

PHI KAPPA PHI FORUM

Summer 2012



**Home economics • Adoption of orphan babies • Home-court advantage
U.S. foreclosure crisis • Native American reservations • Home sustainability
Literary homes • Undergraduate living • Telecommuting
Cinematic homes • Science at home • Home truths
100th birthday of chapter homes • Home away from home
Holocaust letters hit home • Crossword puzzle homework**

The Honor Society of Phi Kappa Phi names Mary Todd as its new executive director.

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 ground-breaker; 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

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PHI KAPPA PHI FORUM



Cover photo illustration by Arnel Reynon



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By **William A. Bloodworth, Jr.**

Time flies. Good times fly faster.

If I, a jogger, could run as fast as my time as president of the board of directors of The Honor Society of Phi Kappa Phi has gone

by, I'd be headed to the Olympics in London. But my fleetness would be no match for the endurance of the nation's largest, most inclusive, and best academic honor society.

In my short and swift-passing tenure as president, we've seen some changes and started some developments. At-large members now serve on the board, and we're engaged in the excitement and hard work of creating a national service initiative.

Changes are good. Survival requires them, in individuals and organizations. But continuity has its place, too. For Phi Kappa Phi, which dates to 1897, the best continuity is the initiation of new members. In my two years as president, the Society has initiated more than 60,750 members and increased our active members by seven percent, as of press deadline.

These are important numbers, especially when academic excellence nationwide is in short supply. As you might know, the United States lags behind many other nations in the

Bloodworth reviews a memoir about home. See page 28.

percentage of younger citizens earning college degrees. While such statistics measure only quantity, quality and excellence are powerful motivators, too. Phi Kappa Phi promotes excellence to honor those who achieve it — and to cause others to strive for it.

And to strive for it as lifelong learners. When we cite our motto — “Let the love of learning rule humanity” — or part of our mission — “to engage the community of scholars in service to others” — we're not talking about a short race. It's a marathon. We've been running in it now for 115 years. I hope we're still running in it a century from now.

The theme of this issue of the magazine is “Home.” Phi Kappa Phi has been a kind of home for me for decades, not just the past two years, and it will continue to be a home “where the heart is” for the rest of my life.

But I'm passing on the key to the Phi Kappa Phi president's home — the virtual, honorary place that has been my residence for a while — to Diane Smathers, from Clemson University. I know Diane well and she, I'm sure, will run with it: bring new and fresh perspectives to the house. Under her leadership, the Society will continue to grow while staying the vital course that began in 1897. ■

Editor's Note



By **Peter Szatmary**

The impression of home leaves a mark, distinct or faint, all over the place.

Here are examples of how home signifies me. I grew up an only child of divorce: two homes yet no home. From ages 7 to 13, I considered myself the sole provider for a tropical fish tank: maintaining my hobby home. Summers meant sleepaway camp: makeshift home. Most of my childhood took place amid immigrants and first-generation Americans: those forging new homes while remembering ancestral homes. An adopted cousin as a boy threw tantrums when his biological mother would visit: the birthright of home vulnerable and complicated anew. An English major, I have spent decades reading literature: renditions of home spanning family to neighborhood, country to planet. I once taught creative writing to juvenile delinquents in detention centers, halfway houses, boot camps: confined homes. A step-cousin committed suicide in her room via hanging: a young woman too close to home? I prefer memorial candles to gravesite visits: fear of the eternal home. A few years ago, I bought a house in Baton Rouge after climbing the career ladder nationwide: home, sweet home!

So much of existence incorporates home

somehow. Education may mean a new home: boarding school, residential colleges. Travel often requires hotels: professional homes. For the armed services home is a life-and-death matter: barracks. And there are all those specialized homes: retirement villages, assisted-living facilities, mental-health institutions, homeless shelters, gated developments, vacation getaways, recreational vehicles; museum and library and kennel and commune and orphanage and rehab and hospice.

Home derives from pleasure and pain, entertainment and duty, of course. In a way, a hospital is a home. And houses of worship give home to the spirit. Sports divide into home and visiting teams. Community centers double as civic homes. Birthplaces of noteworthy people, inventions, and causes are proclaimed “home of” them. The best employment might be when personnel turn into quasi kin and work becomes a second home. Organizations, associations, and other selective groups offer a home for like-minded people, such as Phi Kappa Phi members pursuing academic excellence in all fields of higher education and letting the love of learning rule humanity.

My former Society colleague Perry A. Snyder suggested this edition's theme of “Home.” He's home now, in the sense that he retired last June as executive director.

Where's your home? ■

Reflections on the Holocaust

My parents were Holocaust survivors. There are no words to express how liberating it was to read Hilene Flanzbaum's "The Trace of Trauma: Third-Generation Holocaust Survivors" in the spring 2012 edition of *Phi Kappa Phi Forum*, theme of "Accountability."

My mother, a seamstress whose family owned a clothing manufacturing company, was imprisoned in Dachau, Auschwitz, and finally Bergen-Belsen; my father, whose family owned a company that made cigarettes, was imprisoned in Buchenwald, Auschwitz, and Bergen-Belsen. They were liberated by the British in April 1945, met soon thereafter, and married that winter, initially choosing to stay in Northwest Germany near Bergen-Belsen because their homes in Lodz, Poland, no longer existed. I was born at Glyn Hughes Hospital, in a Displaced Persons Camp, in May 1949. My parents and I immigrated to the U.S. in 1950.

We settled in Houston, Texas, my dad working as a machinist. My parents brought my baby bathtub along because it served a dual purpose for me, bathing and sleeping. It's now in the Sherwin Miller Museum of Jewish Art in Tulsa, Okla. I have boxes of documents, books and photographs from Bergen-Belsen, for which I never understood the purpose.

My mother watched four of her seven siblings and her mother be marched off to the gas chambers. Nazis killed five of my father's six siblings. The surviving siblings, my mother's two sisters and brother and my father's brother, settled in Israel, Brazil, and Canada. (Only my mother's brother, Max, 92, is still with us.) But as with Flanzbaum's family, no one talked about this, at least not until my parents (also deceased) were filmed for the Shoah Foundation video archive in the mid-1990s.

I never understood the logic of moving so far away from the only family they had left, as happened with some of Flanzbaum's family. But I remember my father stating over and over that he would never live in a place where he was a target of persecution. He did not attend synagogue nor did he force my younger brother or me to celebrate our bar or bat mitzvah. He changed our last name from Falatycki to Faland, reasoning that no one could pronounce the former; however, I believe the change was made to make us sound American and fit into mainstream society.

I am a second-generation Holocaust

survivor and at age seven became a naturalized U.S. citizen. My three children, one of whom is a Phi Kappa Phi member, are third-generation survivors and natural-born Americans. After reading Flanzbaum's article, a thought struck me that her story had so many similarities to my own and that now, finally, I understand not only my parents' reasoning for wanting to forget their past, but also how I was brought up and how I raised my children. Her account has spurred me and a cousin, a psychotherapist, to write a memoir of our own.

— **Esther J. Brown**

Legal assistant at a domestic relations and tax law firm, Tulsa, Okla.

Jews have passed through many trials and much trauma; ours is a people united by tragedy but also by hope, perseverance, and faith. We endured the Holocaust, the ancient Roman invasion, the Greek and Persian conquests, and more. Where are these empires now? Gone. But our people remain. Unlike Hilene Flanzbaum's family, mine did not pass through the Holocaust, having moved to America from Bohemia and Germany before WWI, but for all those who did, I remember. I want to thank her for remembering, too; I appreciate knowing there are others who suffer, and hope, as I do. Humans are bound by tragedy because it reminds us of what strength, courage, and optimism we have. That's what happened with 9/11. We are accountable to all those who have gone before us, even as we are accountable for those yet to come.

— **Laura Engelmann**

(South Dakota State University)
Junior music (piano) major, Brookings, S.D.

In her thoughtful recounting of family history vis-à-vis the Holocaust, Hilene Flanzbaum explains that "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?" Or, she continues, perhaps genetics play a part?

I once participated in a research project that compared the language of incarcerated young men with that of young men attending college a few blocks away. The inmates made significant speaking errors that skewed reality; the students rarely did. So I would add that trauma also is transmitted by family semantics that interfere with the developmental needs of learners to speak up for themselves,

display autonomy, or take initiative. As the speaking patterns travel down the family line and over the eras, trauma becomes transgenerational and results in various mental health diagnoses, not to mention social problems.

We learn much through research by and on Holocaust survivors and their descendants. I hope Flanzbaum continues to expand her writing to encourage professionals across the disciplines to share insights and further cooperative efforts.

— **Sandra Pate**

(University of Arkansas at Little Rock)
Family therapist, Rogers, Ark.

It is with some hesitancy that I respond to Hilene Flanzbaum's sensitive article. However, as both a second-generation member and a psychologist who has conducted research on the second generation, I find myself troubled. She states that therapists use the term second-generation survivor "to name dysfunctional behaviors common to the subset." Such a definition, though, differs from the view generally taken by historians and behavioral scientists that a second-generation member is, more concretely and less pejoratively, the offspring of a Holocaust survivor. Psychopathology may or may not be present. Flanzbaum attaches her perspective to the third generation as well. Although perhaps consistent with literary works on the subject, her perspective distorts the bulk of behavioral science research over the past 30 years. Reports of dysfunction have predominantly focused on clinical samples and therapists' subjective impressions. In contrast, studies employing community-based populations, appropriate comparison groups, and well-standardized, psychometrically sound measures (e.g., Baron, Reznikoff, and Glenwick, *Journal of Psychology*, 1993) usually have uncovered few if any indicators of impaired adjustment or personality. Flanzbaum concludes that "to think of myself as part of a third generation holds me accountable to my past." But I see the appropriation of victimization, resulting in a disservice to the resilience and thriving often demonstrated by Holocaust survivors' families and the offspring of victims of other traumas. ■

— **David Glenwick**

(Cornell University)
Professor of Psychology, Fordham University, Bronx, N.Y.



For another letter to the editor, go online to www.phikappaphi.org/forum/summer2012.

Coming Next Issue

The theme will be "Making the Grade." Potential topics for the fall 2012 edition include Japanese tea ceremonies; college athlete graduation rates; the end of the American influence; social Darwinism versus individual choice; institutionalization of mentally disabled children in Britain.

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

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Home Economics: Ever Timely and Forever Complex





By Yvonne S. Gentzler

Home economics remains as relevant and complicated today as when the profession was founded in Upstate New York more than a century ago. Now, like then, people struggle with social ills such as poverty, malnutrition, and unemployment. Home economics, from its earliest incarnations to its current concerns, critiques the social scene and applies principles from the sciences, such as chemistry, economics and psychology, to improve the quality of life of individuals, advance the welfare of communities, and, ultimately, ensure social justice for all. How do we maximize human potential? One answer lies in the ever-timely and forever-complex profession of home economics.

The pursuit began as an experiment and became an institution. Accusations of obsolescence eventually set in as sensibilities changed, and the field underwent modifications out of necessity. It continues to evolve to meet contemporary exigencies. From starting point to ultimate destination, the path of home economics in the U.S. is as intricate as it is thorny.

Historical necessities

Late 19th-century America faced dilemmas such as massive immigration, overcrowded cities, poor sanitation, and unregulated sweatshops. Activists, educators, researchers, and others who sought social reform vis-à-vis poverty reduction, residential inefficiencies, union representation, and women's suffrage, and who believed that scientific theories could be applied to habitation, convened at a September 1899 conference in Lake Placid, N. Y., to ameliorate "living conditions in the home, the institutional household, and the community."¹

Participants sewed seeds that had been planted for generations. Aspects of what would become home economics date at least to the late 1700s through the sweeping ingenuity of the American-born British loyalist Count Rumford (Sir Benjamin Thompson), a physicist and inventor. As an adviser to Bavaria, he organized industrial schools for soldiers' children, built workhouses for the poor, made beggars self-sufficient, and concocted the inexpensive but nutritious Rumford's soup of barley, peas, potatoes, and beer for the indigent and incarcerated. In England, Rumford improved heating apparatuses that warmed homes and cooked food, and his Rumford fireplace was influential. He came up with the drip coffee pot and utilized science to prepare food and study nutrition. Rumford also devised a folding bed.²

Other precursors of home economics: Formal instruction in needlework for girls outside the home began in New England in 1789 as a way to teach the alphabet and numbers.³ Educator Catharine Beecher published *A Treatise on Domestic Economy* in 1841. Eastern cities like Boston and Philadelphia opened cooking schools by the 1860s, and in 1873 Kansas State Agricultural College offered curriculum in domestic economy. The Kitchen Garden Movement, vocational training for working-class girls, was started by welfare worker Emily Huntington in 1875. The Centennial Exposition in Philadelphia in 1876 encouraged study of the home in public schools (shop

work for boys; domestic sciences for girls). And by 1880, domestic science had been introduced in public elementary and secondary schools in Boston.

The Lake Placid conference in 1899 unified various humane agendas. Among the attendees was Ellen Swallow Richards, the first female graduate (in sanitary engineering and public health) from Massachusetts Institute of

Technology and the driving force behind the New England Kitchen for Boston poor in 1890 and the related Rumford Kitchen that was unveiled at the 1893 Chicago World's Fair and was inspired by Count Rumford's breakthroughs in the science of cooking and nutrition. Also at the Lake Placid conference were Melvil Dewey, creator of the Dewey Decimal System, and his first wife Annie, who helped him establish the Lake Placid Club for social, cultural and spiritual enrichment; and Wilbur O. Atwater, the first director of the United States Agricultural Experiment Station and a pioneer in human nutrition research. Experts in everything from biology to physics, theology to philosophy, and art to literature also weighed in at subsequent yearly meetings that lasted for a decade.

The forward-thinking group created an interdisciplinary body of knowledge that marked the beginning of a groundbreaking profession called home economics.⁴ The purpose of the conference was to work with governmental agencies, educational bodies, and philanthropic entities; the American Home Economics Association would be created in 1909. Attendees decreed that home economics deserved its own course of study at colleges and universities and should not be confused with the "household arts" (physics and chemistry applied to food preparation and house sanitation) which, though important in their own right, were already part of school curriculum. Discussions took place about helping women in city tenements and training cooks and waitresses. Attendees agreed that the time had come for "recognition by the state of the important sociologic problem of the home. Therefore states

For more about Ellen Swallow Richards, see page 8.

Undergraduates at an unidentified school learn culinary arts in 1926.

Library of Congress

should be asked to give household arts and home economics the same encouragement given to agriculture and mechanical arts in state schools and colleges, by publications, traveling libraries, institutes and other agencies for extension teachings and home education."⁵

To upgrade the well-being of individuals and the efficiencies of dwelling meant educating citizens and students on rudiments like air quality, food preservation, and household maintenance. Shelter, and the ability to manage it via science and economics, were essential to quality of life.⁶ For instance, building an outhouse at the top of a hill and storing food in a springhouse at the foot of that same hill most likely resulted in polluted water and potential death. Assumptions were not made about one's station; the onus was the proliferation of knowledge democratically, without discrimination, for equitable benefit across the entire population. Influenced in part by educational philosopher John Dewey, who postulated that school-age children learned best in experiential settings, home economics instructors equipped middle and high school classrooms with sewing machines, kitchens, and childcare laboratories. And by the final Lake Placid conference, the decision was made to link home economics to funding for federal vocational programs that provided training in schools for home economics-related occupations. Home economics educators agreed that the ideal way to prepare future generations for roles as parents and family members was to teach nutrition and safe food handling; about clothing and textiles; personal finance and home management; and child and human development.

To support the greater good meant educating families on fulfilling their obligations within a larger social unit.⁷ To do that, home economists (then, like now) had to grapple with the socioeconomics of the times. Only 19 percent of the 24 million workers in the U.S. in 1900 were women (out of a total population of 76 million). Most households contained a working father and stay-at-home mother; thus, parenting fell to the traditional caretaker, with married women and children financially dependent on and often otherwise subservient to men. Employers couldn't fathom contemporary accommodations like maternity leave and flex time; in fact, no employee benefits of any kind existed. What's more, 1.75 million children ages 10-15 were gainful workers, and children of all ages comprised six percent of the

workforce. Many toiled in sweatshops rife with unhealthy working conditions, as no federal laws governed child labor and few states enacted or enforced such laws. Workforce conditions were also exhausting, with the average workweek in manufacturing in 1900 at 53 hours, and perilous, with more than 2,500 railroad workers and almost 1,500 coal miners dying on the job in 1900. Plus, less than 14 percent of all Americans graduated high school in 1900, and less than 10 percent had electricity in the home. And the life expectancy of a newborn in 1900 was 47.3 years.⁸ Sexism ran amuck in the workplace, at home, and throughout culture; women were not permitted to apply for patents and men held the overwhelming majority of leadership positions in the professions and in politics. To look out for the collective body of the nation, home economists, then, recognized the importance of seeing beyond gender, cultural, ethnic, religious and racial boundaries.

