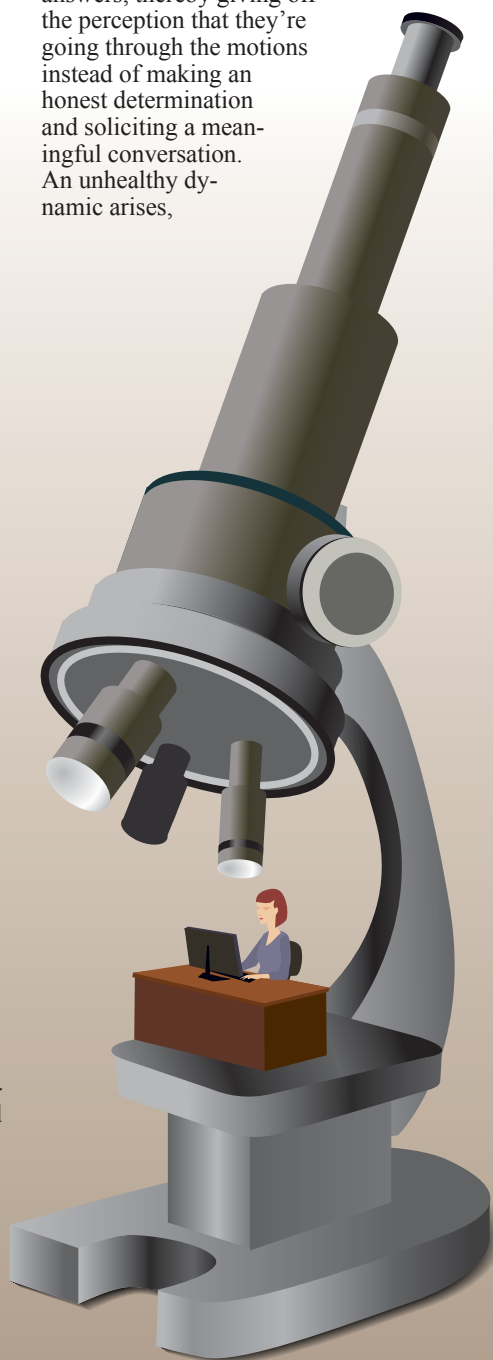
- Prepare in advance; keep a record of accomplishments and challenges all year long.
- Have a good attitude in the official meeting; be receptive, helpful, flexible, open, confident, direct, candid, inquisitive, etc.
- Turn what could be a nerve-racking encounter into a supportive dialogue about mutual needs and how to achieve them.
- Ask for ways to strengthen areas that need improvement.
- Seek clarification whenever necessary; this creates clear purpose, enhances mutual understanding, and builds rapport.
- Consider training possibilities, mentor programs, and other learning alternatives.

If done right, performance reviews provide an accurate picture of past and future accountability; they offer a snapshot of what is and can be done to accomplish organizational and individual objectives. ■



Kimberly Thompson, a National Board Certified Counselor and Licensed Professional Counselor based in Houston, Texas, has provided career transition workshops and career counseling for more

than 20 years. She has coached all levels of management in both the public and private sectors and developed numerous career transition and career services programs. Thompson has written widely on issues dealing with job loss and contributes a weekly column and blog called "Career Rescue" for the "Jobs" section of the *Houston Chronicle*; go online to blogs.chron.com/careerrescue/. Purchase her "Career Rescue" app at iTunes. She received a M.Ed. in counseling from University of Missouri and a B.S.W. in social work from Harding University. Email her at careerrescue@yahoo.com; put *Phi Kappa Phi Forum* in the subject line.



In Other Words

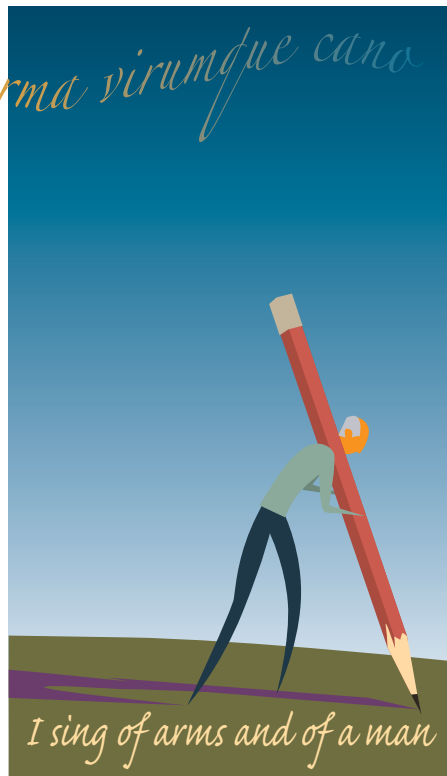
By (William) Arnold Johnston
and Deborah Ann Percy

Allen Mandelbaum, acclaimed translator of Dante's *Divine Comedy* and Virgil's *Aeneid*, died at the age of 85 on Oct. 27, 2011, while we were finishing the first draft of this column. When we read of his passing we had already decided to analyze the obligations faced by those who render literature from one language to another, including our own. Obituaries praised Mandelbaum's scrupulous and graceful fidelity to the classical masterworks, noting that he felt accountable to the pieces and their authors. Other practitioners of this craft differ on what constitutes the appropriate method.

Some practical requirements of literary translation are almost self-evident: a working knowledge of the source language; an excellent command of the second language; an unabridged dictionary and a good thesaurus in each. Aside from such attempts to ensure competence, however, approaches to literary translation vary and fall into three general categories: 1) staying as true as possible to the meaning, spirit, and form of the root piece; 2) introducing analogous idioms and textual additions as vital elucidation; 3) regarding the original work mainly as inspiration for the translator's own creativity.

The first tack, when done well, results in the pleasure of faithfulness; in fact, Mandelbaum won the 1973 National Book Award for his English translation of Virgil's *Aeneid* for this very accomplishment. This technique may necessitate footnotes — which some readers find distracting — to explain linguistic, historical and cultural subtleties. The second strategy moves farther from the original and essentially incorporates commentary into the text. *No Exit*, Stuart Gilbert's 1947 translation of Sartre's 1944 existentialist drama *Huis Clos*, adds such explication; some critics appreciate it while others feel Sartre's terse and witty French dialogue has been both overwritten and undercut. The third process, which might be described as more self-interested than selfless, satisfies by delivering a type of artistic rebirth, as with Edward Fitzgerald's 1859 *Rubaiyat of Omar Khayyam*, which remains popular for readers of English but which drew little from the Persian original of almost 800 years earlier. And translators of lesser ranks may take unwarranted poetic license to stray too far from the original or simply be guilty of carelessness or incompetence.

Translators generally agree that poetry is the most difficult writing to capture in another language. Prose fiction, for example,



The beginning of Virgil's *Aeneid*.

mostly aims at expository communication (aside from dialogue), even in the genre's most vivid descriptions; one need only read Laurie Thompson's lucid and workmanlike English versions of Henning Mankell's best-selling Kurt Wallander mysteries in Swedish to see that compared to poetry, translating prose is a comparative walk in the park. A poem aims to communicate beyond the limits of language, principally through metaphor. The considerable linguistic challenge posed by poetry means that translators often eschew the further complications of form, metrics, rhyme, and other devices. For example, several English versions of Charles Baudelaire's 1857 *Fleurs du Mal* avoid trying to re-create the rhyme schemes and rhythms of the French poems.

Translating songs, however, doesn't allow one the luxury of backing away from most of these challenges because music requires adherence to rhyme and rhythm in addition to lyrics. The French songs of the celebrated Belgian singer-songwriter Jacques Brel, for example, approximate the demands of poetry, but many translators have produced something merely singable, with lyrics that seldom resemble the original. Translators also have underestimated an English-speaking audience's appreciation of French and Belgian cultural and historical references. Both limitations show up in American songwriter and poet Rod

McKuen's "Seasons in the Sun," which turns Brel's 1961 "*Le Moribond*" into a sentimental meditation on friendship that only touches upon mortality, rather than into what Arnold Johnston translates in his "Parting Thoughts" as a bitter farewell to life by a dying man.

McKuen's chorus:
*We had joy, we had fun,
We had seasons in the sun.
But the hills that we climbed
were just seasons out of time.*

Johnston's:
*You should laugh, you should dance
Till your head is spinning round.
You should laugh, you should dance
When they put me in the ground.*

A powerful attraction of work in another tongue is the opportunity it affords people to encounter something from another culture. While literary writers can often be the most qualified to translate literary works, they should remember that the instruments used to craft their own efforts must in translation become tools in the service of someone else's. Indeed, the best translators catch the letter and spirit of another writer's works; Mandelbaum, also a poet, knew this, as does Richard Wilbur, whose English translations of the French playwright Molière are justly lauded. If writers aspire to reach as many readers as possible, translators surely help them to realize this goal. ■



(William) Arnold Johnston (Western Michigan University), Emeritus Chair and Professor

of English at Western Michigan University, and his wife Deborah Ann Percy, a former educator-administrator at public middle and high schools in Kalamazoo, Mich., are full-time writers and frequent collaborators. His translations of Jacques Brel's songs have appeared in musical revues nationwide and are featured on his CD, *Jacques Brel: I'm Here!* Johnston's and Percy's translations (with Dona Roşu) include Romanian playwright Hristache Popescu's *Night of the Passions, Sons of Cain, and Epilogue*. Other publications span his *The Witching Voice: A Novel from the Life of Robert Burns*; her collection of fiction, *Cool Front: Stories from Lake Michigan*; their anthology, *The Art of the One-Act*; their collection of one-acts, *Duets: Love Is Strange*; and their play, *Beyond Sex*. Email them at arnie.johnston@wmich.edu or dajohnston2@gmail.com.