Midcentury advancements

Home economics expanded and flourished until the middle of the 20th century — because it had to. Proponents developed and delivered programs that spanned the life cycle from pregnancy care to gerontology issues to the dying process, integrating



An instructor demonstrates the proper way to bathe a baby at the Fall River (Mass.) Continuation School in 1926.

ideas, models and findings from various disciplines. This synthesis incorporated health and hygiene, social welfare, public education, and the immigrant experience; abetted the cause of unions, settlement houses, and women's rights; and supported legislation and policies affecting public welfare, especially for women and children. In schools, through government and via outreach, home economics taught people decision-making skills to enable them to find pragmatic solutions for the daily situations they faced in an ever-changing society.

Home economists in the 1960s took things further by recognizing the need to be more proactive in addressing issues of

social justice. They continued to utilize scientific methods across the disciplines as did the originators of home economics. But subsequent professionals also recognized that coping skills were only part of the answer; in addition, bigger agendas needed to be set. New leaders wrote *Concepts and Generalizations: Their Place in High School Home Economics Curriculum* (1967), which divided home life into five different but interrelated areas: human development and the family; home management and family economics; food and nutrition; textiles and clothing; and housing.

By the late 1970s, scholars Marjorie Brown from University of Minnesota and Beatrice Paolucci from Michigan State University updated and otherwise repositioned the mission of home economics even more. Their revolutionary *Home Economics: A Definition* (1978) charged home economists to “enable families, both as individual units and generally as a social institution, to build and maintain systems of action which lead (1) to maturing in individual self-formation and (2) to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them.”⁹ Home economics, Brown and Paolucci urged, must take the initiative to provide experi-

ences and education for individuals and families to help themselves, must be analytical in addition to sensitive. This required home economics professionals to collaborate with peers, constituents, and colleagues across disciplinary boundaries to parse their own objectives and society at large and to become savvy in government, business and industry, and community structures. Creating change mandates confronting issues head-on.

This redefinition also provided an opportunity for school curriculum to be revised. Home economics teachers who championed this new professional

agenda challenged students to seek solutions to questions such as: What should be done to bring about the optimal development of children, of adults, of families? How do commodities like food, money, and fashion impact the psychological, social, and physical makeup of individuals, of communities, of societies? These questions compelled students to seek not only practical tools but more importantly underlying issues, to take personal and collaborative responsibility in improving the quality of life for all. To be sure, home economics continued to draw from the disciplines that pertain to daily life: biology, chemistry, social sciences, and the like. But because

these topics were refracted through the prisms of economic, political, ethical, religious, and cultural forces, what emerged was a sophisticated plan for providing all people opportunities to understand themselves and the planet, to become collaborative and responsible citizens within a just society. For instance, home economics students in secondary schools should not simply learn to sew. They should also explore the reasons young people believe they have to wear designer jeans to fit in, the effects of indigo dye on the environment, and the dangers of unsanitary sweatshops worldwide that make the jeans. Further, foods classes, beyond teaching preparation skills, also must address reasons why in some communities fast food restaurants serve as the grocery store, for instance.

Current concerns

Not everyone has embraced this innovative agenda for home economics, though. Some instructors continue to teach applied skills to improve daily necessities, believing that the goal of educational programs is to assist students in making informed decisions. Others, who receive vocational funding, teach skills for gainful employment. However, for those who agree with Brown and Paolucci — and I do — that the imperative of home economics education is to evaluate social conventions to determine if there might be better ways to live, the territory reaches beyond discipline boundaries and obliges people to think, create, and act in the best interest of all humans and the environment.

Although home economics has evolved to meet current societal challenges and gained visibility with vocational education, it has been losing standing in political circles. And, in 1993, five leading associations (including the American Home Economics Association) recommended changing the name of home economics to family and consumer sciences.¹⁰ The question was: Does the name “home economics” reflect the society and the times? After considerable debate, the answer was no, and the name change was adopted by those associations. Following suit, secondary schools, higher education, and advocacy organizations replaced their program titles from home economics to human sciences, human ecology, human development, family studies, family and consumer sciences, and the like.

The best of intentions sometimes don’t pan out. One upshot has been a lack of across-the-board identity and confusion regarding relevance. High school programs, generally once required nationwide, became electives or were pared down in some states. Some colleges and universities folded the five areas of emphasis in this

interdisciplinary profession into the respective domains. And many home economics education programs in higher education were simply shut down. Damaging misconceptions cropped up; even though high school programs’ names were changed, the content remained largely the same, and students at the university level who selected a degree in one of these new-titled programs had difficulties explaining what the field encompassed. Paradoxically,



This 1942 home economics class occurs at a migratory workers community in Eleven Mile Corner, Ariz.

the successful fight against sexism gave women, who formed most of the discipline’s students and instructors, new lines of work beyond home economics (and nursing and education). And more people specialized in one of the more recognized components of home economics like nutrition science, family studies, and child development, which ultimately became their own departments.

(I, for one, continue to identify myself as a home economist not simply because my degrees are in this field but also because I remember Brown, one of my mentors, telling me that rebranding wouldn’t move us forward; relevance would. I believe the name change was more about trying to seem with-it, about public relations and marketing, than about the essence of the work. Additionally, the U.S. was the only country that changed the profession’s name; all other countries refer to the endeavor as home economics.)

Several theories beyond the above consequences attempt to explain why home economics has waned in visibility and importance. The general public contends the profession to be largely what they remember from secondary school programs: basic skills for living and, therefore, expendable. Others question whether a program dedicated to improving the quality of life for individuals, families, and communities is unrealistic, oversimplified, naïve, outdated.

But many experts aver that the heart of home economics coincides with human freedom within a just society. Thus, this profession, by whatever name, can offer viable solutions to perennial challenges and

current ones, such as the obesity epidemic, recession fallout, global warming, illegal immigration, senior care, teen pregnancy, cyber bullying, runaway youth, homeless people, and military families. Home economists apply a holistic approach — from the wallet to the domicile, from physical health to mental health, from laws on the books to prejudices in the air — to all constituents, meaning most of the populace.

So long as people make decisions within a global community about what to wear and eat, where to live and work, how to manage finances and living spaces, not to mention ways to raise children and interact with others, there will be a need for home economics. Individual concentrations and school programs like chemistry and economics can’t tackle these issues alone. Nor does any other profession have a history of critiquing and formulating social goals and means for accomplishing them with the intent of improving the quality of life worldwide. Should the desire for an integrated disciplinary strategy emerge as a viable response to today’s troubles, a careful investigation of home economics might yield sound evidence of making a positive difference, as it has for more than a century. ■



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from the Women’s Leadership Institute at Wells College for work on social issues in Pennsylvania and developed the Family and Consumer Sciences Education Leadership Academy at Iowa State University. The seventh edition of her textbook *Building Life Skills*, coauthored with Louise A. Liddell, will be released later this year by Goodheart-Willcox. Scholarly articles Gentzler wrote or co-wrote have appeared in peer-reviewed publications including the *International Journal of Home Economics* and the *Journal of Family and Consumer Sciences*. She presents regularly at annual meetings of the American Association of Family and Consumer Sciences, which named her the 2007 National Outstanding Family and Consumer Sciences Teacher Educator. Gentzler has taught at numerous other universities and earned degrees from Geneva College (B.A. in biblical studies), Messiah College (B.S. in home economics education), and The Pennsylvania State University (M.Ed. and Ph.D. in home economics education). Email her at gentzler@umn.edu.



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"Some leaders



Ellen Swallow Richards, instructor
in sanitary chemistry, circa 1880.

are born women.”

— GERALDINE A. FERRARO (1935-2011), ELEMENTARY SCHOOLTEACHER, LAWYER, POLITICIAN, AND THE FIRST WOMAN TO RUN FOR U.S. VICE PRESIDENT ON A MAJOR PARTY TICKET

Ellen Swallow Richards: Visionary on Home and Sustainability

By Nancy Kwaliek

Two words important to the salvation of the planet are *ecology* and *sustainability*. Many disciplines in the sciences lay claim to them in the attempt to stop the pollution of the world. However, sustainability and ecology are not new. The term ecology and the concept of sustainability were promoted by, among others, a woman scientist more than a century ago: Ellen Henrietta (nee Swallow) Richards (1842-1911). Her contributions made a lasting positive impact on existence and continue to do so, as current progress expands upon her efforts.

Many accomplishments

Born and raised on a farm in Dunstable, Mass., and mainly educated at home by a teacher father and a homemaker mother, she entered Vassar College in 1868 and graduated the then-women's school in two years. Chemistry professor Charles Farrar encouraged her to pursue that field because he agreed with her unique approach to the sciences: that they should help solve practical problems rather than merely be tools for re-creating natural phenomena occurring in various environments.

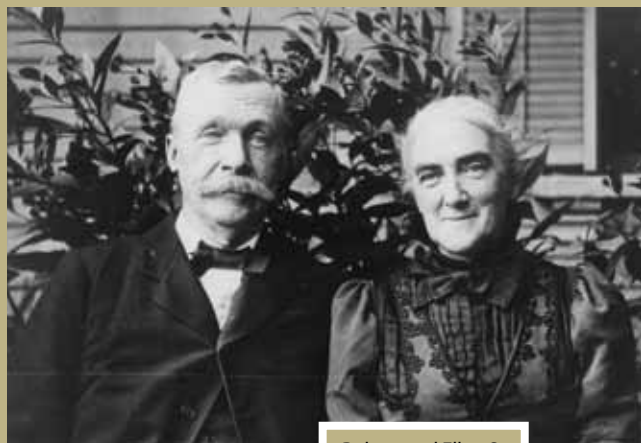
Partly through Farrar's recommendation, Massachusetts Institute of Technology (MIT) took a chance on Richards, permitting her to enroll in 1870 as a guinea pig, so to speak, to determine if women could pursue degrees in the sciences. Richards became the first female admitted to MIT and received a second bachelor's degree in 1873. Because of her gender, this strong, persistent woman was denied opportunities to pursue an advanced degree in the sciences by MIT and other prestigious universities. Vassar, though, accepted her master's thesis on the chemical analysis of iron ore and conferred on her a master's degree that same year, "and her admiring MIT laboratory-mates bestowed upon her a third 'degree,' in the form of an A.O.M: *Artium Omnium Magistra* (Mistress of All the Arts)."¹ The risk MIT took on her paid off, for not only did Richards become the first professional female chemist in the nation and a leader in applied science, she also was "the nation's preeminent water scientist"² through her work in wastewater management and regulation. MIT hired Richards as a lab instructor in 1884 and she became head instructor for women.³ She taught at MIT until retirement.

Richards (who in 1875 married Robert Hallowell Richards, an expert in mining and metallurgy at MIT) began advancing the idea of sustainability as early as 1892, as a Vassar trustee, advising officials, for instance, to construct an irrigation plant instead of building a sewage canal from the college to the Hudson River.⁴ Her interest in the environment led

her to use the term ecology. Originally deriving from the Greek verb *euthenein*, meaning to thrive, the term was later used in 19th-century Germany to describe the "household of nature," making it the appropriate medium for studying ways to improve human well-being and efficient functioning by enhancing environmental conditions.⁵

As author of *The Cost of Shelter* (1905), about the home and what it signifies as a measure of economics and social standing of the family, and *Euthenics, the Science of Controllable Environment* (1910), a plea for better living conditions as a first step toward higher human efficiency, Richards is one of the founders of "the science of better living" movement, helping pioneer early research on establishing optimum living conditions for humans. She believed that the "quality of life depends upon the ability of society to teach its members how to live in harmony with their environment — defined first as family, then the community, then the world and its resources."⁶ Richards recognized that the home provides many opportunities for investigation and that women's work within the home was a crucial aspect of the economy.

To further her cause, Richards organized a small group of educators, intellectuals, progressives and the like, of both genders, who met yearly at Lake Placid, N.Y., between 1899 and 1908. They discussed ways to improve the standards for a quality life, how to further women's education, and strategies to increase opportunities for women in science. At these sessions, her interest in the environment partly led her to create the



Robert and Ellen S. Richards married in 1875; this portrait is circa 1900.



Richards and other members of the MIT Chemistry Department pose in 1899 or 1900.

“home ecology” discipline (later called home economics) — perhaps what she’s most known for — because the word “home” in Greek is the basis of the word “economy.” From that association, she developed the Summer Institute of Euthenics — a center for studies in families, child psychology, child nutrition, and methods of education — which ultimately included faculty members Benjamin Spock, the pediatrician, and Margaret Mead, the cultural anthropologist.⁷ These strides followed earlier steps such as the New England Kitchen that opened in 1890 under her guidance to provide working-class families in Boston nutritious food and to teach them how to prepare it inexpensively. Also, Richards urged that courses in domestic science be taught in Boston public schools. As a matter of course, she was the first president of the American Home Economics Association.

Richards wrote 17 books, including the first health-food cookbook published in the country. Other titles: *Home Sanitation: A Manual for Housekeepers* (1887); *Domestic Economy as a Factor in Public Education* (1889); *The Cost of Living, as Modified by Sanitary Science* (1899); and *Sanitation in Daily Life* (1907). She helped reform hygiene procedures in Boston schools and was committed to public health and environmentally responsible living conditions. Her achievements make her one of the first green thinkers in America.

Many applications

Richards’ “science of better living” movement remains vital to the 21st century. An ardent champion of daily exercise, nutritious

food, clean air, and healthy homes, she insisted these pursuits be brought to the public’s attention. Particularly significant was Richards’ early understanding of indoor air quality (IAQ) and its effect on both physical and mental well-being.

Richards’ America lacked the gleaming skyscrapers and jetliners of today, but many of the environmental issues that plagued cities then have yet to be resolved. She lived in a world that celebrated the ornate. Victorian architecture was in vogue, and its eclectic mixture of historic motifs with modern methods of mass-production generated buildings in the style of Gothic Revival, Shingle, Queen Anne, and Eastlake, among others. The interior of Victorian homes was often decorated with heavy draperies, dark paint colors, and elaborately carved furniture and accessories. At that time, Americans viewed home as a sanctuary, a refuge from waste-lined streets and soot-filled air, the fallout of industrialization.

At the turn of the 20th century, Richards addressed not only the potential health risks of poor IAQ, but also the negative mental and economic consequences. In *Euthenics, the Science of Controllable Environment*, written a year before her death in 1911, she vehemently calls for her contemporaries to recognize the potential hazards and benefits of indoor air. Richards’ warnings about tightly sealed homes were as pertinent then as they are now: “Once-breathed air is as much a waste as once-used water, and should be allowed to escape. Sewers are built for draining away used water. Flues are just as important to serve as sewers for used air.”⁸ To many in Victorian society,

Richards’ advice ran counter to both decorating and decorum. Removing draperies and opening windows were not only unfashionable; doing so also exposed members of the household to the “evils” of the outside world, disrupting the notion of home as a sanctuary. For homemakers who believed the interior environment had the ability to improve the morality of its inhabitants, Richards’ advice was beyond a matter of mere taste and approached blasphemy.

Unfazed, Richards further argued that Victorian houses were the cause of many people’s ailments. Dust and inadequate ventilation, she claimed, contributed to pneumonia, tuberculosis, and other illnesses. And many of the connections she made between health and the environment have proven true. Although most 21st-century cities are not inundated with clouds of black smog and soot, air quality remains a problem. In response to high oil prices during the 1970s energy crisis, governments began advocating airtight construction to prevent heat and air conditioning loss. The reduced fresh air intake resulted in higher levels of chemical emissions remaining within the sealed interior environment — a potential disaster for a society that spends 90 percent of their time indoors.⁹ Recent studies demonstrate that poor IAQ, resulting from cleaning products, tobacco smoke, radon, microbiological contaminants, and formaldehyde (often found in furniture and cabinetry), can induce allergies, headaches, respiratory infections, and asthma.¹⁰ Several indoor air contaminants, including formaldehyde and radon, are also known carcinogens. Indeed, poor IAQ jeopardizes the health and mars

Richards, far left back row, poses with other women at MIT in 1888.



the comfort of approximately 30 percent of new or remodeled homes, according to the World Health Organization.¹¹ Resident complaints manifest themselves as anxiety, irritability, depression, and forgetfulness and as numerous physiological symptoms,¹² some of which were alluded to above.

Richards knew that health and safety incentives were not enough to convince her contemporaries of the importance of indoor air quality. Science lacked the technology to provide tangible proof, and leaders of industry wanted to know the impact on their bottom line. In response, she reported examples of both improved efficiency and cost-savings with better air quality. On the title page of *Euthenics, the Science of Controllable Environment*, she opened with a statistic from the Report on National Vitality, shocking enough to catch the eye of any businessman: “The national annual unnecessary loss of capitalized net earnings is about \$1,000,000,000.” Richards also explored societal benefits of improved indoor environments: “Dr. George M. Gould estimated that sickness and death in the United States cost \$3,000,000,000 annually, of which at least one-third is regarded as preventable.”¹³ Again referencing the Report on National Vitality, Richards added, “The sum of the costs of illnesses, including loss of wages and cost of care, is thus \$460,000,000 plus \$500,000,000 equals \$960,000,000. ... At least three-quarters of the costs are preventable.”¹⁴ Today it is estimated that reduction of indoor air quality-related illnesses can potentially save or enhance office-based businesses about \$10 billion to \$30 billion annually.¹⁵ In these times, as rising health-care costs and the ballooning national debt continue to dominate political rhetoric and public concern, perhaps the economic and health benefits of indoor air quality will be once again put in the spotlight.