U.S. Weighed Down by Adult Obesity

By Angela Lumpkin

Nearly 34 percent of adults in the United States are obese, according to a report by the Centers for Disease Control and Prevention. Over the past 20 years, this healthcare problem has risen so dramatically, the study indicates, that every state measures a prevalence of obesity of at least 20 percent, 36 states measure 25 percent or more, and 12 states measure at least 30 percent. Mississippi tops the alarming list at 34 percent; Colorado ranks the least worst at 21 percent.¹

Concerns extend far beyond the waistline and the bottom line. The physical dangers of obesity are well-documented; it can lead to type 2 diabetes; coronary heart disease (the No. 1 cause of death in men and women)²; high blood pressure; stroke; abnormal blood fats; osteoarthritis; sleep apnea; gallstones; and colon, breast, endometrial, and gallbladder cancers.³ The financial costs of obesity in the U.S. are equally sobering: \$147 billion in 2008 alone.⁴ That amounts to more than nine percent of all U.S. medical expenditures annually.⁵ Further, obese people or third-party payers on their behalf spend about \$1,500 more on healthcare each year than is paid for average-weight people.⁶

Poor eating habits continue to put Americans at risk for obesity. People in the U.S. consume 31 percent more packaged food than fresh alternatives and select more processed, packaged and junk food than counterparts in nearly all other countries.⁷ Portion sizes for cooked pasta, muffins, steaks, and bagels exceed recommended amounts by the U.S. Department of Agriculture (USDA) by 480 percent, 333 percent, 224 percent, and 195 percent, respectively, and cookies tally the largest excess at a whopping 700 percent.⁸ Even in these tough economic times, people in the

U.S. eat out more frequently than in the past, and the daily caloric intake from food purchased or eaten away from home — food often high in sugar, calories and fats — rose from 18 percent in the late 1970s to 32 percent in the mid-1990s, with the away-from-home market growing from about one-third of all food expenditures in 1974 to about half in 2004.⁹ Inversely, healthy and affordable food often is less accessible to individuals affected by loss of jobs, the recession, and poverty; the *Dietary Guidelines for Americans, 2010*, published by the USDA and U.S. Department of Health and Human Services every five years, includes research that found that almost 15 percent of American households are “unable to acquire adequate food to meet their needs.”¹⁰

A lack of exercise exacerbates the perils of obesity in the U.S. Urban, suburban, and rural living environments contribute to sedentary lifestyles as individuals tend to drive to school, work, and play. Instead of seeking opportunities for working out, or simply moving, American adults spend most waking hours sitting, even in leisure: watching television (2.7 hours daily),¹¹ surfing the Internet (32 hours per month, according to one tabulation,¹² and 155 minutes a day, according to another¹³) and using mobile devices (50 minutes per day).¹⁴

Of course, many sources offer ways to combat obesity and encourage healthy lifestyles. For instance, the *Dietary Guidelines for Americans, 2010* provides nutritional instruction about consuming fewer calories, making informed choices about dietary needs, and being physically active.¹⁵ Also, the USDA created an online program called Choose MyPlate.gov that shows people how to “eat healthy on a budget,” “learn healthy eating tips,” “get weight loss information,” “plan a healthy menu,” and “analyze my

diet,” among other categories.¹⁶

Experts unanimously agree that adults additionally must exercise more; otherwise, the obesity epidemic will swell. Adults need a weekly minimum of 150 minutes of moderate-intensity activity, such as brisk walking or biking; 75 minutes of vigorous-intensity activity, such as jogging or swimming laps; or an equivalent mix of moderate- and vigorous-intensity aerobic activity. (Aerobic activities can be spread throughout the week in increments of at least 10 minutes.) Adults also need muscle-strengthening activities, such as bicep curls and bench presses, that work all major muscle groups, at least three days a week.¹⁷

When people choose to be physically active, balance calories eaten and expended, and make healthy choices in the types of foods consumed, they demonstrate a willingness to be accountable for their health. They also reap the benefit of living longer and better lives. ■



Angela Lumpkin (University of Kansas chapter vice president and member of the Society's budget advisory and review committee) is a Professor in the Department of Health, Sport, and Exercise Sciences at University of

Kansas and author of 22 books, more than 50 scholarly publications and nearly 200 professional presentations on these subjects. She served as head women's basketball coach at University of North Carolina at Chapel Hill in the mid-1970s and assistant woman's basketball coach at The Ohio State University in the early 1970s. Go online to her homepage at <http://web.ku.edu/~alumpkin/> or email her at alumpkin@ku.edu.



For footnotes, go online to www.phikappaphi.org/forum/spring2012.

Emoticon Intelligence or Emotional Intelligence?

By Mary Ann Manos

Daniel Goleman's 1995 bestseller *Emotional Intelligence: Why It Can Matter More Than IQ* remains a foundation for theories about social cognition. His argument that affective competence fuels lifelong achievement still holds relevance. After all, face-to-face communication helps make a society healthy. But in the 17 years since Goleman's seminal book, digital innovations such as social media, blogs, text messages, webcams, Facebook, Twitter, and Skype have come to the fore as modes of expression, and the newest generation prefers them to sharing in person. One result is a lack of accountability, an especial danger for children and young people. In the waning of responsibility via the freedom of the keyboard, how should the emotional intelligence quotient (EQ) apply to this impressionable demographic?

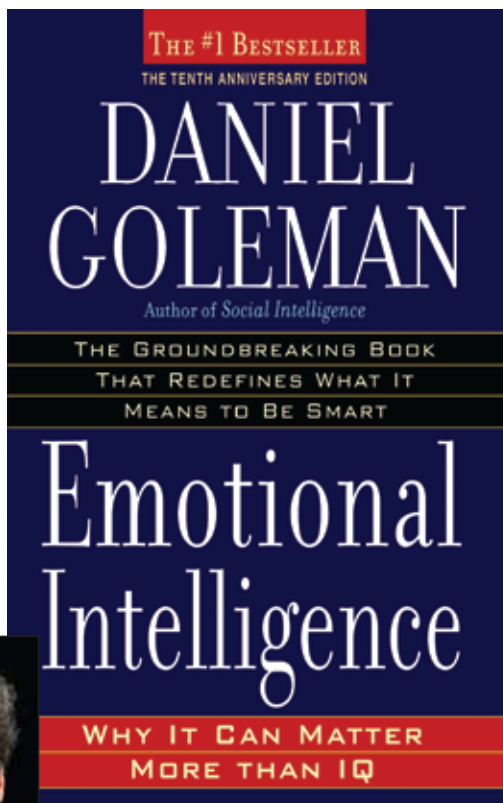
Goleman considers empathy as the headwaters for interpersonal success. The sensitivity, mindfulness and responsiveness inherent in empathy build rapport, and the goodwill gained through EQ assists in the development of a network of trusted peers. The facility to forge these constructive relationships, thus, may be more important than individual IQ, he posits. "The single most important element in group intelligence, it turns out, is not the average IQ in the academic sense, but rather in terms of emotional intelligence," Goleman writes. "The key to a high group IQ is social harmony." Since being part of a team is based on complex abilities of organizing, negotiating and making connections, the learning of EQ begins at home and school.

He urges parents to raise children who know how to attend to others. "The impact on children of such parenting is extraordinarily sweeping," Goleman contends. Parental willingness to show and teach empathy helps ensure that children become socially adept by being able to understand verbal and nonverbal cues; the critical window for learning to mesh language with body language spans ages 2-10, he explains — the time frame when children typically begin acclimation to digital technology. Children who do not possess the rudiments of EQ are often considered strange by peers who, made uncomfortable, may criticize, ignore or shun them. These ill-equipped children, starving for positive reinforcement or any attention at all, can spiral into aggression and become bullies, cyber or actual, since they "read" people incorrectly, Goleman suggests. Given that texting and tweeting, not to mention surfing the Web or posting a blog, are by definition at a remove from literal encounters, the importance of establishing EQ at an early age cannot be overstated.

Because educators guide students in social interaction up to eight hours a day (or more), schools also play a key role in fostering EQ. Goleman draws on troubling statistics about children from the early 1990s that necessitated such pedagogy and that have only amplified since then: school shootings, early motherhood, risky sex, mental disturbance. He also references lesson plans, afterschool programs and weekly classes that counteract bullying, promote inclusion, and address depression, for instance, and describes the advantageous influence of "friendship coaches" in and out of the classroom. These instructional strategies, all about EQ and accountability, surely become even more imperative today since children age 8-18 spend in excess of seven-and-a-half hours "using entertainment media across a typical day," like smart phones and computers, according to the news release about "Gen-



Daniel Goleman



eration M²: Media in the Lives of 8- to 18-Year-Olds," a January 2010 study by the Kaiser Family Foundation. And "because they spend so much of that time 'media multitasking' (using more than one medium at a time)," the news release continues, "they actually manage to pack a total of 10 hours and 45 minutes worth of media content into those seven-and-a-half hours."