An early advocate for education reform, Richards also worried that poor air quality could affect student performance: “Alas, how is pride laid low in most public school

buildings in the inability of most of the teachers to see the relations between mental stupidity and bad air.”¹⁶ Her statement, though perhaps politically incorrect and crass by contemporary standards, compares to a recent notice by the Environmental Protection Agency (EPA) that “IAQ affects the health, productivity, performance, and comfort of students, teachers, and staff.”¹⁷

These great concerns for Richards also pose a hurdle today with the lack of standards throughout the U.S. to regulate volatile organic compounds (VOCs) that are emitted as gases from indoor building materials, cleaning supplies, paint, and pesticides. Chemicals in some VOCs have great adverse health effects. Formaldehyde, one of the worst culprits, resides in composite wood, plywood, and the “toxic trailers” that the Federal Emergency Management Agency purchased to house tens of thousands of victims of Hurricane Katrina in 2005.

Yet there is hope. Some public entities, such as the EPA, and private programs, such as the GREENGUARD Environmental Institute (GEI) do, in fact, test chemical emissions of products for acceptable levels in interior spaces. In fact, GEI, established in 2001, certifies more than 200,000 products representing upwards of 225 manufacturers¹⁸ and has replaced the Good Housekeeping Seal of Approval for product evaluations. Further, an array of independent publications has gone green — for all intents and purposes carrying the torch for Richards and her numerous texts about poor IAQ. For instance, *Natural Home and Garden*, a bi-monthly magazine launched in 1999, is an authority on sustainable building and on eco-friendly home products, environments, and designs. It also offers tips on how to plant native and organic gardens, complete green remodeling projects, and live in homes that take advantage of renewable energy.

Many thanks

Richards was a trailblazer in discussing the role of applied science in the interior environment. This dialogue later translated

into innovations in materiality, science, and architecture. Richards hoped industrialization would allow for the creation of healthier, more efficient environments, but the opposite has often proven true. Modernist architects design homes to be “machines for living in,” but many of these environments are plagued by similar, if not greater, problems than their Victorian predecessors. Plastics and artificial materials offer new design options, but they also release VOCs into the interior environment. America’s environmental problems have changed in many regards, but Richards’ research still offers common-sense solutions that are often forgotten in a post-industrial world.

Today, Richards remains relatively unknown to those outside of home economics. But her work also influenced the ecology movement (not to mention women’s rights). Richards was an early crusader for drinking water regulations, wastewater management, control of VOCs, and other principles of going green today, and she tested home furnishings and foods for toxic contaminants. As the call for sustainable environments continues to grow, so will the value of Richards’ work — timeless lessons on the benefits of living and working in healthy spaces. Richards, a woman clearly born to be a leader, was a visionary, creating a new method to solve the complex problems of materiality both inside and outside the home. ■



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examines the human response to the ambiance of office environments. An international expert on the effects of interior color on humans, Kwallek has presented juried, invited, and plenary papers to international scholarly, design, and professional groups on five continents, and her work was featured in a three-part international documentary, *Cracking the Color Code* (2008). Currently, she is developing an extensive project to test the effects and interrelationships between color, indoor air quality, and off-gassing of various materials compared with nontoxic natural “green” materials vis-à-vis office workers in a confined interior space. A site visitor and team chair of the Council for Interior Design Accreditation, Kwallek earned degrees from Kent State University (B.S. in education/interiors), Oregon State University (M.S. in related arts/interiors), and Purdue University (Ph.D. in environmental design). Last year she was given a Lifetime Achievement Award from Kent State’s College of Architecture and Environmental Design. Email her at n.kwallek@mail.utexas.edu.



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*Home is so sad. It stays as it was left,
Shaped to the comfort of the last to go
As if to win them back. Instead, bereft
Of anyone to please, it withers so,
Having no heart to put aside the theft*

*And turn again to what it started as,
A joyous shot at how things ought to be,
Long fallen wide. You can see how it was:
Look at the pictures and the cutlery.
The music in the piano stool. That vase.*

— Philip Larkin, “Home is so Sad,” from his 1964 collection of poems, *The Whitsun Weddings*



Mother and daughter, three months old, exchange a smile in Câmpulung, Romania, in July 1999 on Aristéa's first trip outdoors.

Adoption: Homeward Bound

By Christopher Frost and Kathryn Minyard Frost

Tinged with melancholy, Larkin's poem may at first reading fail to evoke nostalgic memories and sensations of home: freshly baked cookies, playing kick the can, music lessons on a battered piano. Upon further reflection, it becomes apparent that home, even when “bereft / Of anyone to please,” is a living entity, yearning for occupants who are no longer there, the furnishings beckoning the return of “how things ought to be.”

It is no great leap, then, to recognize that the idea of home is wrapped up in the deepest sense of people's identities — even long after leaving the physical place behind. And if that's the case, could home be imprinted on the neural pathways of the human brain?

It is this possibility, and the relatedness between human and home, which we explore in this essay. We do so through the experience of orphans, children who enter life with no traditional home, and through our own experience of trying to adopt two orphan babies from Romania.

Human but without home

Another literary work resonates with us about all this: John Irving's 1985 novel *The Cider House Rules*, which begins at an orphanage in rural Maine in the first half of the 20th century. Wilbur Larch, obstetrician and abortionist, founded and runs it; his favorite orphan and reluctant heir apparent is Homer Wells, who is never placed successfully into an adoptive home. Not for nothing do the good doctor and, eventually, his hesitant protégé read Charles Dickens' *David Copperfield* to the other wards as a bedtime story. (The titular character loses his father even before birth and his mother some years later, navigating a grim childhood as a de facto orphan.) Larch treats the orphans as if they come from royalty and each evening calls out to them: “Good night — you Princes of Maine, you Kings of New England!” Irving writes. “Then, bang! — the door would close, and the orphans would be left in a new blackness. Whatever image of royalty that they could conjure would be left to them. What princes and kings could they have seen? What futures were possible for them to dream of?” In short, Irving wonders, would they ever find home?

We wondered the same thing some 15 years ago upon entering a Romanian orphanage to volunteer community outreach. (We arrived at Romania by chance and destiny. One of us — Christopher — had won a Fulbright at University of Bucharest for the spring 1996 semester to help revive the academic discipline of psychology, which had been censored by despot Nicolae Ceausescu. Romania is also the birthplace of humanitarian writer Elie Wiesel, the Nobel Peace Prize laureate and Holocaust survivor who was orphaned during Shoah, and Christopher had studied under and written about him.) Although familiar with fictional images of “institutional home life,” nothing prepared us for a facility so medieval that even basic needs of the roughly 500 children, infants to age five, were not met. Orphans were fed only one “meal” daily — watery broth with bread fragments — and bathed infrequently in dirty water with no soap. No exercise was provided and medical care fell to untrained “nurses.” Children lacked human contact and were starved for physical, emotional and intellectual stimulation. Because of this deprivation, some were already developmentally delayed,

even at 12 months old, and had contorted posture. Other babies rhythmically rocked on all fours, trying to ease themselves to sleep, or pounded fists and head against metal cribs. The majority of these innocents were abandoned at orphanages until adulthood, or until they could escape to what inevitably was a horrid life on the streets.

We returned to Bucharest in 1998 when Kathryn won a Fulbright to teach sociocultural psychology at the same school. By then we had decided that in addition to volunteering at Romanian orphanages, we would seek to adopt a child while there. The question that stuck with us was not unlike Irving's: For orphans enduring an environment with no resemblance to what more fortunate human beings call home, "What futures were possible for them to dream of?"

Home registered in the brain

Often, the answer is distressing. And emerging literature in neuroscience helps explain why. Processes essential for the human construction of mental worlds begin at birth and create the enduring mental schemes, or perceptual lenses, through which people figuratively see. The lens metaphor is not far removed from neurological reality, as neurophilosopher Paul Churchland argues in *Plato's Camera: How the Physical Brain Captures a Landscape of Abstract Universals*, released earlier this year. To arrive at perceptual patterns of meaning requires some "antecedent framework of abstract categories," as Plato philosophized more than two millennia ago. Although in typical cases cognition unfolds naturally through the processes of maturation, the environmental deprivation of Romanian orphans is not normal. For the purposes of this article, the issue is: How do people perceptually render the concept of home? We suspect that orphans who suffered early years of physical, mental and emotional deprivation tend not to render it at all.

Whatever the answer, cognitive scientists agree that developing an ability to render perceptually an abstract category begins at least by the moment of birth. Infant brains that are not stimulated atrophy in numerous areas and show reduction in brain volumes, resulting in cognitive (and subsequently behavioral) deficits. Maltreatment magnifies those deficits; it "is a chisel that shapes a brain to contend with strife, but at the cost of deep, enduring wounds."¹ Brain imaging studies on children deprived of a normal caretaking environment (home), including orphanage-reared children, found numerous areas of the brain damaged, with specific deficits related to memory (impairing the ability to conceptualize the past, which hampers the ability to imagine a future).² In an ongoing study of post-institutionalized orphans, Harry Chugani, chief of pediatric neurology at Children's Hospital of Michigan and a professor at Wayne State University School of Medicine, and his colleagues concluded that the brain scans of

the children reflect the early environmental deprivation of the orphanage:

We previously reported that children who were subjected to early socioemotional deprivation in Romanian orphanages showed glucose hypometabolism in limbic and paralimbic structures, including the orbital frontal gyrus, infralimbic prefrontal cortex, hippocampus/amygdala, lateral temporal cortex, and the brainstem. ... [The present] study demonstrates in children who experienced socioemotional deprivation a structural change in the left uncinate fasciculus that partly may underlie the cognitive, socioemotional, and behavioral difficulties that commonly are observed in these children.³

In a video depicting these studies, brain scans of Romanian orphans adopted later in life (particularly older than age 3) were described as having "black holes."⁴ And a study by Charles Nelson, pediatric professor at Harvard Medical School and research



Above: Kathryn Minyard Frost holds Kade, two-months-old, for the first time on May 17, 1999. Top right: Kade (left) and Aristéa, "the twins," as family and friends dubbed them, rest together in a crib in a Romanian orphanage on May 22, 1999, after the authors had begun the process of adopting them. Right: babies are often deprived of even the most basic necessities at Romanian orphanages, such as this one in Bucharest visited by the authors in May 1999.

would want to find, but early experiences diminished inborn potential — a diminishing now laid down in the neural circuitry of the brain. Put another way, home is alive, embedded in neural pathways.

Journey to home

What of a child who is placed in an orphanage bereft of human contact at or shortly after birth, but who finds a real home early on in life? The result is dramatically different, pitch black versus bright life, as we can attest.

When we returned to Romania in 1998, this time for a two-year teaching stint, we met with an adoption agent. He informed us on May 17, 1999, that we had several children to consider from the same orphanage, the youngest being two unrelated and seemingly healthy babies: a two-month-old boy and a three-week-old girl. As is often the case, only meager data were available: given name, mother's name, birth date and weight, and official seal of the adoption agency.



director of developmental medicine at Children's Hospital Boston, and his colleagues in the December 2007 issue of *Science* confirms the findings of Chugani et al., as does a vast literature relying on case studies of individual children.⁵ The lack of a true home has been registered into the very brains of these children.

These studies are consistent with decades of research on early attachment in children and other mammals.⁶ Normal brain development requires active involvement and engagement of the infant with the environment and caregivers; it requires a home like the thesis we are developing in this essay. As newborns, these orphans possessed all of the neural structures that a neuroscientist

Undaunted, we journeyed to the orphanage (a different one than the Bucharest orphanage from two years earlier). The nursery was a long, narrow room with about 15 wooden cribs aligned in close rows. We looked around bewilderedly, excitedly, nervously, as an attendant searched the lot. "Frumos" (beautiful), she declared, reaching down to caress a boy's face, a gesture that surprised us, given our previous experience. Then she handed him to the mother-to-be among us. His countenance was curious and somewhat perplexed. Ours was loving and grateful — and overwhelmed. The attendant then backtracked to a tiny girl, who couldn't have weighed more than six pounds, and who was crying, and placed her in the arms

of the father-to-be. The child stopped wailing instantly and furrowed her brow as if to say, “And you are?”

Cradling a baby apiece, we stared at each other — and arrived at an instantaneous, silent agreement. We would adopt both.

During the next four weeks, we spent weekdays communicating with friends and relatives worldwide, figuring out how to secure funds for double adoption expenses, buying every type of baby item imaginable, and choosing names for our “twins”: Kade Minyard Frost and Aristéa Minyard Frost. Weekends were reserved for visits to the babies: cooing over them, reading to them, bringing them clothes, food, toys. We noticed that Kade still never smiled, even approaching three months, while Aristéa, at six weeks, frequently did. Although we considered this gap troublesome, we chalked it up to Kade’s longer exposure to the stimulation-deprived orphanage and were optimistic that we had intervened early enough.

But our illusion of developmental lag was not to hold. Kade was sent to the local hospital on June 5 for what was called breathing problems. We had visited him the afternoon

next eight months, Kathryn continued to teach in Bucharest while Christopher made periodic trips to Romania in between teaching and directing a graduate health psychology program in Texas. We filed paperwork while waiting for the adoption to be completed and a visa issued for her entry into the U.S. On April 20, 2000, two days before Aristéa’s first birthday, mother and daughter flew home to Christopher and our then-residence in Austin.

Home is so glad

Aristéa is now 12 and in the seventh grade at the Waldorf School of San Diego. Her teacher (of six years, because teachers “move up” with students in the Waldorf system) praises her as a selfless child, an attribute that requires empathy and registers at the opposite end of the “socioemotional deficit” spectrum. Aristéa loves to read and laugh, enjoys water sports camps and nature camps, makes friends easily, and delights in her Jack Russell terrier.

We never hid her Romanian roots, so there was no sudden disclosure that she was adopted. In fact, we read storybooks about

any of the movies until we had read (aloud) the requisite novel in J. K. Rowling’s series. The distance between many orphans (in art or in life) and Aristéa can be measured via one metric: *home*. Larkin, in his bittersweet effort, declares, “Home is so sad”; for Aristéa home is so glad because, using the poet’s words, it’s “a joyous shot at how things ought to be.” If Irving’s fictive orphans can only speculate, “What futures were possible for them to dream of?” Aristéa knows, to her core, that anything is possible.

Family and friends have told us how lucky Aristéa is that we adopted her. As parents and psychologists, we understand (and even appreciate) the sentiment. Our home is literally registered in her brain.

That said, the opposite is also true. The reality of Aristéa — our home, with her a living embodiment of it — is also registered in our brains and embedded in who we are. On her first birthday/welcome home invitation, we included the following quotation: “We did not give you the gift of Life; Life gave us the gift of you.” We cannot quantify how much Aristéa has brought to our home, to our very existence. Yet that is precisely the point. Home is transformed the moment another being starts to share it.

Some people, like Kade, leave home all too quickly, often without warning, and sometimes needlessly. Others, like adult children, establish a home of their own (as have our older kids, Kebana Rachel, 35, and Jared Christopher, 29, who love Aristéa and are loved by her). All people, moving in time and space, carry with them, and reflect, their home, whether good, bad, or both. Perhaps that’s another secret Larkin reveals: the ability of home to “turn again to what it started as.” ■



Far left: Aristéa, 12, jokes with her father last fall. Left: supported by her proud papa, Aristéa Minyard Frost, 17 months, becomes a U.S. citizen on Sept. 12, 2000. An official at the San Antonio, Texas, office of the Immigration and Naturalization Service holds the certificate.

before; we never saw Kade again. He died within 48 hours of admittance. There was a small graveside ceremony attended by Kade’s birth aunt, her boyfriend, the gravedigger, and a priest. Afterwards, we held our own service. His gravesite was a pile of dirt and a rickety wooden cross, so we negotiated with the groundskeeper to build a cement border around his eternal home and replace the cross with one that would last.

Kade died without ever really having a home. Studies on brain research and psychosocial attachment, and his own case, confirm that lack of caring (a nurturing home) can be lethal.⁷

On Aug. 11, 1999, two months after Kade’s death, we received a document permitting us to bring Aristéa to our Bucharest home. This day coincided with the final solar eclipse of the millennium. From across the globe, Bucharest offered the best vantage point for viewing it. Fate?

Aristéa thrived once she came home with us. She gained a substantial amount of weight in the first two months and soon fell within normal parameters, increasing from the 10th percentile to the 90th. For the

adoption to her at an early age. Photos of her and Kade as babies adorned rooms, and we decorated with Romanian crafts.

Aristéa came with us when we returned to University of Bucharest for the 2004-05 academic year under another Fulbright for Kathryn. Aristéa attended a public Waldorf school at which English wasn’t spoken; by the time we left, she was fluent in Romanian. We took the six-year-old to the orphanage at which we first met her, and during this same trip, Aristéa helped her mother clean Kade’s overgrown gravesite. Our daughter also met Wiesel — on Nov. 11, 2004, the day that Palestinian leader Yasser Arafat died — in his native Romania, furthering connections for her.

Without reading too much into things, Aristéa of late relishes making a pallet in our bedroom en route to a family slumber party. Then again, maybe reading into this is exactly right, for she adores her grandparents and other extended family. We don’t need an image of her brain to confirm: No black holes here.

Our daughter can’t get enough of Harry Potter, another orphan. But she did not watch

Christopher Frost and Kathryn Minyard Frost wed in December 1989. They have collaborated on the above topic in academic publications such as the *Journal of Cross-Cultural Psychology* and the *Journal of Loss and Trauma*. He is the new academic dean of the School of Arts and Sciences at the Long Island campus of St. Joseph’s College of New York. She is the finance coordinator of the Waldorf School of San Diego, a private institution for children from pre-K through secondary grades. A prolific author, he earned degrees from Baylor University (B.A. in the psychology of religion) and Boston University (M.A. in the psychology of religion and Ph.D. in psychology and interdisciplinary studies). A frequent lecturer, she earned degrees from University of Texas at Austin (B.B.A. in business finance and Ph.D. in educational psychology) and Texas State University (M.Ed. in counseling and guidance). Both are Phi Kappa Phi members; he is a former chapter president at San Diego State University and a former Western Regional Representative on a national level, and she was initiated at the University of Texas at Austin chapter. Email them at cfrost@sjcny.edu and frost.kathy@gmail.com, respectively.



For footnotes and more photos, go online to www.phikappaphi.org/forum/summer2012.



The author, center, and, clockwise from left, René San Martín, a cultural anthropologist at Southern University of Chile, and María Cátrileo, a linguist at Universidad Austral de Chile, work out the logistics of a Mapuche documentary with tribal spiritual leaders Machi Gerardo Queupucura and Machi Yolanda Curinao in Trumpulo Chico, Chile, in summer 2000.

Did I Really Leave Home? Can I Really Return Home?

One Native American's Journey

By Emil Her Many Horses

The headlights of the car illuminated a lonely stretch of road one night in South Dakota during my Christmas vacation in 2010. I had come home for the holidays, which are about the only time I make this journey anymore. I was driving from Rosebud, where I grew up, to nearby Mission, where I had attended high school and where most of my immediate family now lives. I had travelled this road morning and evening for middle school and high school in the early 1970s, and as I listened to country music on the radio, I thought that everything looked so familiar: my father's coworker's house to the left, the open field on the right. The reflection from the headlights made the tall prairie grass appear golden, but while there was no snow on the ground, it was still cold out. A chill overtook me.

"Did I really leave?" I asked myself. "Can I ever really return?" was the more troubling question. I did go off and accomplish numerous things, most importantly,

becoming a museum curator of Native American culture, including the past 13 years at the Smithsonian Institution's National Museum of the American Indian in Washington, D.C. Paradoxically, what I do for a living makes me both intimately involved with and at a distinct remove from my subject, a subset of which is my very own people, my home.

I arrived at my profession with personal experience since I grew up on the Rosebud Reservation, home to roughly 24,000 Sicangu Lakota tribal members, almost 21,000 of whom live on the 1,400-plus square-mile land. But I am an enrolled tribal member of the Oglala Lakota Nation from the Pine Ridge Reservation, population about 28,000 over almost 3,500 square miles, and about 100 miles away from my childhood home. (My parents moved the family for employment opportunities.) These two reservations, in the southeastern part of the state, form two of the seven branches of the Lakota, itself one of three major divisions of the

Sioux Nation. In my younger days especially, my inner circle on the two reservations and the collective history of the tribes influenced the choices I made and helped sustain me.

But although I have lived on and off Rosebud since graduating high school 40 years ago, for the past two decades I have resided elsewhere. Thus, I, at age 57, still struggle with if not how, then at least when, I can return home permanently. A lot has changed there and yet some things have never changed. Or am I talking about myself?

In writer and Spokane/Coeur d'Alene tribal member Sherman Alexie's semiautobiographical wry novel, *The Absolutely True Diary of a Part-Time Indian*, winner of the 2007 National Book Award for Young People's Literature, the teenage protagonist, narrating his coming-of-age story, mentions that "the people at home" call him an apple "because they think I'm red on the outside and white on the inside." I don't agree with that comment because I consider it a

negation of heritage. But I can relate to the notion of multiple perspectives.

Early echoes

I, along with my seven siblings, attended a public school district on the Rosebud Reservation. Almost all students were Native American, mostly Sicangu Lakota. My parents were wary of sending us to boarding school (seemingly “better” by mainstream standards) because my mother attended a Jesuit one and frequently ran away (to her home seven miles down the road) due to the stifling discipline of the nuns. (My father fared much better at the same school.) My parents also were apprehensive of having us taken away from the family unit, of course — and from our language and culture, some of the first elements of home that government and religious schools for Native Americans historically suppressed.

My parents worked for the Public Health Hospital in Rosebud, my father as an environmental health technician and my mother in numerous nursing roles. (My father died in his mid-50s in the late 1980s. My mother, 79, is retired on the Rosebud Reservation.) We lived in the hospital’s housing compound with most of the medical staff. Personnel changed constantly and I found it interesting to discover where everyone came from or was going to, and I yearned to travel, especially to Europe. My father, whose first job was garbage collector, told me as a boy that I dreamed too big, an assertion that makes me laugh today. (I laugh for other reasons, too. My parents returned to school in midlife, my father earning a college degree in elementary education and my mother an associate’s degree in nursing. And five of my seven siblings graduated from college and all have important jobs such as the first female chief of police of the Rosebud tribe and the superintendent of the Rosebud division of the U.S. Bureau of Indian Affairs.) But given the extreme poverty, unemployment and dropout rates for Native Americans — sources vary, but between one-and-a-half to two times the national average is an accurate, and conservative, figure — I almost understand where he was coming from. Yet in 1972, I was selected in my junior year of high school to live with a host family in Hamburg, Germany, for three months in a student-exchange program, and my parents didn’t hold me back.

Several experiences remain with me. Lost in a busy subway station early during my trip abroad, I suffered a panic attack for a few terrifying minutes because I couldn’t communicate with anyone. Eventually, I learned enough German phrases to get around and felt rather proud when it was my turn to go to the bakery to pick up biscuits for breakfast. (As a precaution the order was written out for me in German, but I didn’t need the cheat sheet.) That moment of panic in the subway station makes me think of the complications



Top: the author (near left) discusses indigenous worldviews with, clockwise, Mayan priests Francisco Caal and Esteban Pop, along with then-National Museum of the American Indian colleague Carmen Arellano and Latin American sociologist and researcher Iván García Santiago, in Coban, Guatemala, in 2000. The meeting takes place by candlelight because Caal’s home did not have electricity. Above: the author learns rites of passage from Yup’ik elders John Phillips, Sr. (center left) and Peter Jacobs, Sr., with Marie Meade translating, in Bethel, Alaska, in spring 2000.

of assimilation for Native Americans. For instance, approximately 8,000 Native American children from most every tribe were sent to the Carlisle (Pa.) Indian Industrial School, the first off-reservation boarding school, to be “civilized.” Operating between 1879 and 1918, it prepared them to take their place in American society. One way it did this was to prohibit speech in their native languages. Many of the students were much younger than I was while in Germany. At least during my panic attack I didn’t face the possibility of harsh punishment for trying to communicate in my own (English) tongue.

The next experience I remember involved a road trip to West Berlin. My host father, caretaker of the exchange school, spoke English and pointed out various landmarks. When we arrived downtown, he gestured to the ruins of a church and explained

how they were a bombed-out reminder of World War II, of both the evils of Nazism and the endurance of faith. The ruins reminded me of the archway in the cemetery at Wounded Knee that had fallen into disrepair. That burial site marks the remains of the victims of the massacre on the Pine Ridge Reservation in winter 1890. I first saw this hallowed ground on a Memorial Day when I was a youth. My family’s cemetery plot is located there — the same spot where U.S. cavalry troops killed more than 300 Native American men, women and children, including the Mniconjou Lakota chief Spotted Elk (Big Foot).

My German host family also took me to East Berlin. As an American citizen, I had to pass through Checkpoint Charlie at the Berlin Wall, thus meeting my party on the other side. Walking through security, I spotted guards with mounted machine guns

overhead and feared that I would be detained for some reason. (This was the first time I ever saw armed guards.) What a relief when I reunited with my host family safe and sound! I couldn't help but think of my ancestors forced onto reservations by U.S. military. And what symbols of restricted homelands: the Berlin Wall and Native American reservations!

Along these lines, I don't remember what German concentration camp I was taken to, but I do recall red brick ovens in which victims of the Holocaust were incinerated and photographs of stacked, naked and looted corpses being prepared for their demise. These images reminded me of pictures of the Wounded Knee Massacre. Many victims were stripped of their clothes and belongings and lay on the frozen battlefield for days until being buried in a mass grave without ceremony.

Later connections

In my travels in the decades since high school, sometimes I've returned to Europe and in each instance confronted my own assumptions about what home is. Can home for me be in the larger world? For instance, in college, I spent a few days of a month-long vacation in Greece and half-expected to see white marble temples filled with exquisite sculptures depicting historic epochs. I suppose I thought people cavorted in togas, too. In other words, I harbored a stereotypical image. Europeans making their first visit to Indian reservations often do the same thing: half-expect to see people living in tipis and hunting buffalos. Instead, visitors are confronted with harsh realities of shaky subsistence on reservations much like I was confronted with gray cinderblock buildings in Athens. On the other hand, tourists hope to experience remnants of the glorious past, and I was enriched by the magnificent Acropolis and outsiders are enriched by the dance celebrations on reservations.

The next stop on my month-long adventure was Rome, and attending mass topped my itinerary because I am Catholic. That might be surprising since stories abound of the brutality of nuns and priests in their efforts to convert Native souls to Christianity. And an assumption remains that all Native Americans practice a type of earth-based spirituality. Nonetheless, of the 1.975 million-plus people identified by the U.S. Bureau of Indian Affairs as Native American or Alaska Native members of 566 federally recognized tribes, an estimated 680,000 are Catholic, according to the U.S. Conference of Catholic Bishops. (In fact, in 1874 the Archbishop of Baltimore created a Bureau of Catholic Indian Missions. And today, Native Americans practice both Christian and traditional religions.) I happened to be in Rome on a Sunday that fell on my father's birthday, so I thought it would be appropriate if I went to mass at St. Peter's Basilica. Afterwards, I ventured to St. Peter's Square and found

it filled with followers awaiting the Pope's blessing from his Papal apartment balcony. Nuns in black habits waved white handkerchiefs. The crowd shouted, "Long live the Pope!" I thought to myself, "They really do that! It's not just something from the movies." Just like it's true that many Native Americans place great stock in mysticism and wear beads, as movies including *Powwow Highway* from 1989 depict.

Current applications

As a curator at the National Museum of the American Indian, I travel throughout the Western Hemisphere to work with indigenous populations including the Yup'ik elders from Alaska, Mayan priests from Guatemala, and spiritual leaders from Peru and Chile. I've also witnessed the annual renewal ceremonies of the Hupa of California and the spring and rain ceremonies of the Pueblo of New Mexico. Hospitality — making someone feel not merely welcome but also home — is a common denominator among these diverse communities.

And for all Native peoples, sharing a meal with guests is an important aspect of hospitality, no matter how modest the dining may be. Some of the more unique food and drink hosts have prepared for me include iguana tamales and beer made from Mayan corn. The meal hardest to swallow contained roasted horse meat served in ceremonies by the million-member Mapuche of Chile. First encountering the horse via invading Spanish conquistadors in the mid-1500s, the Mapuche believed eating it would give them strength, and they have long since included it as a main part of their diet. Yet my Northern Plains tribe values the horse in another way; it changed our way of life from improving hunting, travel and warfare to signifying wealth, status and prestige. So we revere it. Indeed, my last name originated with my paternal great-great-grandmother, TaSunka Ota Win, meaning Many Horses Woman, for she owned a lot of horses, and a version of her full name became my family's surname. So even though I don't own a single horse, horses are important to me. But it's impolite to refuse food or drink offered by your host; it's important to be a good guest — to communicate that you feel right at home. So I dug in. With a little salt, I couldn't tell the difference between horse meat and beef, though horse meat was a little leaner. And I'm sure my ancestors understood.

Much of the conversation at these meals involved questions that my hosts and I would ask each other, through translators as necessary, to understand and appreciate cultural differences and similarities. At one dinner in Guatemala, a Mayan host's family member couldn't get over the fact that Native peoples still lived north of the border (meaning north of Mexico). I responded that I didn't realize there were Native peoples

south of the border. We all laughed.

The hospitality extended to me also stems from my job, of course; tribes feel it is their responsibility to let the world know they are still here and continue to practice their traditions, religions, and cultures. I also am treated well because host communities consider me an indigenous brother from another Native group. Museum colleagues and I once spent five years of intermittent research on Mayan themes, and during one trek, I participated in a harvest ceremony

led by Mayan priests. A guide took me to a marketplace so I could purchase relevant items such as colored candles representing the cardinal directions and incense made from copal trees. I took my place in the festivities and burned the offerings at the appropriate moment with the rest of the tribe. Home is a type of artifact, after all, and I was honored that my hosts provided me an extended home.

Future ties

Will I ever return home to the reservation for good? Yes. When? I don't know. Maybe during my lifetime. And I did go home again last Christmas. Definitely I will be buried with my family at Wounded Knee at our eternal home.

For now, all I know is that I won't be going home today, for I have a lot yet to accomplish. Then again, in some ways, I'm already home among the many indigenous peoples of the Western Hemisphere. ■

For another look at home on the reservation, see page 27.



Emil Her Many Horses,

a member of the Oglala Lakota tribe, is a curator at the Smithsonian Institution's National Museum of the American Indian in Washington, D.C., and specializes in Northern

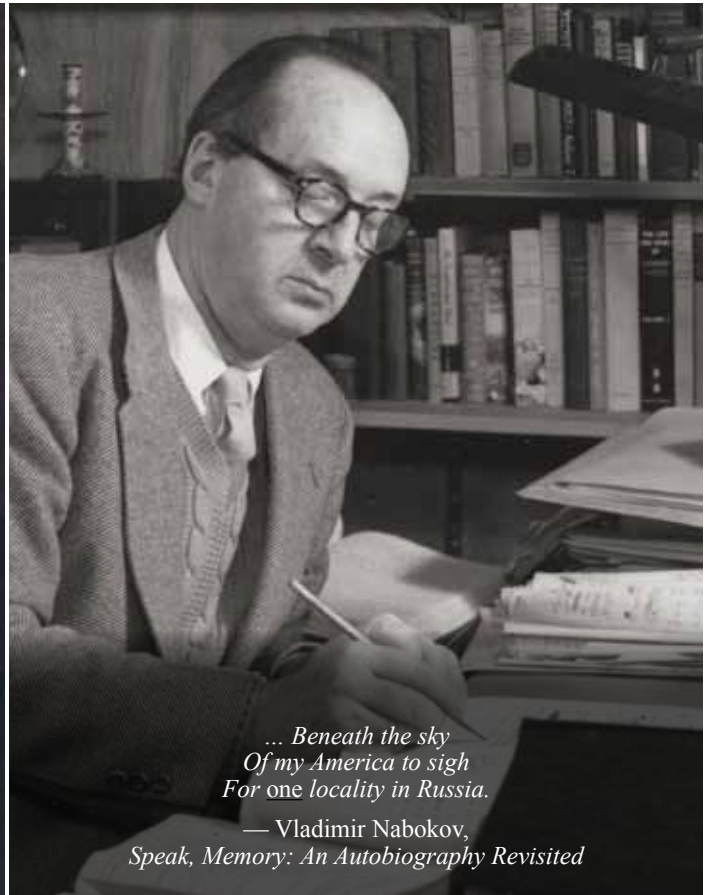
and Southern Plains culture. He curated the museum's inaugural permanent exhibit in 2004, "Our Universes: Traditional Knowledge Shapes Our World," about indigenous cosmologies; "Our Peoples," about the Chiricahua Apache of New Mexico and the Blackfeet of Montana; and "A Song for the Horse Nation," about the relationship between horses and Native Americans. And he co-curated "Identity by Design: Tradition, Change and Celebration in Native Women's Dresses." Her Many Horses also is an award-winning artist of contemporary beadwork and dolls with Native American themes; his pieces are in the permanent collection of the National Museum of the American Indian, Eiteljorg Museum of American Indians and Western Art, and Buffalo Bill Historical Center. He earned a B.A. in business administration from Augustana College in Sioux Falls, S.D., and studied philosophy while a member of the Jesuit order at Loyola University Chicago. Her Many Horses is on the board of trustees of Augustana College and treasurer of Running Strong for American Indian Youth, an outreach program. Email him at HerManyHorsesE@si.edu.

Homing in on Shakespeare and Nabokov



When I was at home I was in a better place.
— William Shakespeare, *As You Like It*

An 1849 mezzotint of William Shakespeare by British engraver Samuel Cousins.



*... Beneath the sky
Of my America to sigh
For one locality in Russia.*
— Vladimir Nabokov,
Speak, Memory: An Autobiography Revisited

Vladimir Nabokov writes at his desk in 1957.

By Samuel Schuman

Authors William Shakespeare and Vladimir Nabokov share more than a probable birthday: April 23. (The date for Shakespeare is commonly accepted but not definitively proven.) The parallels extend beyond the enduring critical reverence and popular appeal of their works as well. Interestingly, the concept of “home” is central to these towering figures, Shakespeare (1564-1616), the greatest writer of English, and Nabokov (1899-1977), the premier English prose stylist of the 20th century.