Indeed, since publication of *Emotional Intelligence* in 1995, personal technology and social media have redirected the flow of communication in many disturbing directions. For instance, one-third of high school teens

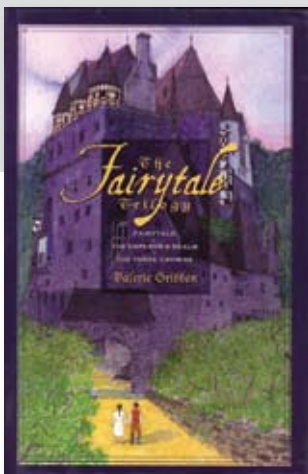
send more than 100 texts a day and half send at least 50, with three-quarters of 12- to 17-year-olds owning cell phones, reports Stephanie Goldberg for CNN.com in an April 2010 article summarizing a study by Pew Research Center's Internet & American Life Project. (Adolescents deem email too slow, too formal.) They like to communicate with invisible friends even if visible ones sit a few feet away. And text messages, plus instant messages and tweets, undercut the quality of communication ipso facto because of their very brevity. Also, relationships, real or virtual, are often begun, lived out and broken online. And "friends" are pictures in tiny squares on a digital wall. Teens age 13-16, the fastest-growing social media demographic, average 450 "friends" in social networks; that number more than doubles by the time they're 22, and then decreases exponentially over the decades, according to *The Daily (U.K.) Mail* in a May 2011 article on this cyber "friend" trend. Accountability and EQ can suffer in such an amassment. As they can when a blogger adopts a persona and when cyber communication is conveyed anonymously.

What do we lose by not dealing with each other in person? Accountability and EQ. Isolation may set in, and emoticons are poor substitutes for empathy. Goleman, in *Emotional Intelligence*, did not foresee cyber bullying and stalking, Internet predators and addiction. Or did he? ■



Mary Ann Manos (Bradley University) is the superintendent of the Hartsburg-Emden (Ill.) School District and a 30-year veteran of elementary through university classrooms. A former ethics columnist for this magazine, she earned degrees from Malone University (B.S., education), University of Mary Hardin-Baylor (M.Ed.), and University of Texas at Austin (Ph.D., curriculum and instruction) and did postdoctoral work in superintendency at Illinois State University. Email her at mmanos@hartem.org.

Compiled by Editor Peter Szatmary



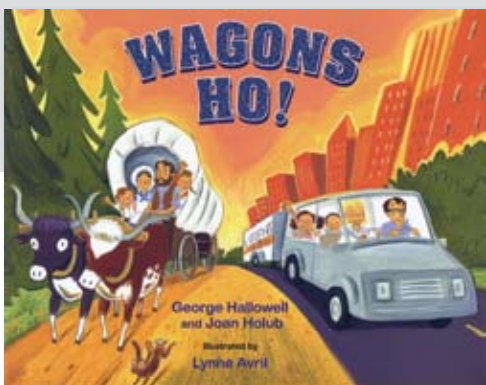
The Fairytale Trilogy

By Valerie Gribben

320 pp. Junebug Books (January 2011).
\$24.95 hardcover; \$9.99 e-book.



Medical student Valerie Gribben (University of Alabama at Birmingham) published *Fairytale*, the first installment of *The Fairytale Trilogy*, a coming-of-age story of Marianne and her brother Robin in an enchanted land, in 2003 when in high school. In the debut, the siblings go on a quest to discover the truth about their family, escaping stifling lives on the back of a dragon, a press release states. *The Emperor's Realm*, book two, continues the magical, mysterious saga; in *The Three Crowns*, Marianne fights to protect a kingdom while confronting opposition within it. "The author's youthful voice" fashions "an archetypal adventure with a modern sensibility," publicity materials declare. Best-selling young-adult author R. A. Nelson raves: "Fast-paced, imaginative, and delightful with wonderful characters! Fantasy readers will love *The Fairytale Trilogy*." Science fiction and fantasy writer Sherwood Smith, who often writes for young adults, predicts that *Fairytale* "will delight" and calls Gribben "a bright and shining new talent." Go online to valeriegribben.com.



Wagons Ho!

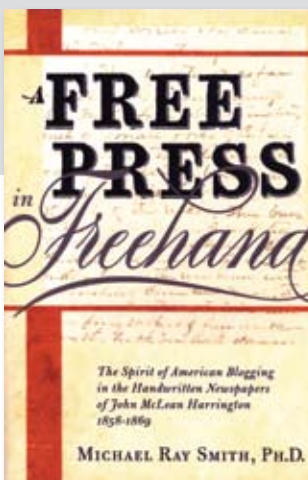
By George Hallowell and Joan Holub

Illustrations by Lynne Avril

32 pp. Albert Whitman & Co. (September 2011).
\$16.99 hardcover.



This full-color picture book for children ages 6 to 9, the first for coauthor George Hallowell (North Carolina State University), "tells the story of two girls who move west on the Oregon Trail. One trip takes five months in 1846 by covered wagon, and the other takes five days in modern times by car," explained Hallowell, an architect pursuing a Ph.D. at North Carolina State University College of Design, in a letter. "Both girls suffer hardships, not the least of which are annoying younger brothers. But there are joys as well — berry pies and Fourth of July celebrations. And when each girl reaches her new home, she finds new wonders and new friends," he continued. *School Library Journal* praises the work, which was co-written by the prolific Joan Holub and illustrated by Lynne Avril: "Colorful spreads provide side-by-side and top-to-bottom comparisons of travel in the different centuries. Carefully chosen facts make contrasts and similarities easy to comprehend."



A Free Press in Freehand

By Michael Ray Smith

225 pp. Illustrated. Edenridge Press (February 2011).
\$50 hardcover; \$25 paperback.



In *A Free Press in Freehand: The Spirit of American Blogging in the Handwritten Newspapers of John McLean Harrington 1858-1869*, journalism/new media professor and veteran writer Michael Ray Smith (Campbell University chapter vice president) examines perhaps the most eccentric journalist of the 19th century, he explained via email, one who "challenged the dominant technology" and "rebelled against conventions." Harrington used his handwritten newspapers to influence readers just like today's citizen journalists bypass mainstream press, Smith continued. The maverick Harrington, postmaster in Harnett County, N.C., "handwrote up to a hundred copies of each issue of his own various newspapers," press materials state; he "'blogged' in longhand about everything from the plight of slaves to unrequited love, international relations, and technology," becoming "an outspoken dilettante journalist" and "a defender of press freedom." Elliot King, Professor of Communication at Loyola University Maryland, applauds: "A well-researched and well-written story of a little-known but compelling aspect of the history of journalism. ..."

Phi Kappa Phi Bookshelf Submission Guidelines

If you are an author and would like your work to be considered for inclusion in the Phi Kappa Phi Bookshelf, send two copies of the book, a color headshot of yourself, contact information (address, phone numbers, email), and a one-page synopsis to:

Phi Kappa Phi Bookshelf

The Honor Society of Phi Kappa Phi
7576 Goodwood Blvd.
Baton Rouge, LA 70806
editor@phikappaphi.org

*All submitted books will be added to the Phi Kappa Phi library housed at the Society headquarters.

Awards Funding Increases as Endowment Rebounds

The Honor Society of Phi Kappa Phi will increase funding for its annual awards by \$35,000 this year. With some minor restructuring, the additional money helps provide for 60 more Love of Learning Awards of \$500 apiece, five more Study Abroad Grants of \$1,000 each, and two more \$15,000 Marcus L. Urann Fellowships.



William J. McKinney

“As Vice President for Fellowships and Awards, I am especially pleased with the changes in the Phi Kappa Phi awards programs,” said William J. McKinney, Vice Chancellor of Academic Affairs and a professor of philosophy at Indiana University-Purdue University Fort Wayne. “The changes came about through a wonderfully open and collaborative process with the various awards committees and represent the Society’s continual effort to serve its members, fulfill its mission, and be responsible stewards of its resources.”

Like most nonprofit organizations, Phi Kappa Phi’s endowment took a significant hit as a result of the recent recession. In 2009, to preserve the corpus of the Phi Kappa Phi Foundation, funding for awards was reduced by \$60,000 and the programs were restructured. Still, the Society managed to distribute \$442,000 and \$440,000 in 2010 and 2011, respectively, to 199 worthy applicants in various categories each year. Phi Kappa Phi’s endowment is now on the rebound. Therefore, the Society’s Board of Directors, at its fall 2011 meeting in Baton Rouge, La., approved recommendations from the Programs and Awards Review Committee to increase funding to the awards programs by \$35,000 — for a total of \$477,000 — and the number of winners to

Funding to the awards programs (has increased) by \$35,000 — for a total of \$477,000 — and the number of winners (has risen) to approximately 260.

approximately 260. (In one category, Literacy Grants, a pool of \$25,000 is distributed annually in varying amounts per recipient, hence a fluctuating number of winners. And two \$1,000 awards, the Phi Kappa Phi Scholar and Artist, are bestowed biennially, and the rotation calls

2012 PHI KAPPA PHI AWARDS

Fellowships

51 \$5,000 Fellowships and five \$15,000 Marcus L. Urann Fellowships for active members entering their first year of full-time graduate or professional study

Love of Learning Awards

140 \$500 grants that fund post-baccalaureate studies and/or career development for active members

Literacy Grants

Grants of up to \$2,500 each (\$25,000 total) available for Phi Kappa Phi chapters and active members to support endeavors that build and otherwise encourage the knowledge, confidence and related benefits that come from reading, math and computers, among other fields, and that reinforce part of the Society’s mission “to engage the community of scholars in service to others”

Study Abroad Grants

50 \$1,000 grants to help undergraduates, whether members or nonmembers, as they seek knowledge and experience by venturing afield

Phi Kappa Phi Scholar and Phi Kappa Phi Artist Awards

\$1,000 awarded in each category biennially (including this year) to an outstanding scholar and artist who not only are active members but also demonstrate the Society’s ideals through their activities, achievements and scholarship

For more information on the Society’s award programs, including deadlines and downloadable applications, go online to www.phikappaphi.org/awards.

for this year, thus the \$477,000 total.)

The changes include:

- Increasing the number of \$15,000 Marcus L. Urann Fellowships from three to five and decreasing the number of \$5,000 Fellowships from 57 to 51. Overall funding for the Fellowship program remains the same at \$330,000.

- Increasing the number of \$1,000 Study Abroad Grants from 45 to 50, or \$45,000 to \$50,000.

- Increasing \$500 Love of Learning Awards from 80 to 140, or \$40,000 to \$70,000.

The relevance of each program to the membership and the number of applications received influenced the decision on how to distribute the additional funds.

For instance, “the number of applicants for Love of Learning Awards grows

considerably each year,” said Lourdes Barro, acting executive director of Phi Kappa Phi. “In 2011, more than 1,800 active members competed for the 80 highly coveted awards, an increase of about 50 percent over 2010. Love of Learning Awards clearly fill a need within our

membership, and the Board’s decision to increase funding to this program by \$30,000 illustrates its commitment to serving members,” she explained.

The Society’s Awards Council recommended two other changes that the Board approved, and these involve the Study Abroad program: removing credit hour limits and raising the GPA requirement from 3.5 to 3.75.

Removing the credit hour limits allows more undergraduates, whether members or nonmembers, who are further along in their studies to apply, said Maria Davis, national marketing development manager and programs coordinator. And “raising the GPA requirement helps ensure the likelihood that more nonmember winners of Study Abroad Grants are eligible for Phi Kappa Phi membership later in their academic careers,” she said.

“I am most grateful to those volunteers who worked on the various awards committees, and to my fellow Board members, for making certain that these programs remain relevant and beneficial for our members in the midst of unprecedented economic challenges and educational changes,” said McKinney. ■

— Staff report



Claude Bessmann

A Key to Publicity

Pianist Enlightens and Entertains Chapter, Campus and Community

By Caroline Cooper

More than 150 people, including approximately 60 students, attended a public concert by prize-winning pianist Claude Bessmann in mid January, thanks in part to the Florida Institute of Technology (Florida Tech) Phi Kappa Phi chapter. The next day, Bessmann hosted a master class for 19 young pianists in another program underwritten by the chapter.

“At any level, performing music is more than demonstrating technique. It is about the work of interpreting. A pianist

makes the case to the audience of her own perception of the work,” Bessmann explained in an email in anticipation of the two-day event.

Her appearance, sponsored by the chapter, at Florida Tech’s inaugural Humanities and Communication Performing Arts Series marked her American concert debut. Bessmann was the third of four offerings over the academic year in the annual series; the arts bill expands the school’s annual Humanities and Communication Lecture Series, which began in 1985. She played masterworks by, among others, Franz Liszt and Maurice

Ravel, in whom she specializes.

“I live the sense of intensity of feeling and emotion that is suggested, but not told, not disclosed,” she explained of her technique. “It is what the philosopher and musicologist Vladimir Jankelevitch used to call *l’expressif dans l’inexpressif*— the expression in what has not been expressed.”

Bessmann, who teaches at the Paris (France) National Conservatory, her alma mater, and who was a student of Vlado Perlemuter, himself a student of Ravel, hopes the next generation of musicians carries on what she called one of the greatest messages that Perlemuter imparted to her: to be rigorous yet modest. “I try to encourage my students to broaden their culture as much as possible, not only from a musical standpoint but also through reading literature, poetry, so as to come as close as possible to the style and universe of the composer.”

Bessmann was awarded first prize in Perlemuter’s class. She also won a gold medal at the International Piano Competition in Vercelli, Italy, and honors at the International George Enescu Competition in Bucharest, Romania. Florida Tech and its Phi Kappa Phi chapter decided to host Bessmann due to all this prestige, said Jamie Younkin, Assistant Professor of Music and chair of the music program, in an email. “The opportunity for virtually anyone in our community to come and enjoy not only a concert, but an educational workshop with a teacher of Professor Bessmann’s caliber is a special opportunity indeed. This level of interaction is an occasion for great inspiration.”

Younkin added, “Florida Tech is a university that is distinguished by its excellence in scientific disciplines and it is nestled in the heart of a community that is home to many technological industries. Arts such as music expand the university’s distinction for excellence to the widest array of human achievement and foster a broader culture of innovation and creativity.”

Mary Bonhomme, president of the Florida Tech Phi Kappa Phi chapter and Associate Vice President and Dean of Online Learning at the school, said her chapter got involved with the arts series because as a new chapter (installed May 2009) it wanted to increase publicity and awareness. “We have been trying to join forces with groups that are bringing interesting events and speakers to campus,” she said. ■



Caroline Cooper began working at Phi Kappa Phi as a Chapter Relations Coordinator last June. She earned a bachelor’s degree in political communication and French from Louisiana State University. Cooper is the vice

president of programming and former secretary for the Baton Rouge, La., Delta Gamma alumnae group. Email her at ccooper@phikappaphi.org.

Member News

Compiled by Editor Peter Szatmary

Ramy Ahmed (Texas A&M University), a doctoral student in the Department of Electrical and Computer Engineering at Texas A&M University, and his adviser, Sebastian Hoyos, won a best paper/presentation award at the 2011 Semiconductor Research Corporation Technon Conference in the analog/mixed-signal/RF circuit design session. About 40 students earned honors among the 145 entries in 16 sessions. Ahmed, whose research interests include data converters and multistandard wireless receivers, is pursuing a Ph.D. at the school's Analog and Mixed-Signal Center under Hoyos' supervision.

Four of the five Lamar University seniors from the December 2011 class to receive Plummer Awards for the highest grade point average were Phi Kappa Phi members. **Ernesto Alvarez, Jr.**, majored in political science and plans on attending law school. Wife and mother of three boys, **Marianne Cowl** majored in French and plans on teaching French in high school and pursuing a master's degree in French. **Ryan Grandusky** earned a bachelor of applied arts and sciences and plans on pursuing a master of business administration. Wife and mother of a daughter, **Jami Sanders** earned a bachelor of applied arts and sciences and plans on studying for secondary teacher certification through Lamar.



Emory Attig (Eastern Kentucky University), a senior defensive tackle at Eastern Kentucky University, won an Ohio Valley Conference Scholar-Athlete Award for 2010-11. Three male and three female upperclassmen are selected for

the commendation each year; there were 20 finalists for 2010-11. Recipient of numerous previous honors on the field and in the classroom, Attig has earned a bachelor's degree in communications and is working on a second one in business.



Elizabeth Ave Maria (Illinois Wesleyan University) was named College Conference of Illinois and Wisconsin's 2011 Woman of the Year. The senior psychology/chemistry major and team captain of the cross-country and track-and-field

teams at Illinois Wesleyan University bested three other nominees.



Donald R. Bobbitt (University of Texas at Arlington) has been appointed president of the University of Arkansas (UA) System. He had been provost and vice president of academic affairs at University of Texas at Arlington. Earlier in his career

Bobbitt served as dean of the J. William Fulbright College of Arts and Sciences at UA-Fayetteville, among other roles over many years. He holds two patents in bioanalytical chemistry.

Mark Byrnes (Middle Tennessee State University) has been appointed dean of the College of Liberal Arts at Middle Tennessee State University (MTSU). He had been acting and interim dean. An expert in the American presidency and Tennessee politics, Byrnes has taught political science at MTSU since 1991 and was associate dean of liberal arts from 2006 to 2009.

Amy Caby (Fontbonne University) received the December 2011 Hood Award from the Fontbonne University Alumni Association at last winter's commencement. She earned a bachelor's degree in corporate communications from the school's OPTIONS program for adult students.



Robert G. Davis (Virginia Commonwealth University chapter treasurer and executive director) received the University Distinguished Service Award from Virginia Commonwealth University at the fall 2011 convocation. Pro-

fessor of Health and Human Performance at its School of Education, he has taught there for 39 years. Other achievements include serving on the university's academic regulations appeal committee for 14 years and chairing it for a dozen and assuming numerous leadership roles with the American Alliance for Health, Physical Education, Recreation and Dance. He has written six books and offered more than 350 workshops in his field. Davis also has held every Phi Kappa Phi office at the chapter since his affiliation with it began some three decades ago.



Yaser Elqutub (Northwestern State University), a senior linebacker and scientific inquiry major, was the male winner of the Southland Conference's 2010-11 Steve McCarty Citizenship Award and one of 135 students named a New-

Civic Fellow by Campus Contact, a national coalition promoting community service, civic engagement, and service-learning in higher education. He participated in the Families in Need of Service intervention program for troubled youth and their families, helped raise funds for St. Jude Children's Research Hospital, and organized a fundraiser for Samaritan's Feet international outreach for impoverished children, among other humanitarian pursuits.