In their recurrent explorations of this theme, however, the two represent polar opposites: one deeply anchored to a home culture, the other without such moorings. Shakespeare grounds plays in his native land and references it reflexively even when they’re set elsewhere. An oppressive regime uprooted Nabokov’s family in his youth and he moved often throughout adulthood, and his works are often set in a type of Never Never Land. Yet through the alchemy of talent and imagination, both reach the same place: a particular habitat, whether based in actuality or built from imagination, that becomes universal, the home place for readers everywhere and forever.

“This blessed plot, this earth, this realm, this England.”

The royal and military record of England, Shakespeare’s homeland, is the subject of 10 of the Bard’s 38 plays, those called the Histories, and covers some 350 years of political developments. (This list excludes ruminations on mythical history like *King Lear* and *Cymbeline* and non-British history like *Julius Caesar* and *Pericles*.) To many literary scholars, such as Christopher Fitter at Rutgers University-Camden, Shakespeare’s studies of English history focus on the monarchy and in some ways the monarch of his own time: Queen Elizabeth I, daughter of Henry VIII. The plays depict the rise and legitimacy of the Tudor line of rulers, of whom Elizabeth was both the greatest and the last. Studying themes in the reigns of earlier kings (such as divine ordination of monarchs) offered Elizabethan dramatists a relatively safe way to comment on how those issues appear in contemporary politics.

These 10 plays begin chronologically with *King John*, written most likely in 1594-96. The historical John assumed the throne in 1199 and his reign (until 1216) was troublesome: suffering military losses to the French; falling out with the Pope; being derided by his subjects; affixing his seal to the Magna Carta to avert civil war by the nobility, which was intent on protecting its rights and properties. As a result, Shakespeare explores the perils of internal dissension within Britain. The last monarch Shakespeare headlines is Henry VIII, in the play of the same name (from 1612-13), ruler from 1509 to 1547. The historical Henry is perhaps most notable for breaking with the Roman Catholic Church and for his succession of wives. Shakespeare treads the line between historical accuracy and cautious respect for Henry’s daughter by Anne Boleyn, Queen Elizabeth I, who presided from 1558 to 1603.

Eight plays address a sequence of monarchs from 1398 to 1485: *Richard II* (source of the quotation in the above subhead); *Henry IV* parts I and II; *Henry V*; *Henry VI* parts I, II and III; and *Richard III*. And, as in *King John* and *Henry VIII*, Shakespeare takes episodes from those eras to comment on the state of the nation, particularly its leaders. For instance, in *Richard II* (1595) and *Henry IV* (1596-98), he poses the delicate question of regal succession — an important topic as the Queen, who never married and had no children, grew older and older without a clear heir for the throne.

But Shakespeare’s preoccupation with England did not end with his Histories. Even when his topic is far removed from the factual account of his native land, his plays are deeply bound in his own time and place. Thus, the romantic comedy

A Midsummer Night’s Dream (1595-96) is set in a mythical and classical Athens ruled by the betrothed Theseus, Duke of Athens, and Hippolyta, Queen of the Amazons. But in classical Athens there is a group of bumbling Elizabethan workmen: Snug the joiner, Bottom the weaver, Peter Quince the carpenter, Francis Flute the bellows mender, and Tom Snout the tinker. These characters, Shakespeare’s British contemporaries, enact a play within the play and add an everyday London ambiance to help audiences relate to the proceedings. Simi-



Shakespeare’s birthplace, Stratford-upon-Avon, Warwickshire, England.

larly, the tragedy *Coriolanus* (1607-08) is set in Rome in the fifth century B.C. and based on the leader of the same name, but it also is full of characters and conversations that are contemporaneous with Shakespeare. For example, a serving man exclaims in Act IV, “This peace is nothing, but to rust iron, increase tailors, and breed ballad-makers.” Those tailors and ballad-makers come straight from the streets of London. Likewise, the ancient Rome of *Julius Caesar* (1599-1600) features mobs of common people and aristocratic intrigues akin to those of London at the turn of the 17th century. Consider this bit of dialogue early in Act I:

Flavius (a Roman official): *Speak, what trade art thou?*

Carpenter: *Why, sir, a carpenter.*

Marullus (another official):

Where is thy leather apron and thy rule?

What dost thou with thy best apparel on?

You, sir, what trade are you?

Cobbler: *Truly, sir, in respect of a fine workman, I am but, as you would say, a cobbler.*

Marullus: *But what trade art thou? Answer me directly.*

Cobbler: *A trade, sir, that, I hope, I may use with a safe conscience, which is indeed, sir, a mender of bad soles.*

The carpenter, with his leather apron and his ruler, and the cobbler who mends bad soles are the voices of Shakespeare’s neighbors in the market town of Stratford-upon-Avon or in the back streets around Shakespeare’s Globe theater, not Roman plebians. Antiquity, for Shakespeare, was of interest not because it was different and

exotic, but because it was an echo of his home time and place.

Yet because of, not in spite of, his localism, Shakespeare is the most universal of writers. Precisely because the lovable braggart Bottom the weaver is persuasively true to Elizabethan Warwickshire does he represent a truth of everywhere and all times. The villain Richard III is an emblem of misrule not just for his own era, but eternally, in his ruthless and unremitting ambition. “He was not of an age, but for all time,” Ben Jonson, the actor, playwright and poet, observed about Shakespeare. A later poet, William Blake, urged seeing the world in a grain of sand, and Shakespeare saw the grain of sand that was his homeland so clearly and wrote of it so compellingly that it became everyone’s home, forever. His England, past and present, becomes both symbol and quintessence of all the world.

“... I swore to myself I would not dream of staying in Ramsdale under any circumstance but would fly that very day to the Bermudas or the Bahamas or the Blazes.”

Unlike Shakespeare, Nabokov spent his adult life without a true home. His parents were wealthy aristocrats, owning a grand city mansion in St. Petersburg, Russia, and an estate in the country nearby. But their fortunes took a turn for the worse with the Russian Revolution in 1917, which overthrew the imperial government and more than 300 years of the Romanov dynasty and replaced it with communism. Vladimir’s father was a prominent liberal, hence an enemy of the new Russian state. In 1919, the Nabokovs, including 20-year-old Vladimir, were forced to flee their homeland and abandon most possessions. They settled in Berlin, living comfortably but modestly until the senior Nabokov was accidentally murdered in 1922 in a botched political assassination. Vladimir enrolled at Trinity College, Cambridge, and returned to Germany temporarily after finishing a degree in literature.

From 1919 until his death in 1977, Nabokov lived only in rental properties. First in Berlin, where, in 1925 he married Vera Slonim and in 1934 their only child Dmitri was born. (He died in February.) Nabokov supported his family primarily as a tutor of Russian and literature. With the rise of Nazism, the family was compelled to move again, partly because Vera was Jewish, first to France in 1937 and then to America in 1940, where Nabokov supported himself in the academic world as a research scientist at the Museum of Comparative Zoology at Harvard University, as curator of lepidoptery, and as a teacher of comparative literature at Wellesley College and later as a professor at Cornell University. With the astonishing success of his well-known and controversial 1955 novel *Lolita* by the end of that decade, Nabokov

was free to become a full-time author and returned to Europe, residing in the Montreux Palace Hotel near Geneva, Switzerland, for 16 years until his death, as the preeminent Nabokov critic Brian Boyd details in his two-volume biography, *Vladimir Nabokov: The Russian Years* (1990) and *The American Years* (1991). The physical homes of Nabokov's youth receded into the safe and unchanging realm of mythic memory; he never again saw the Russia he left as a college-age student.

Lifelong exile resulted in Nabokov's creation of a fictional world that some scholars term transnational. (See, for instance, Rachel Trousdale's 2010 study, *Nabokov, Rushdie, and the Transnational Imagination: Novels of Exile and Alternate Worlds*.) Much of Nabokov's writing — novels, first in Russian and then in English; short stories; criticism; plays; poems — reflects this global perspective.

Ada or Ardor: A Family Chronicle (1969), his longest novel, best illustrates this sui generis environment. The sweeping story depicts a forbidden love between protagonists Ada, a gifted naturalist, and her brother Van, a brilliant psychologist/philosopher; neither knew they were siblings upon beginning the liaison in 1884 when 14-year-old Van seduces 11-year-old Ada. But the unabashed sensualists continue the incestuous relationship, ecstatic, tempestuous, passionate and tragic, not only after discovering they're kin late in adolescence but also through Ada's marriage and, indeed, until the end of the novel in 1967 when Ada is 94 and Van 97. This complex plot unfolds in an invented cosmos that Nabokov calls Demonia or Antiterra but which might be called nowhere and no-when. Van and Ada's unique and forbidden passion demands an equally exotic setting.

In *Vladimir Nabokov: The American Years*, Boyd describes this locale as "his strangest and most contradictory world, his most colorful and comic, his most lyrical and discordant, his most unsettling and profound." Antiterra makes use of bits and pieces of prerevolutionary Russia, Western Europe, and the United States at various points in their histories. For instance, the U.S. encompasses all of North and South America, which were discovered by African navigators. Western Canada is a Russian-speaking province and Eastern Canada is French-speaking. Russia belongs to the empire of Tartary, where the communist revolution never took place. And the British Empire incorporates most of Europe and Africa and is ruled by a king. Antiterra includes elements totally outside history; for example, there is no electricity but there are flying carpets!

The explosive and baffling first paragraph of the novel prepares the reader for this disorienting geographic (and linguistic) chaos:

General Ivan Durmanov, Commander of Yukon Fortress and peaceful country

gentleman, with lands in the Severn Tories (Severnaya Territorii), that tesselated protectorate still lovingly called "Russian" Estoty, which commingles, granoblastically and organically, with "Russian" Canady, otherwise "French" Estoty, where not only French, but Macedonian and Bavarian settlers enjoy a halcyon climate under our Stars and Stripes.



This is one of the many houses Nabokov lived in while teaching at Cornell.

Nabokov fashions a time and place that never was or will be. Yet like Shakespeare, he engenders men and women who convince the reader of their veracity by behaving as real people might in a fantasy universe. And, of course, Nabokov borrows from his own lifelong itinerancy. Ada grows up in a stately Russian-style country manor and Van at one point lives in an urban skyscraper. They have a house in "Ex, in the Swiss Alps," and endow a museum in New York. One character has "lingered in the [North American] West where the many-colored mountains acted ... as they had on all young Russians of genius." The point: Nabokov's homeland and all his many resettlements are transmuted into a self-contained fictive universe, which obeys its own laws, but not those of "real" geography, politics or history.

Numerous other Nabokov novels take place in fictional transnational realms, among them *Bend Sinister* and *Invitation to a Beheading*. And other Nabokov novels toy with notions of home in recognizable places, *Lolita* first and foremost, whose backdrop is mid-20th-century America (and which is quoted in the above subhead). Like *Ada*, it deals with a taboo sexual relationship, between Humbert Humbert, a 37-year-old man of letters and pedophile, and the 12-year-old Dolores Haze, whom he calls Lolita. Nabokov reinforces the perverse nature of their affair with the odd houses in which much of the story takes place. They meet in a quintessentially tasteless American suburban home in Ramsdale, N.H.; their last encounter is in a bleak working-class "dismal district, all dump and ditch ... a clapboard shack, with two or three similar ones farther away from the road and a waste of weeds all around." At the end of the novel, Humbert Humbert murders his rival, Clare Quilty, at the pseudo gothic Pavor Manor, on Grimm

Road, straight out of a "B" horror movie. These houses become emblems of Nabokov's themes: tasteless suburbia, hopeless adulthood, perverse evil.

"I will pay thy graces / Home both in word and deed."

Thus, Shakespeare, quintessentially Elizabethan and English, achieves artistic universality in the context of his actual time and place, while Nabokov achieves that same literary universality through homelessness and the resulting creation of a fictional world.

There is at least one point, though, where the Nabokovian and Shakespearean visions of home converge: *The Tempest* (1610-11), a favorite play of Nabokov's, in which Shakespeare creates a fantastical world, like that of *Ada*, for a group of Renaissance Europeans. In this late comedy (quoted in the above subhead), the hero Prospero, Duke of Milan and a Nabokovian exile, has been marooned on a magical island that he oversees and that is populated by sprites and the offspring of a witch. But wandering around on it, too, are a pair of drunken English sailors, a betraying brother, and a wise but ineffective old counselor. After enchanted misadventures give way to happy endings, Prospero realizes, "We are such stuff / As dreams are made on; and our little life / Is rounded with a sleep." And then, his exile ended, he goes home. ■



Samuel Schuman (University of New Mexico), Chancellor Emeritus at University of Minnesota, Morris, and Professor Emeritus of Language and Literature at University of North Carolina at Asheville, writes on diverse

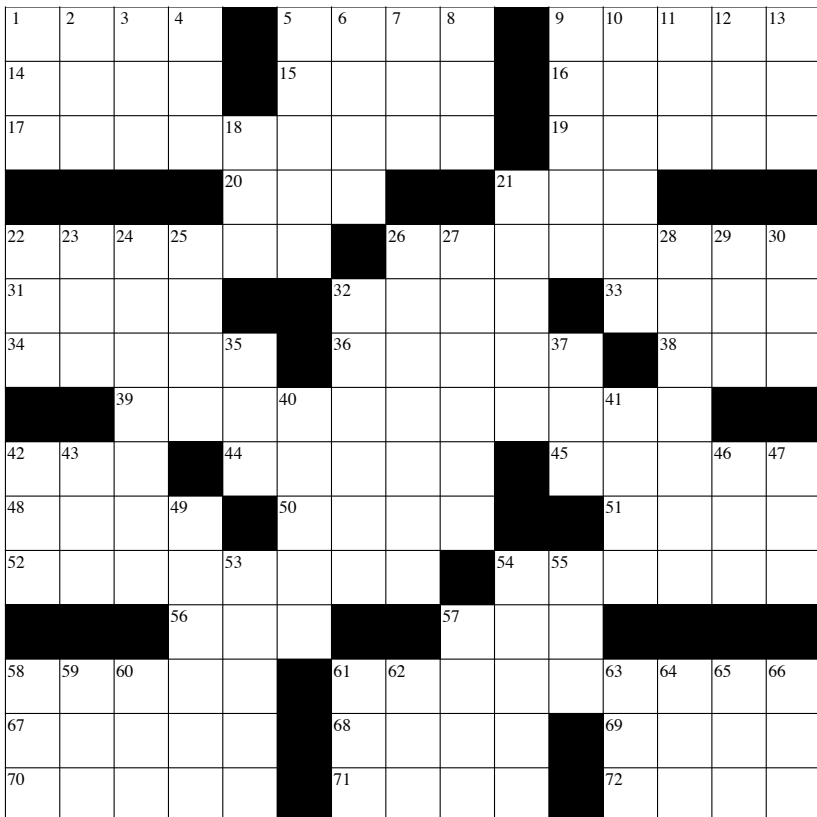
subjects ranging from Renaissance literature to modern fiction to higher education. His books include *Seeing the Light: Religious Colleges in Twenty-First Century America* (The Johns Hopkins University Press, 2009); *Old Main: Small Colleges in Twenty-First Century America* (Johns Hopkins, 2005); *John Webster: A Reference Guide* (G. K. Hall, 1985); *The Theater of Fine Devices: Emblems and the Emblematic in the Plays of John Webster* (University of Salzburg Press, 1982); *Vladimir Nabokov: A Reference Guide* (G. K. Hall 1979); and *Cyril Tourneur* (Twayne, 1977). Schuman also served as acting president of Guilford College, directed the honors program at University of Maine, and was a distinguished visiting professor at University of New Mexico, among other teaching and administrative positions, and he has participated in virtually every meeting of the National Collegiate Honors Council since 1973. Schuman earned degrees in English from Grinnell College (B.A.), San Francisco State University (M.A.), and Northwestern University (Ph.D.) Email him at sschuman@unca.edu.



For more photos, go online to www.phikappaphi.org/forum/summer2012.

Be It Ever So Humble ...