Richard J. Flaksman (University of Massachusetts) was named vice president of medical affairs for Marion (Ohio) General Hospital. A neonatologist for 33 years, he has been on staff since September 2008; prior responsibilities included

medical director of neonatology, medical director of information systems, and interim director of medical staff affairs.

Dale L. Flesher (University of Mississippi chapter treasurer and former president; former member of the Society's budget advisory and review committee; and former business and economics columnist for this magazine) received the 2011 Distinguished Achievement in Accounting Education Award from the American Institute of Certified Public Accountants (AICPA). He is the Arthur Andersen Alumni Professor and Associate Dean at the Patterson School of Accountancy at University of Mississippi and author of more than 300 articles and 40 books. A former member of AICPA's governing council and foundation board, Flesher also has been president of the Academy of Accounting Historians and the Teaching, Learning and Curriculum Section of the American Accounting Association.



Keilan Freeman (University of Maryland, Baltimore Campus) was named to the Capital One/CoSIDA Academic All-America University Division At-Large First Team, the College Sports Information Directors of America an-

nounced last June, as a senior swimmer and mechanical engineering major at University of Maryland, Baltimore Campuses. He is now a graduate student at Stanford University.

John Giordano (Villanova University) was appointed deputy secretary for administration at the Pennsylvania Department of Conservation and Natural Resources. Previous public sector positions include federal prosecutor in the United States Attorney's Office for the Eastern District of Virginia, counselor to the assistant attorney general for the Environment and Natural Resources Division at the U.S. Department of Justice, and senior adviser and staff director at the U.S. Department of Energy. In the private sector, he was executive vice president and chief legal officer for Atlantic Trailer Leasing Corp.

Jeffrey Hupman (Georgia Southern University), a senior double major in finance and accounting at Georgia Southern University, earned one of 52 merit-based \$10,000 scholarships from the Public Company Accounting Oversight Board (PCAOB), which was established by Congress. This is the first year for the scholarship program; participating undergraduate and graduate institutions nominate a student from their campus. Funds come from the collection of monetary penalties imposed by the PCAOB via the Sarbanes-Oxley Act of 2002.

Sarah Jennings (Lamar University), a biology major, was one of two students from Lamar University to earn its Plummer Award as the top graduates from the August 2011 class. She also received numerous scholarships over the course of her college education.

Matthew Luderer (Indiana University of Pennsylvania), Associate Professor of Chemistry at University of Pittsburgh at Greensburg, was one of five faculty



members to receive the 2011 Chancellor's Distinguished Teaching Award. It comes with \$2,000 cash and a \$3,000 grant. He has taught at the school since 2004; his research interests include developing environmentally friendly organ-

ic reactions in water as solvent and studying trace metal concentrations in venison samples.

Connie Muncy (Wright State University), a safety officer for Montgomery County Water Services in Kettering, Ohio, was named one of "100 Women — Making a Difference in Safety," a project of the Women in Safety Engineering Common Interest Group, which is part of the American Society of Safety Engineers (ASSE). She "works diligently to ensure public workers adhere to Occupational Safety and Health Administration (OSHA) regulations," the press release states, "though Ohio public employers are not regulated by OSHA." Winner of prior workplace safety awards from other organizations and a frequent presenter at symposiums and workshops, Muncy has presided over several county and chapter safety and emergency councils. ASSE, founded in 1911, includes more than 34,000 members, according to its website.



Carolyn Callenbach Nelson (North Dakota State University former chapter president) was elected the 32nd president of the National Federation of Music Clubs (NFMC) at its biennial convention last June. Founded in 1898 and char-

tered by Congress, NFMC is the largest philanthropic music organization in the world. Previously, Nelson had been national first vice president and a regional vice president. She is a member and former president of the Fargo-Moorhead (N.D.) Area Music Club and the North Dakota Federation of Music Clubs. Nelson also has served in the North Dakota Senate for the past 17 years, including as assistant minority leader. A Phi Kappa Phi member for 53 years, she was on the Phi Kappa Phi centennial committee. Her father and husband also garnered 50-year membership pins from the Society.

Terry Palardy (Salem State University), recently retired after 30 years of teaching numerous subjects and grades in elementary and middle schools in Andover, Mass., released three short books through CreateSpace self-publishing in June. *Teaching: Essays on Education and Academics at the Turn of the Century* (36 pages; \$12 paperback) compiles the columns on pedagogy that she wrote for this magazine between 2000 and 2006. *Poetry to Share, Vol. 1* and *2* (each 24 pages and \$12 paperback) collect some of her creative writing. Go online to www.beyondoldwindows.com.

Zachary Pearce (Bloomsburg University) won election last May to the Delaware Valley School

Notable Members

David Baldacci

Best-selling Novelist
Virginia Commonwealth University

Jimmy Carter

39th President of the United States
Georgia State University

Hillary Rodham Clinton

Secretary of State of the United States
University of Arkansas at Little Rock

Rita Dove

Pulitzer Prize Winner in Poetry
Miami University

Renee Fleming

Grammy Award-winning Soprano
State University of New York-Potsdam

Robert M. Gates

22nd United States Secretary of Defense
Texas A&M University

Ruth Bader Ginsburg

United States Supreme Court Justice
Cornell University

Bernard A. Harris, Jr.

Former NASA Astronaut
University of Minnesota

Freeman A. Hrabowski, III

President of the University of Maryland,
Baltimore County
University of Maryland, College Park

George Olah

Nobel Prize Winner in Chemistry
University of Southern California

(College or university of chapter initiation)

Board, Pike County, Pa., after topping both the Republican and Democratic nominations as an independent. Educated in this district, he graduated from Bloomsburg University in December as a political science major and is chairman of the Pike County Young Republicans.



Frances Siu (California State University, Los Angeles) won the 2011 New Career in Rehabilitation Award from the National Council on Rehabilitation Education. She is Assistant Professor in the Special Education and Counseling Division at California State University-Los Angeles and has coauthored numerous articles and book chapters and made many presentations about rehabilitation and disability counseling. The organization represents more than 90 institutions of higher education and 600 individual members.



Stuart Sumida (California State University, San Bernardino), California State University-San Bernardino Professor of Biology, was named 2011 California Professor of the Year by the Carnegie Foun-

ation for the Advancement of Teaching. A prolific researcher and consultant in anatomy and paleontology, among other fields, he joins 26 other state winners and four national winners from a pool of nearly 300 nominees in an awards program administered by the Council for Advancement and Support of Education. "The U.S. Professors of the Year Awards Program, created in 1981, is the only national initiative specifically designed to recognize excellence in undergraduate teaching and mentoring," according to the organization's website.



Kimberly A. Taylor (Georgia Southern University) self-published her memoir/self-help booklet, *Play Fair! The Art of Relationship and Friendship* (84 pages; CreateSpace, June 2011; \$12.95 paperback). She "shares her

own personal life journey, which has taken her through a myriad of foreign places and experiences, and in the process her formula for successful relationships," the press release states. The book "is an interesting combination of personal experiences," it continues, "blended with skills required for anyone interested in improving their cultural intelligence." A Fulbright winner, Taylor is a former professor of languages and marketing.



Brent W. Webb (Brigham Young University) was appointed academic vice president at Brigham Young University. He had been associate academic vice president of research and graduate studies. Joining

the faculty in 1986, Webb is a professor of mechanical engineering and author or coauthor of 200 publications.

Thad Zaleskiewicz (University of Pittsburgh at Greensburg), Professor Emeritus of Physics at University of Pittsburgh at Greensburg, won the 2011 University/Post-Secondary Educator Award from the Carnegie Science Center at its 15th annual event. In his 46 year-career, he has created a team-taught science course for non-science majors, received the university's Chancellor's Distinguished Teaching Award and President's Medal for Distinguished Service, offered workshops for middle school teachers and students, and was president of the Contemporary Physics Education Project. ■

Member Spotlight

MY JOB: cardiac surgeon

MY SPECIALTIES: complex valvular heart surgery
and robotic heart surgery

MY AVOCATIONS: photography, amateur radio
and trout fishing

MY HONOR SOCIETY: Phi Kappa Phi

GREAT MINDS THINK ALIKE.

W. Randolph Chitwood, Jr., MD, is an international pioneer in minimally invasive and robotic heart surgery. In 2000, Chitwood became the first surgeon in North America to use robotics to repair mitral valves. He practices at the Brody School of Medicine and is the Senior Associate Vice Chancellor for Health Affairs at East Carolina University. He earned the Ellis Island Medal of Honor for his humanitarian work in 2009. Chitwood was initiated into Phi Kappa Phi at East Carolina University in 1998 and was named the Phi Kappa Phi National Scholar in 2004.

Founded in 1897, **Phi Kappa Phi** is the oldest and most selective honor society for all academic disciplines. Its more than 100,000 active members include great minds in science and medicine, government and law and the military, education and business, along with sports, literature and the arts and just about every other field imaginable.



Cliff Hollis

**KNOW OF OTHER GREAT MINDS TO FEATURE IN THE PHI KAPPA PHI GREAT MINDS CAMPAIGN?
SEND US YOUR SUGGESTIONS AND SEE A GALLERY OF MORE GREAT MINDS AT WWW.PHIKAPPAPHI.ORG/GREATMINDS.**

Compiled by Editor Peter Szatmary



Berna Brown Allred (Brigham Young University), 82, kept a song in her heart. The soprano performed as a soloist, in operas and musicals, and with her husband in her Utah community. For many years she was in the Ralph Woodward Chorale

and the Florence Madsen Memorial Choir. And as a member of the Church of Jesus Christ of Latter-day Saints, Allred served as ward music coordinator and pianist in its relief society. When not striking up a tune she was picking up the thread as an expert seamstress. Preceded in death by her husband of 44 years, brother, son, and grandson, the Brigham Young University alumna passed away at her home on June 19, 2011, from complications of Alzheimer's disease. Survivors include two sons and daughters-in-law, two daughters and sons-in-law, 20 grandchildren, 16 great-grandchildren, and three married siblings.



Ray C. Anderson (Georgia Institute of Technology), 77, wore the term "radical industrialist" as a badge of honor. After spending 14 years learning the carpet trade at Deering-Milliken and Callaway Mills, he founded Interface, Inc., in 1973

and turned it into the world's largest manufacturer of modular carpet. In 1994, Anderson challenged his billion-dollar company to be profitable while practicing sustainability, and hundreds of corporate citizenship awards resulted. For example, in 2007, *Time* magazine named him a Hero of the Environment and MSNBC.com included him in its list of Top 15 Green Business Leaders. Three documentary films and numerous major newspapers profiled his efforts to reduce Interface's carbon footprint while reaping robust returns. The visionary captain of industry also served as co-chair of the President's Council on Sustainable Development during the Clinton administration and on the Presidential Climate Action Plan in 2008. Anderson gave more than 1,500 talks on eco issues and published two books about his radical industrialism. He was a graduate of Georgia Institute of Technology, recipient of eight honorary doctorates, and board member of universities, foundations and councils. Anderson died at his home in Atlanta, Ga., surrounded by his family, on Aug. 8, 2011, after a 20-month battle with cancer. Survivors include his wife, two daughters and sons-in-law, stepson and stepdaughter-in-law, seven grandchildren, and great-grandchild.

Walter A. Binasiewicz (Drexel University), 80, was a certified public accountant with eclectic interests that didn't all line up in a row. His diverse pursuits included charter membership in the St. Robert Bellarmine Parish in Warrington, Pa., and founding membership in the Philadelphia Wine Tasting Society as well as, perhaps inevitably, wine (and beer) making, not to mention painting, woodworking, investment analysis, and the Philadelphia Flyers. Raised at St. Mary's

Home in Ambler, Pa., he graduated from Drexel University with a degree in business administration and was a sergeant in the Army during the Korean War. Binasiewicz died on July 11, 2011. Survivors include his wife, two daughters and sons-in-law, and four grandchildren.

Donald J. Conway (University of Maryland), a retired lieutenant colonel in the Army, died on Oct. 6, 2010. He was an active Phi Kappa Phi member for decades. Conway was preceded in death by a grandson. Survivors include his wife, married son and daughter, 11 grandchildren, and four great-grandchildren. Interment occurred at Arlington National Cemetery. It was encouraged that in lieu of flowers, donations be made to the National Museum of the U.S. Army.

Luanne Mount Cutchins (Auburn University), 69, led a colorful life. The visual design major created logos for Camp Marannook in LaFayette, Ala., and the Retirement Systems of Alabama and was a partner at Reid & Mount Advertising. Cutchins earned bachelor's and master's degrees from Auburn University. At age 19 she was Miss Albany, Ga. Cutchins died of breast cancer on June 23, 2011. Survivors include her husband of 11 years, his three children and their spouses, seven grandchildren, an older brother and his family, among others.



Don Robert Dickson (University of Utah), 85, defended his country and taught the next generation. The World War II veteran served in the Army Air Corps and earned three Bronze Campaign Stars, two Purple Hearts, the Air Medal,

and the European-African-Middle Eastern Campaign Medal Ribbon. The educator taught in the Meteorology Department at his alma mater, University of Utah, for 30 years and was department chair for nine. Earlier in his career, Dickson taught at University of New Mexico and Oklahoma State University and was a physicist with the U.S. Geological Survey. He held many positions with the Church of Jesus Christ of Latter-day Saints and was married in its Salt Lake Temple. Preceded in death by a daughter and great-grandson, he passed away on March 2, 2011. Survivors include his wife of 57 years, four daughters and their spouses, two sons, 20 grandchildren, 10 great-grandchildren, and numerous siblings and their families.

Roberta L. "Bobbi" Frey (Ohio University), 60, loved Ohio University. How could she not, what with earning bachelor's degrees in psychology and sociology from the school, working there as an administrative assistant to the dean of students and retiring as assistant director of career planning and placement? Frey also enjoyed cats, dogs and gardening. She died on Nov. 19, 2011, at her home. Survivors include her husband of 36 years, daughter, two sisters, brother, three nieces, and two nephews.

Frances Sandra Greer Christensen (Pittsburg State University), 73, epitomized edification. She taught in the Department of Curriculum and Instruction at the College of Education at Pittsburg State University (PSU) from 1971 to 2002, specializing in reading difficulties, children's literature and elementary education, and chairing her department from 1988 until retirement. Greer, as she was known professionally, came to the field prepared, having taught fourth and fifth graders, in classrooms of at least 40 students, from 1960 to 1966 in Doraville and Buford, Ga. She collected children's books, of course, and was a book club devotee. A travel enthusiast, Greer visited five continents, 33 countries and all U.S. states except South Dakota; she also liked cooking and collecting cookbooks and antiques. Greer earned degrees from Mercer University (B.A. in English) and University of Georgia (M. Ed. and Ed.D.). Preceded in death by a son, she died on June 17, 2011, of complications from metastatic melanoma, at her home surrounded by family. Survivors include her husband of 38 years, whom she had married at Timmons Chapel at PSU, daughter, son-in-law, and granddaughter, among many other kin.



Arthur E. Houglund (East Tennessee State University), 76, served soldiers and students. He was a colonel in the U.S. Army Reserve, logging 36 years mostly in the surgical research unit at Fort Sam Houston, and spent 25

years at East Tennessee State University, College of Public and Allied Health, retiring in 1998. Houglund earned degrees from University of Iowa, Brigham Young University and University of South Dakota, from which he received his doctorate. Houglund died on Aug. 10, 2011, at his residence. Survivors include his wife of 50 years, daughter and son-in-law, two sons, and two grandchildren.

Jack Long (Purdue University), 90, loved his country, university, and honor society. The award-winning professor specialized in poultry science at what's now called Purdue University College of Agriculture from 1955 to 1986. Other campus roles: assistant and then associate dean of agriculture; adviser to numerous student organizations; and faculty fellow in student resident halls. Further, he helped found the school's Phi Kappa Phi chapter. Long earned degrees from Oklahoma State University (B.S.) and Cornell University (M.S. and Ph.D.). The Army veteran served in Europe in 1945 as a second lieutenant in the 65th Infantry Division and was recalled during the Korean War, earning a Bronze Star as an operations officer in the 40th Division Intelligence Section. He was in the Army Reserve for 25 years, retiring as a colonel. Long died on July 6, 2011. Survivors include his wife of 65 years, two daughters, son, six grandchildren, three great-grandchildren, plus other relations.

George Hamley Odell (University of Tulsa chapter past president), 69, won numerous honors in archaeology. They include the Fryxell Award for Interdisciplinary Research and the Award for Excellence in Archaeological Analysis from the Society for American Archaeology (SAA); the Citation of Merit for Preservation of Oklahoma's Heritage from the Oklahoma State Historic Preservation Office (twice); and the inaugural Excellence in Research Award from the Henry Kendall College of Arts and Sciences at University of Tulsa, at which he had taught since 1984. Odell primarily conducted surveys and excavations in the North American midcontinent and focused on stone tools. He wrote three books and many articles, reports and chapters, was a former treasurer of SAA, and held numerous other professional affiliations. In his spare time Odell sang in two church choirs and was a member of the Tulsa Oratorio Chorus. He earned degrees from Yale (B.A., American history; M.A.T) and Harvard (Ph.D., anthropology/archaeology). Odell died on Oct. 14, 2011, at his home. Survivors include his wife, also an archaeologist, and two brothers.

Hartley Owen (Michigan State University), 83, ranked high among innovators in the oil industry in refinery process development, fluidized solids and fluid catalytic cracking. The Michigan State University chemical engineering major was author or coauthor of more than 280 U.S. patents, mostly in oil refining technology, chemicals and synthetic fuels. In fact, Mobil, at which he worked for 31 years before retiring in 1992, recognized him as the inventor with the most patents with the company. Owen earlier spent 10 years with Esso. He enlisted in the Navy before finishing high school, serving as a gunner's mate first class on the USS LST 587 in the Pacific in the mid-1940s. Owen was a founding member, elder and trustee of one Presbyterian church and sang in the choir of another. He also enjoyed sailing, skiing, and gardening. Preceded in death by his first wife, Owen passed away on July 15, 2011; survivors include his second wife of 14 years, five daughters, son, 14 grandchildren, two brothers, and two Bernese mountain dogs.