By Jim Bernhard



Across

1. U.S. Supreme Court Associate Justice _____
5. Foolish
9. Athens: agora; Rome: _____
14. Home state of Phi Kappa Phi member and 27th U.S. President William Howard Taft
15. Fitzgerald who sang "A-Tisket, A-Tasket"
16. Espresso alternative
17. *Corporate gofer
19. Bewildered

20. Sometimes they pop up
21. Peer Gynt's mother
22. Takes in or lets out
26. *Place for recuperation
31. Schreiber of stage and screen
32. Brand of kitchen tools and gadgets
33. Mmes. in Madrid
34. Paint odors, perhaps
36. Master-planned community near Melbourne, Fla.
38. Hesitant sounds
39. *Operation used in offset printing
42. Tigers in the NCAA

44. Valium alternative
45. Kind of list on which Phi Kappa Phi members frequently appear
48. Other in Oaxaca
50. _____ *majesté* (offense against a ruler)
51. A thousand of these make a grand
52. ** _____ is what the Green Bay Packers were all about": Vince Lombardi
54. Mean
56. Prince Valiant's American-born son in Hal Foster comic strip
57. Racket
58. Stun

61. *With "The," 1928 comic play by Ben Hecht and Charles MacArthur about newspapers
67. Instrument for Zubin Mehta
68. Overnight dance party with techno music
69. James who wrote the novel *A Death in the Family*
70. Nerve cell projections
71. Stuns
72. Word that can go before both parts of answers to clues marked with * — and the theme of this issue of *Phi Kappa Phi Forum*

23. Lucy of 2003 film *Kill Bill*
24. Deep-fried Japanese dish
25. Daredevil Knieval
26. Balaclava cousin
27. Mountaineer's tool
28. Wild marjoram
29. Item held by a thole
30. Submissions to eds. by Phi Kappa Phi members John Grisham, David Baldacci, et al.
32. More regular
35. Adolphe who invented a woodwind
37. It might be foreign or mutual
40. Eagle's foot, essentially
41. Las Vegas light
42. Biblical figure with a salty spouse

Down

1. Joey in *Winnie-the-Pooh*
2. Like TV chs. 14 and higher
3. JPG alternative
4. _____ polloi (the many)
5. Mr. who "goes to town" in 1936 film
6. Liturgical garments
7. TV character on *Alice* who said, "Kiss my grits!"
8. Scotland's longest river
9. Hip-pocket item in the 1920s
10. Rogers and Autry flicks (slang)
11. 66 and others (abbr.)
12. Tribe for which the Beehive State is named
13. _____ culpa
18. Ford or Lincoln
21. "Put _____ in it" (be quiet)
22. Phi Kappa Phi member Landon, FDR's 1936 opponent for president

43. Jeanne d'Arc, e.g.
46. It could be cast or cost
47. Opp. of NNW
49. River of books?
53. Singing birds
54. Partner of wines
55. Certain MD
57. Former U. S. Poet Laureate and Phi Kappa Phi member Rita
58. Org. of which Phi Kappa Phi member and lawyer Chesterfield H. Smith was pres.
59. Ernst or Headroom
60. From _____ Z (complete)
61. Poet Browning's "Lippo Lippi"
62. Not even rare
63. Oom follower, usually twice
64. In the past
65. Treasure
66. Bigfoot's size?



For the solution, go online to www.phikappaphi.org/forum/summer2012.



Jim Bernhard has constructed crossword puzzles for *The New York Times*, *Los Angeles Times* syndicate, and other media outlets. 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. Email him at fjb@sbcglobal.net.

Homeownership: American Dream or Nightmare?

By Philip R. Wahl II

High foreclosure rates in the U.S. housing market have turned the American dream of homeownership into a nightmare for millions and put the struggling economy at further risk. What had been the largest and safest investment for most Americans for generations has become a far-reaching liability in wake of the Great Recession of the late 2000s.

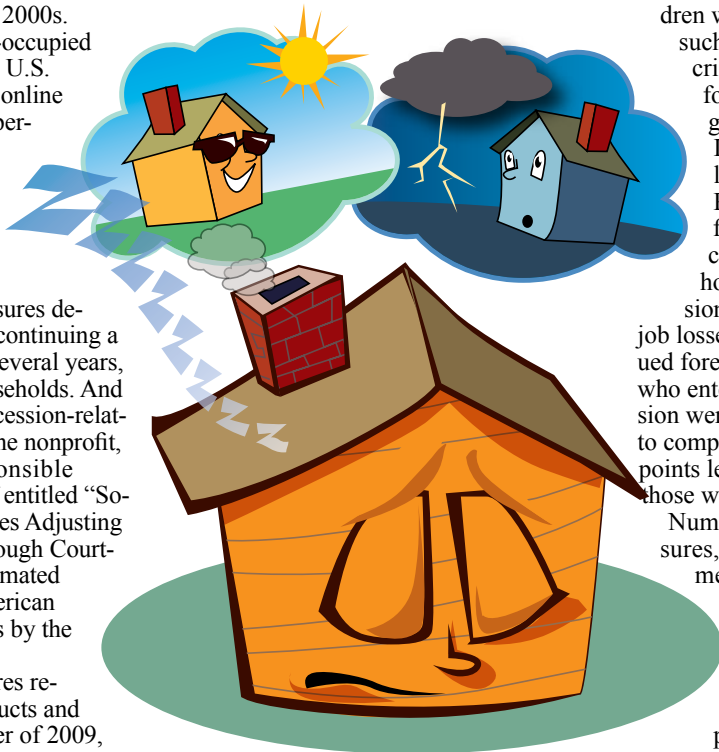
More than 76 million owner-occupied units span the nation, tallies the U.S. Census Bureau. RealtyTrac, an online marketplace of foreclosure properties, indicated in January research that “2,698,967 foreclosure filings — default notices, scheduled auctions and bank repossessions — were reported on 1,887,777 U.S. properties in 2011.” Although foreclosures decreased 34 percent from 2010, continuing a downward trend over the past several years, that’s still a lot of upended households. And that’s over and above earlier recession-related foreclosures. For example, the nonprofit, nonpartisan Center for Responsible Lending, in an April 2008 brief entitled “Solution to Housing Crisis Requires Adjusting Loans to Fair Market Value through Court-Supervised Modifications,” estimated that more than two million American families would lose their homes by the end of that decade.

“The first wave of foreclosures resulted from bad mortgage products and policy. But since the first quarter of 2009, the deepening foreclosure crisis has been driven by broader economic forces, which arose from the shock of the first wave but fall outside the control of individual households — namely the loss of jobs and income,” concludes “Job and Income Losses Drive Foreclosures Today,” published in April 2011 by The Center for Community Capital at University of North Carolina at Chapel Hill. Unemployment remains high, 8.2 percent in March, per the Bureau of Labor Statistics. (It topped 10 percent during the worst of the recession.) So a vicious circle ensues, wreaking havoc on society. Unemployment causes foreclosures, which means that everything from lending institutions to utility companies to area retailers loses money, resulting in unemployment, leading to foreclosures ...

This vicious circle warps consumer spending and new construction, too. A recent Gallup poll shows that U.S. consumer spending on things other than the purchase of a home or vehicle or payment of normal household bills plunged from \$114 in May 2008 to \$63 last January (monthly aggregate). And new housing starts plummeted from 622,000 in 2008 to 431,000 in 2011,

the U.S. Census Bureau tabulates. Austerity measures drive unemployment, which drives foreclosures, which ...

What’s more, multiple studies document the negative impact of foreclosures on property values of adjacent residences. (See, for instance, “Estimating the Effect of Mortgage Foreclosures on Nearby Property Values: A Critical Review of the Litera-



ture,” by W. Scott Frame, in the Federal Reserve Bank of Atlanta’s *Economic Review*, Vol. 95, No. 3, 2010.) So if your neighbor is in foreclosure, you suffer, too. Each foreclosure leads to a decrease of about one percent in the value of nearby homes. By the end of this year, foreclosures will cut the value of at least 91.5 million homes by almost \$1.9 trillion, or \$20,300 per household, the Center for Responsible Lending calculated in “Soaring Spillover” in May 2009.

Foreclosures jeopardize homeowners, of course, but beyond sheer “disruption, displacement and economic hardship,” explains “The Impacts of Foreclosures on Families and Communities: A Primer,” released by the Urban Institute in July 2009. “Additional repercussions may affect areas from parenting to self-esteem as turmoil, fear, and uncertainty rise. For some families, intense personal, family, and financial stress feeds marital problems and exacerbates negative behaviors like child abuse or addiction.”

The next generation is hit especially hard by foreclosures. “[T]heir education is disrupted, their peer relationships crumble,

and the social networks that support them are fractured. Indeed, their physical health, as well as their emotional health and well-being, is placed at risk,” Phillip Lovell and Julia Isaacs write in “The Impact of the Mortgage Crisis on Children,” a May 2008 campaign by First Focus, a bipartisan advocacy organization for families. The authors also summarize material arguing that “children who experience excessive mobility, such as those impacted by the mortgage crisis, will suffer in school” — performing below grade level, repeating grades, dropping out. Lovell and Isaacs’ June 2010 follow-up, “Families of the Recession: Unemployed Parents and Their Children,” cites findings that 19 states collectively charted a 49 percent upsweep in homeless children since the recession; that the spike “stems largely from job losses that are now fueling the continued foreclosure crisis”; and that “children who entered poverty as a result of a recession were 15 percentage points less likely to complete high school and 20 percentage points less likely to complete college than those who were not poor.”

Numerous tactics try to offset foreclosures, including the federal government’s Making Home Affordable (MHA) programs. Some recent data cast murky light on such attempts. RealtyTrac announced 206,900 U.S. foreclosures in February. That’s a decline of two percent from January. And foreclosures dropped eight percent from February 2011. But this was the lowest annual decrease since October 2010. A handful of large states caused the dip over those 12 months; 21 states posted annual increases, the most since November 2010.

The short-term outlook remains dim. ■



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Foundation. Other outreach includes being on the school’s Hull College of Business board of advisors; the University of Georgia Small Business Development Center Network advisory council; and the Medical College of Georgia’s presidential community advisory council. Wahl’s past chairmanships span the Augusta Metro Chamber of Commerce, Augusta Convention & Visitors Bureau, and the Downtown Development Authority of Augusta. He earned a B.B.A. in management from Augusta State University. Email him at Philip.Wahl@firstcitizenonline.com.

Working through Telecommuting



By Kimberly Thompson

Upwards of 2.9 million Americans telecommute, according to research cited in “The State of Telework in the U.S.,” a June 2011 report by Kate Lister and Tom Harnish for Telework Research Network, a consulting firm. That might seem insignificant out of an overall workforce exceeding 140 million, as tallied by the Bureau of Labor Statistics. But 85 of the “100 Best Companies to Work For” nationwide this year with more than 1,000 employees include telecommuting as a perk, data show from a February survey in *Fortune* magazine. So did a comparable number of top-ranked large businesses annually back to 2007, per *Fortune* criteria.

Also, telecommuting soared 61 percent between 2005 and 2009, and “based on current trends, with no growth acceleration, regular telecommuters will total 4.9 million by 2016, a 69 percent increase from the current level but well below other forecasts,” estimates “The State of Telework in the U.S.” No wonder that of “10 Workplace Trends to Watch in 2012,” an article by Michelle V. Rafter posted on Entrepreneur.com in February, telecommuting places second.

What explains this development? “Companies are offering telecommuting as a way to give employees more flexible schedules and in some cases make up for not offering bigger raises, but also to curb office space expenses,” Rafter summarizes. Obvious causes: the recent recession and the eco-friendly movement.

Who utilizes telecommuting? “The State of Telework in the U.S.” breaks down the figures as follows: private for-profits at 2.2 million-plus telecommuters or 76 percent; local, state and federal governments at roughly 405,000 combined (113,000, 138,000, and 153,000 respectively) or almost 14 percent; and private nonprofits at about 300,000 or 10 percent. “The typical telecommuter is a 49-year-old, college-educated, salaried, nonunion employee in a

management or professional role, earning \$58,000 a year at a company with more than 100 employees,” the study details.

It’s easy to romanticize the popularity of telecommuting. You don’t have to drive (or take public transportation) to and from work, saving time, money, and energy — all the more satisfying on bad-weather days. Your favorite foods and beverages are a few feet away. You wear what you want and groom yourself as you so choose. Your taste in music, along with your preferred decibel level, prevails. You decide when to take breaks and what to do on them — and in some cases the very start and end of your day. Your bathroom never has lines. And, completely on your own in utter privacy, you aren’t interrupted by chatty coworkers, meddling bosses, or needy clients.

But telecommuting comes with its own challenges and stresses. It requires, first and foremost, discipline. Temptations loom, from surfing the Internet to taking a nap to minding the kids. No one is around to penalize or report you, or praise or help you, as at an office. Plus, your home might not be set up for work as effectively as a place of business is.

Loss of productivity from telecommuting threatens in other ways. Standard offices allow — and demand — social interaction, even if they’re divided into networks of cubicles. Face-to-face time with colleagues, superiors and subordinates is important, both formally (meetings, projects, emergencies) and informally (via the supply closet, water cooler, parking lot). Technology enables employees to work virtually anywhere at any time, but live exchanges often play a key role in job success. Break room chats and impromptu “let’s do lunch” don’t exist in a home office, and the inspiration, synergy, problem-solving and camaraderie that bubble up at these times and other moments might suffer.

So isolation can take its toll on telecommuters. And the very freedom from corporate life that telecommuting implies can

turn into a gaping hole that the telecommuter struggles to fill (resulting in bigger problems, for the fumble of one usually makes others stumble, too). Technology leads to the assumption that instant information substitutes for physical displacement. But technology cannot replace the human element that creates a sense of belonging to an office culture.

Telecommuters, then, and employers, must bring together home and office workers. Company and department events, parties and outings unite personnel, prompt people to get to know each other, and foster bonding moments. Weekly meetings that cover company updates, department news and individual questions also tighten connections.

Here are other tips for telecommuters:

- Designate a distinct work area.
- Set a daily schedule and stick to it, e.g., arrival, departure, lunch, breaks, appointments, deadlines.
- Minimize distractions.
- Keep up appearances; look and act like a professional.
- Socialize in downtime; don’t go stir-crazy all alone.
- Be active. Working at an office requires movement. Find comparable exertion to going to and from vehicles, in and out of buildings, up and down stairs, etc.

“It’s not clever psychological trickery. It’s having respect for the work you do, wherever you do it,” observes veteran telecommuter Kevin Purdy in “How to Work from Home Like You Mean It,” an article posted in January on FastCompany.com, billed as a progressive business media brand. He continues: “working from home doesn’t have to change how you get work done, but it does change nearly everything else about your gig.” ■



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.

For Many College Students, Home Means Both the Place They Live and the Place They Left

By Timothy L. Hulsey

Most students reach the age of majority as they begin higher education, but being legally accountable for their actions has not led to increased freedoms for them. Rather, recent years have seen the surprising return of an old notion: *in loco parentis*, Latin for “instead of or in place of a parent.” Even as students arrive to campus as adults in a technical sense, colleges and universities are pressured to assume greater responsibility for them. The transition, then, from family home to undergraduate living can be difficult for all parties: students, parents, and schools.

Dennis Black, head of university life and services at State University of New York in Buffalo, saw these developments coming. He observed in 2000:

Although students arrive for higher education today as adults, student affairs professionals are being asked to prepare them to deal quickly with adult responsibilities. The campus is quite different than it was when baby boomer parents of today’s traditional students were in college. In decades gone by, campus life was highly regulated and regimented by the college or university. The campus exercised control over student life and experiences. Today, students have much more legal and social responsibility for themselves, their education, and their lives. In the past, the college was the adult influence in student college lives. Today, students themselves are the adults, with rights and responsibilities derived both from campus and community codes. In these times, colleges and universities are being asked to assume greater responsibility for students and their behavior at a time when it would seem higher education should be exercising less concern and control.¹

Many students expect oversight from their parents and school. As Bradley University’s Alan Galsky and Joyce Shotick note recently in *The Chronicle of Higher Education*, millennial parents are “very active in calling or e-mailing their children’s professors, as well as college administrators and staff, with their concerns. While such calls have always taken place to a limited extent, they now occur on a daily basis — with the knowledge and approval of the student.”² For example, a parent demanded that a university “provide technical computer support 24 hours a day because her daughter had electronically ‘lost’ a term paper at 3 a.m. that was due later that morning.”³

“Velcro parents,” those unwilling or unable to let go of their children, facilitate this ongoing dependence. “Some undergraduate officials see in parents’ separation anxieties evidence of the excesses of modern child-rearing,” writes Trip Gabriel for *The New York Times*.⁴ “A good deal of it has to do with the evolution of overinvolvement in our students’ lives,” explains W. Houston Dougharty, steward of student affairs at Grinnell College. “These are the baby-on-board parents,” Dougharty elaborates to Gabriel, “highly invested in their students’ success.” The result is a generational sea change, declares Sue Wasiolek, dean of students at Duke University. “It’s ironic that the students who wanted to eliminate any kind of parental role that the university played — making them sign in and out of dorms, for example — have become parents who demand to be involved in their children’s lives,” she comments in “Helicopter Parents,” Bridget Booher’s article for *Duke Magazine* a few years ago.⁵

These same parents “now insist that colleges take responsibility for the actions of their millennial children due to the ‘special relationship’ that they believe forms upon enrollment,” echoes Joseph Storch, a specialist in student affairs for State University of New York’s counsel office.⁶ Parents, often paying significant tuition bills, “want to be their children’s advocates to ensure that the college meets what they believe to be its obligations. They want access to administrators, and more often than in the past they want to hold the colleges accountable if their children are harmed or do not succeed,” points out Wendy S. White, Penn’s general counsel, in a December 2005 piece in *The Chronicle of Higher Education*.⁷

Having grown up with parents involved in their every decision, students come to college assuming their parents and the schools will look out for them. The danger, of course, is that the students may leave campus unprepared for independent adult life.