James W. Reddoch (Louisiana State University), 86, worked at Louisiana State University (LSU) for 39 years. He began as an instructor in the College of Business Administration in 1950, rose to professor in 1963 and retired as vice chancellor emeritus in 1989. Other positions included assistant to the dean of his college; head of his department; assistant to the president of the university; dean and vice chancellor for student affairs; and vice chancellor for administrative services. Reddoch earned bachelor's and master's degrees from Mississippi State University and a doctorate from LSU; he received a Ford Foundation grant for summer postdoctoral study at Harvard Business School. A veteran of the Army Air Corps in the European theater during World War II, he was active in the Lions Club International, American Red Cross and other civic organizations and served in numerous capacities at his Baptist church. Reddoch died on June 14,

2011, at his home. Survivors include his wife of 64 years, daughter, three sisters, seven nieces, nephew, and six great-nephews.

Charles A. Saunders (University of Houston), 89, specialized in corporate, trust and estate law for Fulbright & Jaworski for 65 years; upon retirement in 1988, he continued as an attorney for charitable causes. Saunders supported his alma mater, University of Houston, from which he earned a B.A., by serving on its board of governors, being general counsel for its friends of the library, serving as a trustee of its Moores School of Music, and awarding a graduating athlete with a gold medal for excellence in scholarship, leadership and sportsmanship. He was former president of the American College of Trust and Estate Counsel, an academician of the International Academy of Estate and Trust Law, and general counsel for the American Lung Association and the English-Speaking Union of the United States. Further, Saunders raised money and awareness for Houston public broadcasting and was legal counsel to local music organizations. He received an L.L.B. from University of Texas School of Law, studied at Oxford and Cambridge, and won distinguished alumnus awards and law commendations. A globetrotter, Saunders and his wife visited 138 countries across all seven continents. He died on Sept. 10, 2011, at his home in Houston. Survivors include his wife of more than 64 years, three daughters and sons-in-law, son, 11 grandchildren, four great-grandchildren, and sister.



Frederick O. Smetana (North Carolina State University), 82, spent the bulk of his career on the faculty of the Mechanical and Aerospace Engineering Department at North Carolina State University (NC State), from which he earned bachelor's and master's degrees. He received a doctorate from University of Southern California. Before pursuing a master's degree, Smetana worked for Douglas Aircraft Company; before pursuing a Ph.D., he was an Air Force flight test engineer. During his NC State tenure from 1961 to 1994, Smetana authored several textbooks; he wrote several more as professor emeritus. Smetana enjoyed roses, classical music (especially opera), history, traveling, *Jeopardy!*, and U.S. presidential trivia. Preceded in death by his first wife of 52 years, he passed away on May 27, 2011, at his home. Survivors include three sons, daughter, four grandchildren, numerous in-laws, his second wife of four years, her three children and their families.

Paul Traver (University of Maryland), 80, amassed so many classical musical credits in the ivory tower and on the concert stage that in 1989 he received the Phi Kappa Phi Artist Award. Professor Emeritus at University of Maryland (UM), at which he had taught and performed for more than 40 years, Traver was founding director of its chorus, plus artistic director of the Maryland Handel Festival. His repertoire ranged from the 9th

through 20th centuries; the school chorus, chamber singers and collegium musicum appeared throughout Europe and released several recordings. Traver also conducted with the National, Richmond, and Annapolis symphony orchestras and the Buffalo Philharmonic Orchestra, Smithsonian Chamber Players and Tafelmusik Baroque Orchestra of Canada. He studied piano at Catholic University of America and earned a doctorate in conducting from Stanford University. Other honors include the inaugural UM chancellor's medal, the highest honor the College Park campus confers. Traver died on March 27, 2011, on his birthday. Survivors include his wife of 50 years, daughter and son-in-law, son and daughter-in-law, another son, seven grandchildren, and sister.

Jesse Lee Wallace (New Mexico Highlands University), 74, was retired from the Air Force. He graduated from New Mexico Highlands University and was so proud of being a life member of Phi Kappa Phi that he purchased a dozen keepsakes over the years. Preceded in death by four brothers and one sister, Wallace died on Oct. 27, 2011. Survivors include his wife, three sons, two daughters, three stepdaughters, two stepsons, two brothers, three grandchildren, 11 step-grandchildren, and several great-grandchildren.



Lois Irene Hazelton Widvey (South Dakota State University former chapter president), 77, taught at every level during her 49-year career: from elementary school through higher education. She spent 33 years at South Dakota State

University (SDSU): arriving at the College of Education and Counseling in 1973; rising from assistant to distinguished professor; and retiring first in 1998 and then, after returning in 2000, a second time in 2008. Widvey conducted hundreds of workshops locally, regionally and nationally. She was adviser for school chapters of Kappa Delta Pi, the international honor society in education, and the South Dakota Education Association student program, winning numerous awards for such efforts. Other plaudits: giving the 1987 SDSU commencement address; receiving several SDSU Teacher of the Year awards; being named Distinguished Professor Emeritus in Education and Counseling by the South Dakota Board of Regents; and having April 29, 1998, declared by the governor as Professor Lois Widvey Day in South Dakota. An early indication of later accolades: she was 1951 valedictorian of Lily (S.D.) High School. Widvey majored in English, history and business education at what's now called Northern State University and earned an Ed.D. in secondary education from University of Nebraska. She loved to shop, attend auctions and nurse houseplants. Widvey died on July 9, 2011. Survivors include her husband of 53 years, brother and sister and their spouses and children. ■



For more obituaries, go online to www.phikappaphi.org/forum/spring2012.

The Mail Drop

Through the thin slit, the letter collapses into gravity's harness, settling face-down on the dusty wood floor as the metal flap claps to its close. The day's correspondence piles without thought or purpose around each other: a few catalogs, the weekly circular, a reminder from the dentist. Not until evening comes will anyone puzzle over the emptiness of the left corner, or pass a hand over the carelessly stamped postmark — Judyville, Indiana, June 14 — cancellation lines spilling over two stamps, not one, together equaling the rate for an ounce, plus one extra and unaccounted-for cent.

It will be later still when a finger slips into a tiny opening where moistened glue failed to close, then slides across to break the seal, reaches without anticipation into the envelope, unfolds its accorded contents and reads: *I don't know how to do this except to say it plain: twenty-eight years ago when I became pregnant, I thought the world would end.* It might be the last of the pile to be picked up, no attention given to its entrance into the house, slipped without permission through a door's elliptic gap.

By Amy Nawrocki

It Is, and Isn't, in the Mail

Any consideration of “Accountability,” the theme of this edition, must, of course, address two basic questions: what are we accountable for, and to whom? How we answer these questions — to ourselves and to each other — not only conveys but also creates the very essence of who we are individually and collectively. Accountability to oneself, to family, to society, to higher powers: submitted poems ran the spectrum about “whom.” And they grappled with topical issues, such as the “occupy” movement, and perennial concerns, including war, poverty, and the environment, for the “what.”

Amy Nawrocki's winning entry, “The Mail Drop,” examines one type of personal accountability by focusing on a letter written, it seems, by a mother to her now-adult child, whom she gave up for adoption 28 years before. The poet places reader attention on the letter itself, its physicality, as much as — if not more than — on its revelatory contents, as it “collapses into gravity's harness” along with the mundane “day's correspondence.” By concentrating on the object itself in this transitional state of passing through “the mail drop,” Nawrocki avoids the twin dangers inherent to this

subject — melodrama and sentimentality — and conveys true emotion and anticipation as her imagery evokes overtones of birth itself.

What the reader sees through the letter's entrance into the world, through that “thin slit,” is how the letter writer has answered for herself to whom she is accountable, and for what. The ramifications — for both parent and child — however, remain a question. ■

— Sandra Meek, poetry editor



Amy Nawrocki (University of Bridgeport) teaches English at University of Bridgeport. Her latest collection of poetry, *Nomad's End*, was published in 2010 by Finishing Line Press. She also has coauthored two works of nonfiction, *A History of Connecticut Wine* (2011) and the forthcoming *A History of Connecticut Food*, with her husband Eric D. Lehman, chapter past president and English department colleague (the History Press for both). Nawrocki was a runner-up in the spring 2011 poetry contest for this magazine. Email her at nawrocki@bridgeport.edu.



Sandra Meek (Colorado State University) is author of three books of poems: *Nomadic Foundations* (2002), *Burn* (2005), and *Biogeography* (2008), winner of the Dorset Prize from Tupelo Press. Her fourth, *Road Scatter*, will

be published later this year by Persea Books. She also edited the anthology *Deep Travel: Contemporary American Poets Abroad* (2007), which earned an Independent Publisher Book Award Gold Medal. Recipient of a 2011 creative writing fellowship in poetry from the National Endowment for the Arts, Meek also has published poems in *The American Poetry Review*, *Agni*, *The Kenyon Review*, *Poetry*, *Conjunctions*, and *The Iowa Review*, among other journals, and twice been Georgia Author of the Year. She is a cofounding editor of Ninebark Press, director of the Georgia Poetry Circuit, and Dana Professor of English, Rhetoric, and Writing at Berry College.

Editor's note: *The poetry contest is open only to active Society members, published or unpublished. Submissions — one per entrant per issue — should be up to 40 lines long and must reflect the theme of the edition. The summer theme is “Home.” Entry deadline is midnight, March 4, only by email at poetry@phikappaphi.org. For complete rules and details, go online to www.phikappaphi.org/poetry.*

From Zing! to Ka-ching!



Left: the comedian eats up signs like this one at Bob Zany's Comedy Outlet at the Spyglass Inn, Pismo Beach, Calif. Above: the columnist gets upstaged by a thank-you note in Reno, Nev. The promoter seems to have run out of uppercase Bs, too.

By Bob Zany

My friend Carl, age 15, aspires to be a stand-up comedian. The high school freshman writes very funny jokes and has performed a few amateur gigs with his dad near their Iowa home. Carl sent me a note recently letting me know that he was working on a 30-minute act, the minimum amount of material a comic needs before going pro, and in the email he asked me The Question: "What is the secret to success?" I replied with the answer I give everybody, and it's all about accountability: "Show up. Tell jokes. Get paid."

Carl is a great kid with a bright future but also part of a generation that tends to equate accountability with big business in a bad way instead of linking it to show business in a good way. To me, accountability means obligation.

Like Woody Allen says: "Ninety percent of life is just showing up." I have the luxury of promoting my shows on national radio. Once I do that, I have to show up, which I do in about 100 different places every year. I never know if there will be a huge crowd, a small crowd, or, okay, I'll say it, virtually no crowd, but I treat the arenas, theaters and clubs all the same. And I don't really care if the marquee mangles my name — "Bob Any: Sold Out!"; "Now Appearing: Bob Nany!"; "Coming Soon: Bob Zany!" — or if my name shares space with a description of the buffet. I know that people, who shelled out good money, are expecting me. And besides, I love all-you-can-eat shrimp.

As I've mentioned here before, I consider very few subjects off-limits. If people are talking about it, fighting over it or scratching it, I should (be allowed to) joke about it. That's my policy. Which means I have made a few people angry over the years. Complaints rarely concern sex, religion, politics, or topics discussed on TV's *The View*, *The Talk*, or *The Chew*. Instead, objections usually occur when a bit gets taken personally. My favorite — comedians are required to have a favorite — involves a story I told on the radio about a trip to a friend's farm, a true story that took place in and around a corn silo. Shortly after telling it, I received a furious voicemail rant about corn silos. On my toll-free phone line. So not only was this guy livid, he was also livid on my dime. The story didn't even have a punch line, just the facts, but he went on and on

about a distant relative and a tragic accident, punctuated by lots of "How dare you!"s. But accountability also means standing by your story, not editing it to make one person happy. Do that, and next thing you know, no more jokes about mulch tillers or slurry agitators. Which is unfortunate, because who doesn't love a good farm-equipment joke?

Which brings me to my final rule: Get paid. Last fall I was scheduled to headline a large venue in the Midwest. The producer booked me six months in advance, allowing plenty of time to promote my appearance and activating Rule No. 1: Show up. It was also more than enough time to receive unexpected warnings from friends, colleagues, three complete strangers and a cop about this producer's checks: They bounced so often you might as well use them as fabric softener. But once Rule No. 1 kicks in, it would be kind of silly not to implement Rule No. 2: Tell jokes. Right before I went onstage, the "bouncer" looked me in the eye and swore he could pay me in full. So I deposited the check, and, of course, it bounced. In this case I guess the joke on accountability was on me.

So comedy as a profession passes two out of my three tests. That's pretty good news. And it's really good news for Carl because when you love what you do, sometimes you do it for free. ■



Comedian **Bob Zany's** "Zany Report" is featured weekly on the nationally syndicated "Bob & Tom" radio show. He performs and produces stand-up shows at clubs, concert venues, casinos and resorts across the country. Zany recently completed filming *23 Minutes to Sunrise*, a thriller costarring Eric Roberts, scheduled for release later this year. *Close but No Cigar*, Jay Kanzler's documentary about Zany's career, continues to play festivals nationwide after debuting last

February. Zany has made more than 800 national television appearances and for 17 years was associated with *The Jerry Lewis Muscular Dystrophy Association Labor Day Telethon* in front of and behind the camera. A Los Angeles native, he lives in the San Fernando Valley with his wife, Erin, and their certified pre-owned adopted dogs, Henry, part rottweiler and Doberman pinscher, and Frankie, dalmatian and pointer. Go online to www.bobzany.com or www.facebook.com/bobzany; follow him on Twitter @bobzany; or email him at bob@bobzany.com.

THE HONOR SOCIETY OF PHI KAPPA PHI OFFICIAL GEAR

Order by Phone 800.804.9880 EXT. 10

View the Full Catalog and Order Online www.PhiKappaPhi.org

MEMBER BENEFITS

The Honor Society of Phi Kappa Phi offers numerous benefits to assist our members throughout their academic, professional and private lives, including scholarships and awards; career advancement, training and networking opportunities; mentor match pairings; and discounts from corporate partners. Whether you are a student, professional or retiree, you can take advantage of these offerings through your active membership and participation in Phi Kappa Phi!

SCHOLARSHIPS & AWARDS

Fellowships

\$330,000 awarded annually to members entering their first year of graduate or professional study.

Study Abroad Grants

\$50,000 awarded annually to undergraduates seeking to further their academic experiences abroad.

Literacy Grants

\$25,000 awarded annually to chapters or individual members to fund new or ongoing literacy initiatives.

Love of Learning Awards

\$70,000 awarded annually to members seeking funding for career development and/or postbaccalaureate studies.

Phi Kappa Phi Scholar & Artist

\$2,000 awarded biennially to a Phi Kappa Phi Scholar (\$1,000) and a Phi Kappa Phi Artist (\$1,000) who demonstrate the ideals of the Society through their activities, achievements and scholarship.

Chapter Awards

More than \$300,000 in various scholarships and awards distributed annually by Phi Kappa Phi chapters.

DISCOUNTS & PRIVILEGES

Apple	Dell
AT&T Wireless	GEICO Insurance
Avis, Budget, Enterprise & National Car Rental	Lifelock
Bank of America	Marsh Health Insurance
Becker Professional Education	Networking Opportunities
Beyond Credentials	The Princeton Review
Carey & Embarque Transportation	Stalla Review
	T-Mobile
	Verification Letters

For more information about member benefits, go online to www.PhiKappaPhi.org



Onesie

Express high hopes for the little ones in your life with this 100% cotton onesie screen printed with "Future Member" and the Society logo.

Item #APP01

\$20

Available in sizes Newborn, 6 mos, 12 mos

NEW!



Unisex T-shirt

Pre-shrunk 100% cotton T-shirt features the Phi Kappa Phi logo embroidered in the upper left.

Available in unisex sizes S-XL

\$17

Item #APP09 (Gray)

Item #APP10 (White)

Item #APP11 (Navy)



Anorak

Hooded pullover zips from chest to chin and features the Greek Society letters in brilliant white embroidery on navy background. Shell is 100% nylon; lining is 100% cotton.

Available in unisex sizes S-XL

Item #APP74

\$49



Phi Kappa Phi Tie

Men's dress tie is adorned with the gold Phi Kappa Phi key. Offered in either navy blue or burgundy.

\$29.50

Item #ACC26 (Burgundy)

Item #ACC27 (Navy)



Framed Certificate*

Matted Decorative Frame
Item #REC50 \$50

Matted Decorative Frame with Medallion
Item #REC30 \$90

*Phone orders only. Allow 8 weeks processing time.



RECOGNITION ITEMS

Be recognized on graduation day with your Phi Kappa Phi gear.

Honor Cord

Braided navy and gold cords, ending in fringed tassels.

Item #REC10 \$10

Stole

Gold satin with navy Greek letters.

Item #REC20 \$24

Medallion

Two-inch detailed Society badge hangs from royal blue ribbon.

Item #S5 \$11

BUY ALL THREE, GET SHIPPING FREE! Expires May 31, 2012

Make History by Casting Your Vote

Move democracy, and your honor society, forward by filling out your ballot in the upcoming elections!

For the first time since the founding of The Honor Society of Phi Kappa Phi in 1897, active members will elect Vice Presidents at Large to its Board of Directors.

So play a part in the governance of the Society by voting for two Vice Presidents at Large. To learn more about the candidates, go online to www.PhiKappaPhi.org/Convention.

- Active members will receive an electronic ballot the week of April 2 and have until April 20 to submit it.
- If you do not receive emails from Phi Kappa Phi, go online to www.PhiKappaPhi.org/UpdateProfile to provide your current email address and opt in for the Society's electronic communications.
- Or, if you prefer a paper ballot, call 800-804-9880, ext. 15. The same April 20 deadline applies for paper ballots.

The offices of President-Elect, Vice President for Marketing and Member Benefits, Vice President for Fellowships and Awards, Vice President for Finance, and each of the five Regional Representatives for Chapter Relations will be voted on by chapter delegates at the 2012 Convention to be held in St. Louis, Mo., on Aug. 10-11.

The 2012 Convention will feature a keynote speech by former astronaut and Phi Kappa Phi member Wendy Lawrence, presentations from Society award winners, roundtable breakfasts, training workshops, and much more. All active members are invited to attend the biennial event, the 42nd such gathering of Phi Kappa Phi. Look for more information in forthcoming *Monthly Mentions* emails, in the next *Phi Kappa Phi Forum*, or at www.PhiKappaPhi.org/Convention.