Of equal concern is that overprotected students won’t develop minds of their own. As the author of a September 1993 opinion piece in Duke University’s student-run newspaper, *The Chronicle*, presaged:

College students are not children. They are adults, here for an education. Some may be immature, or overly affected by peer pressure, social groups or advertising. A few might benefit from working a



month on an assembly line. But they are not children; in general, they are open to new ideas, capable of responsibility and do not require constant supervision. ... I still may be young enough and naive enough myself to believe in the power of individuals to make their own decisions. Frankly, I see no real alternative — unless you’re willing to accept unquestioning conformity as a way of life.⁸ ■



Timothy L. Hulsey (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*. Hulsey 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 tlhulsey@vcu.edu.



For footnotes, go online to www.phikappaphi.org/forum/summer2012.



Catherine C. Shoults (second from left) and teammates won the fourth-grade team project at an Arkansas regional science fair in 1996.

Learning STEMs beyond the Classroom

By Catherine C. Shoults and Lenore Shoults

The Science, Technology, Engineering, and Mathematics (STEM) Education Coalition rightly supports on principle inquiry-based, student-centered learning experiences not just in the classroom but also beyond it and all year-round. The advocacy organization's "Core Policy Principles 2011" also calls for "integration of STEM-focused activities in federal programs directed at learning environments outside the K-12 classroom, such as after-school and summer community based programs, universities and other higher education entities, community colleges, and workforce and job training programs."¹

We couldn't agree more, no matter who foots the bill or provides the opportunities. After all, there's a science to figuring out what kids can do when not in school.

Integrating STEM into the home and during summertime benefits children of all ages in numerous ways. "The evidence is consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life," write Anne T. Henderson and Karen L. Mapp in *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*, a 2002 report for the Southwest Educational Development Laboratory.² Many additional texts reach the same conclusions.³

Parental involvement results in greater reading and math comprehension by children and better classroom attendance, *A New Wave of Evidence* explains, and helps them earn higher grades, ratchet up to more challenging classes, enhance their social skills and otherwise improve behavior at home and school. Shrewdly-chosen activities for the summer and otherwise when not on campus reinforce these findings, the report points out repeatedly.⁴

The advantageous correlation between parental involvement and educational outcome exists regardless of the race, ethnicity or socioeconomic of participants, numerous research studies make clear.⁵ This means everyone can afford to pursue STEM subjects — and can't afford not to! Similarly, parents don't need to be adept at, familiar with, or even like STEM disciplines for their kids to reap rewards from these endeavors; parental involvement doesn't require a love of STEM or extensive preparation, posits an April 2009 "Position Statement: Parent Involvement in Science Learning" by the National Science Teachers Association,⁶ among other sources.⁷

Instead, "Join your children in learning new things about science and technology. Take advantage of not knowing all the answers to your children's questions, and embrace opportunities to learn science together," the position statement urges.

Nurture children's curiosity in STEM "by creating a positive and safe environment at home for exploration and discovery" through, for instance, "authentic tasks such as cooking, doing household chores, gardening, repairing a bike or other household object" and "science learning at home and in the community through outdoor play; participation in summer programs; or trips to parks, museums, zoos, nature centers, and other interesting science-rich sites in the community."⁸

Your mother-daughter columnists can attest to the effectiveness of extending STEM outside the classroom. The elder of the duo created a "RoboCamp" for children age 7-12 while working at the Arkansas State University Museum in the late 2000s. The objective: to introduce basic engineering principles involving motors, circuits and robotics through an interactive project based on Legos and tiny computer toy devices-cum-programmable bricks called PicoCrickets. And the younger of the duo remembers as a little girl having so much fun when taken to science museums by relatives after school and during the summer that she developed a growing wonder about how science was part of everyday life. In fact, when it was time to sign up for a fourth-grade science fair, mother and daughter chose an experiment that demonstrated how food in the refrigerator can generate electricity.⁹

The STEM Education Coalition favors "hands-on, experiential" brainy adventures for kids throughout the year.¹⁰ We do too. We're just two of the countless examples that stem from this smart play! ■



Catherine C. Shoults

(Missouri State University) is a health policy analyst at the Kansas Health Institute in Topeka, Kan. She earned a master's degree in public health from Yale University and a B.S. in biology from Missouri State University. She also won a 2009 Award of Excellence from Phi Kappa Phi to help finance her graduate studies. Her mother, **Lenore Shoults** (Arkansas State University), won a



2010 Literacy Grant from Phi Kappa Phi for a "family reading castle" for pre-K through first-grade children at the Arkansas State University (ASU) Museum. Earning degrees from Rutgers University (B.A. in art education) and ASU (M.A. in communication; Ph.D. in heritage studies), she is the executive director of the Arts & Science Center for Southeast Arkansas in Pine Bluff, Ark. Email them at cat.shoults@gmail.com and shoults3@gmail.com, respectively.



For footnotes, go online to www.phikappaphi.org/forum/summer2012.

Why Home Games Win Out

By Joe Cascio

A visitor to another's home expects courtesy, respect, and hospitality. Rightfully so. These expectations don't necessarily apply to the same degree in sports, particularly at the professional and collegiate levels. Instead, visiting teams often endure crowd taunts, questionable officiating, and, in some cases, substandard amenities. Yes, home-court advantage might exist for the local team, for surely there are benefits to sleeping in one's own bed, avoiding the grind of long travel, having friends and family around, enjoying home cooking, etc. But the opposition suffers what can be called the visiting team's disadvantage.

Take basketball. I first became aware of this in 1984 as a 13-year-old from Redondo Beach, Calif., rooting for my beloved Los Angeles Lakers against their archrivals, the Boston Celtics, in the NBA Finals. I heard rumors that Celtic fans pulled the fire alarm of the Boston hotel the Lakers were staying at, that the lights at the Boston Garden shut off without explanation during Lakers practices, and that the visiting locker room smelled of fresh paint hours before the decisive game seven in Boston. No one associated with the Lakers commented on such underhanded tactics but if they were being used, I hoped they wouldn't work and knew they were wrong. As Bill Saporito remarks in his December 2004 *Time* magazine article on the spread of unsportsmanlike and rough play in athletics from contestants to observers, "How did fan behavior become so vile? Practice. In cities like Boston, New York and Philadelphia, fans are notorious for their raucous behavior."

Saporito cites examples across sports, from the relatively mild to the shockingly egregious. "Some fans who were once happy to cheer for the home team have now turned every contest into a hatefest," he makes clear. "Opposing players must be verbally eviscerated, their personal problems made fodder for derision." Along these lines, my most vivid memory of the 1984 NBA Finals was how the Boston Garden

seven. The hometown faithful not only were louder than I had ever heard on TV or in person but also knew when and how to get under the skin of the "guests." For instance, Boston supporters jeered Lakers all-star center Kareem Abdul-Jabbar about the destruction of valuable possessions after his house had burned down in January 1983. Thus, the Lakers made uncharacteristic mistakes, seemed frazzled at times, and lost, 111-102. Magic Johnson, the legendary Lakers point guard, is quoted in Mark Heisler's biography of Lakers head coach Pat Riley, *The Lives of Riley* (Macmillan, 1994), as saying that the team "learned a valuable lesson. Only the strong survive, and that's something we didn't know until then. ... We realized it's not all about talent. ..."

No wonder that small forward great Charles Barkley, when starring with the Phoenix Suns, paid the expenses for heckler extraordinaire and Washington Bullets (now Wizards) diehard Robin Ficker to sit behind the Chicago Bulls bench during the 1993 NBA Finals in Phoenix. An attorney, politician, and activist, Ficker was "always berating opposing players from his perch in the front row," *Washington Post* staff writer Thomas Heath recounted in an August 1997 article, "trying to psyche out and distract the opposing team by reading aloud passages from books about their lives, holding up rubber chickens or shouting at players through a megaphone as they huddled with their coaches." (Ficker notwithstanding, the Bulls, led by the peerless Michael Jordan, won the series, 4-2.)

"The obnoxiousness isn't limited to pro sports either. Many college venues take great pride in their lack of hospitality for visiting teams," Saporito points out. "At Duke University the denizens of the Cameron Indoor Stadium, known as the Cameron Crazyes, specialize in personal taunts that often cross the line. They once showered condoms on a Maryland player who had been accused of sexual assault," Saporito explains, and "dangled chicken nuggets on a fishing pole" near a "chunky" center from state rival University of North Carolina.

On Jan. 12, I watched an NCAA men's basketball game that included antics arguably less offensive but employed

for the same reason: to shake up the opposition. Gonzaga University traveled to Saint Mary's College for a nationally televised showdown of West Coast powerhouses. Urges for "defense" from the home crowd didn't necessarily play an integral part in the outcome. The taunts against Robert Sacre, Gonzaga's seven-foot senior center and third-leading scorer at 11.5 points per game, did. He "missed all four of his field goal tries in the first half and began the final 20 minutes on the bench," according to an Associated Press story posted on SportsIllustrated.CNN.com. "Sacre checked in with 15:23 to play and wound up with four points on 1-for-7 shooting and three rebounds." Because he was playing poorly, the throng chanted, "We want Sacre!" and his body language slumped, his confidence obviously shaken. Gonzaga lost 83-62. Going into the game, Gonzaga was nationally ranked and Saint Mary's wasn't. The next week, the opposite was the case.

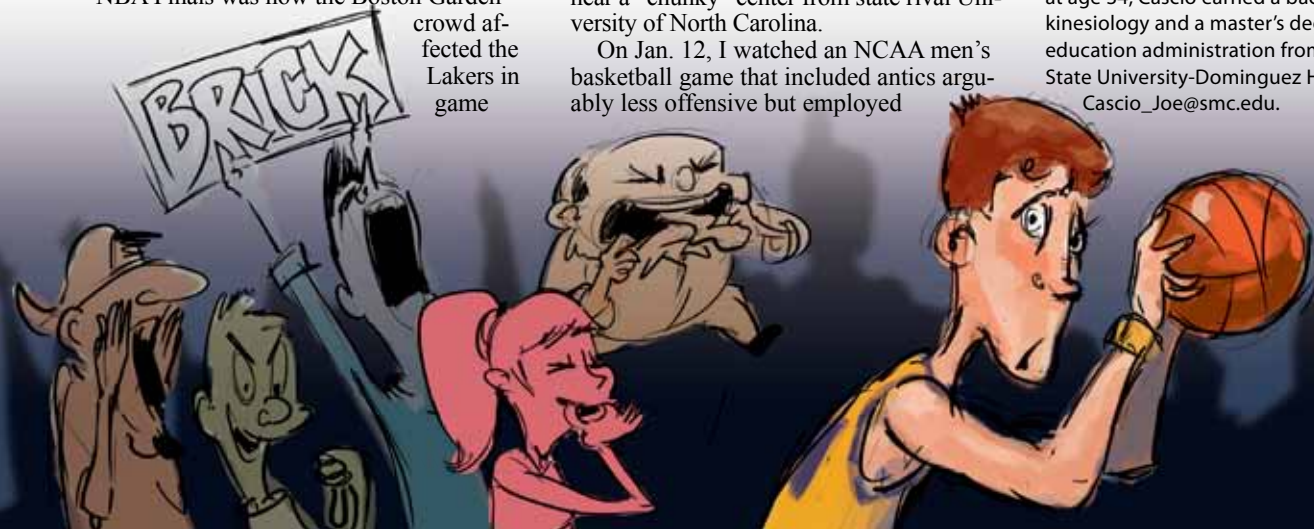
In *Scorecasting: The Hidden Influences Behind How Sports Are Played and Games Are Won* (Random House, 2011), Tobias Moskowitz, a behavioral economist at University of Chicago, and L. Jon Wertheim, a senior *Sports Illustrated* writer, boil down home-court/field advantage to biased officiating. They suggest, for instance, that visiting teams in the NBA endure 1 to 1.5 more subjective violations called against them than home teams. But statistics like those don't fully account for home-court/field advantage. What the visiting team confronts matters, too. Not for nothing did Magic Johnson concede to Heisler that the 1984 Celtics were "stronger-minded" than his Lakers. ■



Joe Cascio (California State University-Dominguez Hills) is Project Manager of Athletics at Santa Monica College. Previously, he was associate head coach of men's basketball. Beginning

full-time higher education at age 34, Cascio earned a bachelor's degree in kinesiology and a master's degree in physical education administration from California State University-Dominguez Hills. Email him at Cascio_Joe@smc.edu.

crowd affected the Lakers in game



There's No Place Like Home – Right?

By (William) Arnold Johnston
and Deborah Ann Percy

Contemporary American movies obsess over the theme of “home.” Dramas like *The Deer Hunter* (1978), comedies like *Coming to America* (1988), family lore like *Home for the Holidays* (1995), and children’s fare like *Up* (2009), not to mention adventure tales like *E.T.: The Extra-Terrestrial* (1982), political reckonings like *Reds* (1981), even sports stories like *Heaven Can Wait* (1978), and crime sagas like *Road to Perdition* (2002) — no matter the genre, the notion of “home” often preoccupies films.

“There’s no place like home,” says teenager Dorothy Gale in the 1939 musical *The Wizard of Oz*, perhaps Hollywood’s most famous treatment of the subject and certainly a cinematic touchstone ever since. When a tornado whooshes Dorothy (portrayed by Judy Garland), her trusty dog Toto and their Kansas farmhouse “Over the Rainbow,” as the song-writing team of composer Harold Arlen and lyricist E. Y. Harburg put it, to the eponymous and magical land, not for nothing are the heroine’s sidekicks — the Scarecrow (Ray Bolger), Tin Man (Jack Haley) and Cowardly Lion (Bert Lahr) — versions of people from what she deemed a dull existence on the prairie. Indeed, everything Dorothy experiences in Oz, from flying monkeys to witches wicked and good, is aimed at teaching her to appreciate home (so that the girl can return there). Whether more recent flicks agree or disagree with this sentiment espoused by principal director Victor Fleming from an adaptation of L. Frank Baum’s 1900 novel *The Wonderful Wizard of Oz*, they tend to wrangle with it.

Thunderheart, for instance. In this fact-based 1992 thriller written by John Fusco and directed by Michael Apted, mixed-blood FBI agent Ray Levoi (Val Kilmer) is sent to a poverty-stricken Sioux reservation in the late 1970s to help solve a murder connected to the antigovernment politics of the Aboriginal Rights Movement (ARM). Levoi’s assignment stems from his own Oglala Sioux roots, of which he knows almost nothing and to which he feels little connection. Eager to fulfill his marching orders and leave what he considers alien territory, the resentful “Washington redskin,” as he’s mocked, finds himself embroiled in a tangle of local antagonisms, economic and environmental issues, and deep-seated cultural and historical differences. Further, his few recollections of his Native American father comprise a stereotypical drunken Indian. And



Above: Mavis realizes that she can’t go home again, even though she takes a trip back there, in *Young Adult*. Left: Dorothy and her pals travel the road to home in *The Wizard of Oz*.

Levoi initially dismisses Sioux beliefs — as notably conveyed by tribal policeman Walter Crow Horse (Graham Greene), tribal elder Grandpa Sam Reaches (Ted Thin Elk), ARM activist Jimmy Looks Twice (John Trudell), and activist and schoolteacher Maggie Eagle Bear (Sheila Tousey) — as mumbo jumbo.

But through these encounters Levoi experiences a visionary connection to his father and tribe. And this epiphany enables him and Crow Horse to expose the perpetrators and uncover additional crimes. While never losing sight of its focus as a mystery, *Thunderheart* stresses that there’s no place like home — even when we’re ambivalent about, or ignorant of, it. The movie was shot on Pine Ridge Reservation in South Dakota, and screen roles mirror real life for some of the many Native Americans in the cast, as Janet Maslin observes in her *New York Times* review. Home touches, in other words, abound; “the film depicts a large ceremonial powwow, a sweat lodge ceremony and other authentic aspects of Indian life,” Maslin writes, with “a documentary’s attentiveness to detail.”

In *Young Adult*, a mordant comedy from last year, ghost writer Mavis Gary

(Charlize Theron) revisits Mercury, the small (and fictional) Minnesota hometown that she draws on (usually falsely) for contributions to an undistinguished series of young adult novels. Lonely and aimless in the big city of Minneapolis-St. Paul, and as self-absorbed as she is beautiful, Mavis sets out to steal her high school boyfriend Buddy Slade (Patrick Wilson) from his wife Beth (Elizabeth Reaser), after reading an email that they’ve become parents for the first time.

But instead of recapturing her glory days as a prom queen and otherwise showing off to the locals, Mavis discovers that her memories of Mercury are not only inaccurate but also narcissistic. Matt Freehauf (Patton Oswalt), unnoticed by Mavis in high school even though his locker adjoined hers, and crippled from a beating by homophobic jocks erroneously assuming he was gay, proves vital to Mavis’s reality check. So does her humiliation at a birthday party that Buddy throws Beth. Mavis learns

that she must face a future devoid of illusions about the past and that the metropolis, for better or worse, is her true home. Written by Diablo Cody and directed by Jason Reitman, *Young Adults* makes the serious joke that for some, their cherished home has never been more than their own fictional construct.

Movies like *Young Adults* and *Thunderheart* concur with *The Wizard of Oz* that there’s no place like home — even if we may not want to live there. ■



Johnston is runner-up for the summer poetry contest. See page 35.

(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 schools in Kalamazoo, Mich., write full time. Their books include his *The Witching Voice: A Novel from the Life of Robert Burns*; her collection of fiction, *Cool Front: Stories from Lake Michigan*; and their collaborations: *The Art of the One-Act*, an anthology; *Duets: Love Is Strange*, one-acts; *Beyond Sex* and *Rasputin in New York*, full-length plays; and translations (with Dona Roşu) of plays by Romanian writer Hristache Popescu. Email them at arnie.johnston@wmich.edu or dajohnston2@gmail.com.

A Liar's Truth

By William A. Bloodworth, Jr.

Prolific writer Gerald Duff offers a strikingly forthcoming memoir as his latest work. He comes to *Home Truths* with numerous credentials: prize-winning author of eight novels among more than a dozen books; onetime English professor at Vanderbilt University, Kenyon College, and Johns Hopkins and former administrator at Goucher College, Rhodes College, and McKendree University; and Phi Kappa Phi member through the McKendree chapter. For *Home Truths*, a passage from Duff's homepage (geralduff.com), explaining how his literary output reflects his East Texas upbringing, is most relevant:

Duff grew up in two parts of Texas: the petrochemical area of the Gulf Coast, and the pine barrens of Deep East Texas, which made for two-mindedness and a bifurcated view of the world, as he demonstrates in his fiction. His characters are deeply rooted both in the past and in the present, and they struggle fiercely and comically in a quest to achieve escape velocity from places which are not their homes.

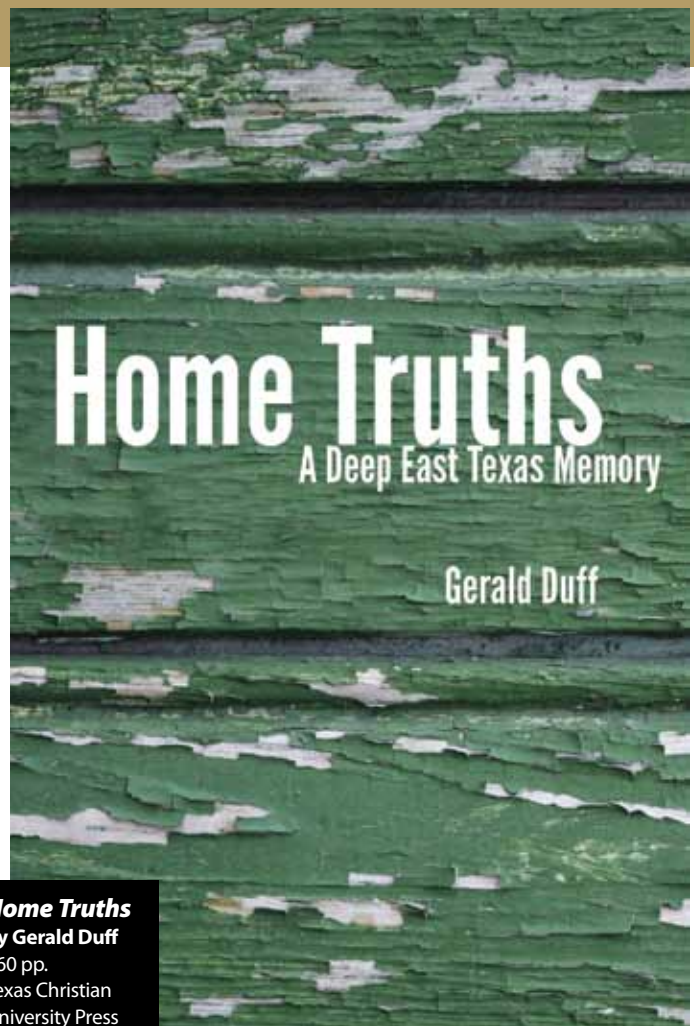
Home Truths, subtitled *A Deep East Texas Memory*, tells Duff's own struggle to escape. That the struggle was unsuccessful on a psychological level gives the memoir itself a two-mindedness in which the author's inner turmoil is offset by occasional comic relief.

Readers knowledgeable of East Texas will recognize the truth of Duff's bifurcated geography. He was born in 1938 in Beaumont, heart of the industrial "Golden Triangle" alongside the other port cities of Port Arthur and Orange, and home to oil refineries and chemical plants. When Duff was in the fourth grade, his father lost his blue-collar job with Sun Oil Company and moved the family to rural Polk County in East Texas, where he had grown up; where the plumbing consisted only of a bucket and a dipper; and "where Duffs of every description and small-mindedness lived and wondered, watching and critiquing each other's every deed, habit, thought, and predilection." A few years later, the Duffs returned to the Golden Triangle, the adolescent bearing bad memories of Polk County and the small-mindedness of his father's family.

This might explain why *Home Truths* also focuses on imaginative lies Duff told others — and himself. "I have spent my life lying about what I could not bear to accept as truth," he concludes, "and I have ended up writing fiction, lies about what happened to people. ... The lie has been my comfort and my refuge." Duff's lies sometimes rise to the level of humor, as in his boast to college friends about seducing a divorced woman who, actually, never let him touch her. More often, he casts the lies darkly, and a reader senses the pain they were intended to relieve.

The hurt that preoccupies Duff contains surprising candor (even from a self-professed "liar"), especially about his negativity toward his father. For instance, as his father is dying in a nursing home, Duff sits in a car "crying bitterly aloud at the fact that I had seen my father brought low, as I had always wanted him to be when I lived with him as a child. I finally had what I wanted now, and its taste was not what I expected." While failing to elaborate why he wanted his father "brought low," Duff reveals a long-harbored blame on the husband and parent. Thus, his father even haunts Duff's adult dreams: "He does not leave me alone. He continues to forgive me, and I have not to this day been able to do the same for him, his blessing and my curse."

Phi Kappa Phi members may appreciate Duff's academic adventures. He changed his college major from electrical engineering (a highly regarded field in the late 1950s at what's now Lamar University in Beaumont) to English, followed by graduate studies at the universities of Arkansas and Illinois, and faculty appointments thereafter.



Home Truths

By Gerald Duff

160 pp.

Texas Christian University Press

(September 2011)

\$21.95 paperback

But even with these successes, Duff admits that escape from his family and roots is illusory.

Indeed, near the end of the memoir, Duff focuses on a male first cousin, once a constant childhood companion, who as an adult was convicted of manslaughter. At the funeral of Duff's father, the cousin calls the author his role model and by way of elaboration adds that Duff "led me to know how to be bad." Duff admits to himself that "the convicted slaughterer of men, the boy who had pushed a lawn mower with me," had told the truth. And now, decades later, Duff ruminates that he "need never think of him again," since his cousin was "dead now and buried in some graveyard of the Gulf coast. ... We were kin only in blood, not in kind. I tell myself that, but I know it's another one of my lies" — a powerful expression of "there but for the grace of God go I." This sense of what could have happened to Duff bubbles up from beneath the surface prose; nostalgia and accomplishment play only minor roles.

In this respect the book resembles a male version of Mary Karr's 1995 *Liar's Club*, another memoir from industrial East Texas. The home truths here really are not the truths about the home where Duff grew up, but about the discordant home that he carries with him, in his heart and mind. ■

William A. Bloodworth, Jr. (Society President), raised in San Antonio and small Texas towns, earned a B.S. in English and education from Texas Lutheran University (TLU), an M.A. in English from Lamar University, and a Ph.D. in American civilization from University of Texas at Austin. He has written widely on the American West and authored two books, *Max Brand* (1993) and *Upton Sinclair* (1977), both published by Twayne. Bloodworth has been president of Augusta State University since 1993 and instrumental in its Phi Kappa Phi chapter. On a national level, he served on the Society's Fellowship Committee from 1991 to 1997 and was the keynote speaker at the 2004 Convention. Honors include a 2009 Distinguished Alumni Award from TLU. Email him at wbloodwo@aug.edu.

Compiled by Editor Peter Szatmary



[Bond, James]: Alphabet, Anatomy, [Auto]biography

By Michelle Disler

95 pp. Counterpath Press (November 2011).

\$14.95 paperback.



Friends of Michelle Disler (Ohio University), Assistant Professor of Creative Nonfiction at Ohio Wesleyan University, find it amusing that she earned her doctorate in the year 007, according to a February 2009 feature story by her employer's media and community relations office. Disler locates another parallel in her retired father's profession: homicide detective. On her resume, Disler calls this experimental work a "a three-part, cross-genre look into the cultural, comic, iconic, and literary significance of Ian Fleming's James Bond." She added by email that "when women leave their husbands (my mom), and men chase villains not their own (my dad), and women chase villains not their dad (me, I suppose) — well, that leaves a risky proposition like an alphabet or the simple complexity of memoir and writing about memory. Maybe that's a leap, but the sobering truth about these Bond essay projects is their critical examination of this spy-styled popular fiction of model masculinity in mass culture."



Rhetorical Delivery as Technological Discourse: A Cross-Historical Study

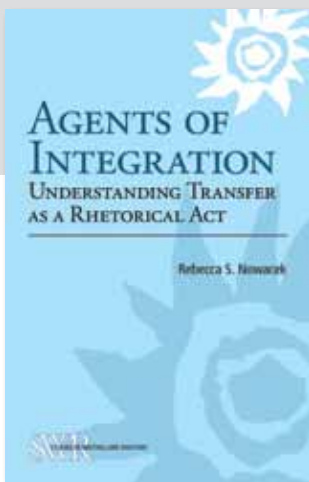
By Ben McCorkle

224 pp. Southern Illinois University Press (January 2012).

\$35 paperback or e-book.



"This book is about the moving parts of the rhetorical process: the raised arm, the clenched fist, the shifting countenance, and (more recently) the array of typefaces, color palettes, graphics, background audio files, and other multimodal content used to help convey a given message to its intended audience," writes Ben McCorkle (Augusta State University), Associate Professor of English at The Ohio State University at Marion, in the introduction. "The ancients knew it as the canon of delivery, and at various points over its long, storied existence, it is a concept that has been exalted, demonized, ignored, recalibrated, and redefined." Thus, McCorkle charts the symbiotic relationship between traditional rhetorical delivery and emergent writing and communication technologies over the ages and "argues that the rhetorical canon of delivery is inherently a technological discourse," he elaborated via email. McCorkle "writes eloquently," applauds Gail Hawisher, Professor Emeritus of English at University of Illinois at Urbana-Champaign, "with fascinating insights on every page."



Agents of Integration: Understanding Transfer as a Rhetorical Act

By Rebecca S. Nowacek

192 pp. Southern Illinois University Press (November 2011).

\$32 paperback.



"The question of how students transfer knowledge is an important one, as it addresses the degree to which students experience their education as an integrative experience," explains Rebecca S. Nowacek (Villanova University), Associate Professor of English at Marquette University and director of its writing center. "I explore, through research conducted in a team-taught, multidisciplinary learning community, the issue of transfer by asking what in an educational setting engages students to become 'agents of integration' — individuals actively working to perceive, as well as to convey effectively to others, the connections they make. The book's three main chapters focus on the experiences of students, the experiences of instructors, and the specific challenges of transferring writing-related knowledge across domains." Her analysis of knowledge transfer "is more comprehensive, nuanced, and informed than anything I have seen in our field to date," praises Anis Bawarshi, director of expository writing at University of Washington, and it "will have significant and lasting implications."

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.



Mary Todd.

Mary Todd Named Executive Director of The Honor Society of Phi Kappa Phi

Mary Todd, founding dean of the Honors College at Marshall University, assumes stewardship of the nation's oldest and most selective all-discipline honor society on July 1. She's the first woman to lead the 115-year-old organization and the 11th individual to hold the position since 1900.

"I look forward to working with her," said Diane G. Smathers, Society President-Elect and chair of the executive director search committee, which announced the hire on April 30. "Mary brings a wealth of experience and expertise to the role. She is a scholar, a leader, and a true public servant. I believe she has the strengths and vision needed to strategically move the Society forward."

Todd was initiated into Phi Kappa Phi in 1993 at University of Illinois at Chicago and later led a successful petition to bring a chapter of Phi Kappa Phi to Marshall. She will take over for Acting Executive Director Lourdes Barro, who has been serving in that capacity since Perry Snyder retired in June 2011 after 12 years of service, while continuing her long-standing role as chief financial officer, to which she returns as second in command of the Society.

As executive director, Todd will work with the Society's board of directors to develop a strategic plan for Phi Kappa Phi that supports its mission "to recognize and promote academic excellence in all fields of higher education and to engage the community of scholars in service to others." She also will oversee the day-to-day operations of Phi Kappa Phi headquarters and participate in field activities such

as campus visits and chapter installations.

Todd, who was appointed following a five-month national search, said, "I am honored by the confidence expressed by the board in their invitation to serve as the next executive director of Phi Kappa Phi. To join with the Society's talented board and staff is an extraordinary opportunity, and I look forward to working with them to extend the long tradition of recognizing academic excellence that is at the heart of Phi Kappa Phi."

While at Marshall, Todd directed the process of establishing the Honors College. She formulated a strategic plan, led the revision of curricula for the University Honors and Yeager Scholars programs, created an admissions protocol, upgraded facilities, partnered with the development staff to identify donors, and began both a faculty fellows program and an annual lecture series. Under her leadership, the College's enrollment grew by more than 50 percent.

Todd also served as the primary contact for Phi Kappa Phi at Marshall since the chapter's installation in 2010.

Before joining Marshall in 2009, Todd served for five years as vice president for academic affairs and dean of the faculty at Ohio Dominican University. She was responsible for all aspects of the academic administration of the undergraduate, graduate and continuing studies schools.

Todd earned a bachelor of arts in history from Valparaiso University, a master of general studies from Roosevelt University, and a Ph.D. in American history from University of Illinois at Chicago. ■

— Staff report

Lourdes Barro Made Positive Strides as Acting Executive Director



Lourdes Barro.

During her yearlong stint as leader, Lourdes Barro has moved Phi Kappa Phi forward in many ways, said Society President William A. Bloodworth, Jr. Achievements include increased membership, more chapters, significant fundraising, and bolstered headquarters operations. Barro has supervised these accomplishments while also fulfilling her duties as chief financial officer, added Bloodworth in further praise.

"I have worked closely with Lourdes for almost five years, during which I have been continually impressed by her talents as our chief financial officer and, since July 2011, as our acting executive director," he declared. "Her work shows true dedication to the ideals of Phi Kappa Phi and her conscientiousness in carrying out her responsibilities has been inspiring. While I know that no one in any organization is irreplaceable, Lourdes Barro comes as close to that category as anyone with whom I have ever worked."

Under her management, new and renewing members increased by approximately four percent; three new chapters were approved (with two installed) and four more were reactivated; the 2012 annual appeal generated a 24 percent increase over donations received the prior year; and the Society's investment assets were transitioned from TIAA-CREF to Kaspick & Company to improve portfolio performance.

"It has been an honor to serve the Society in this capacity," Barro said. "I am extremely pleased with the progress made by the organization during this past year, particularly in the membership, chapter performance and development areas. A large portion of the credit goes to a supportive board and to my colleagues, without whom this growth would not have been possible."

When new executive director Mary Todd takes the reins on July 1, Barro will return full time to her responsibilities as associate executive director and chief financial officer. ■

— Staff report



Phi Kappa Phi members from the University of Nevada, Reno chapter attend an initiation banquet in the mid-1960s.

Two Chapters Blow Out 100 Birthday Candles

By Caroline Cooper

This spring, the Phi Kappa Phi chapters at University of Florida and University of Nevada, Reno became the seventh and eighth campuses, respectively, out of 300-plus active counterparts, to celebrate their 100th anniversary in the Society. The two chapters planned to mark this august event and remember milestones.

The University of Nevada, Reno (UNR) chapter intended to throw a twofold party: induction and retrospective. “We want the celebration to be a reflection of the past and the future for our organization,” Angela Spires, chapter president and a master’s student in English at the school, explained in an email. “So we want to start by welcoming new members, then hear from other members who have been in the organization for a while, and let the two groups have the chance to get to know each other and learn what the community is all about.”

David J. Silva, South Central Regional Representative for the Society, Vice Provost for Academic Affairs at University of Texas at Arlington, and secretary and treasurer at the Arlington chapter, was slated to give the keynote speech. UNR’s interim president and Phi Kappa Phi member Marc Johnson was scheduled to make some remarks.

The chapter began with 22 UNR professors as charter members at the 1912 installation. It has initiated numerous notables over the last 100 years including Charles E. Springer, Chief Justice of the Supreme Court of the State of Nevada (Ret.), and federal judges Procter Hug,

Venerable Alliances

Phi Kappa Phi Chapters at Least 100 Years Old and Their Installation Date

University of Maine, 1897
 The Pennsylvania State University, March 23, 1900
 University of Tennessee, Knoxville, April 21, 1900
 University of Massachusetts, May 13, 1904
 University of Delaware, Jan. 13, 1905
 Iowa State University, Oct. 23, 1911
 University of Florida, April 13, 1912
 University of Nevada, Reno, May 4, 1912

Phi Kappa Phi Chapters Next to Turn 100

University of Rhode Island, April 25, 1913
 North Dakota State University, May 15, 1913
 Nebraska Wesleyan University, Nov. 13, 1913

U.S. Court of Appeals for the Ninth Circuit, and Edward C. Reed, Jr., U.S. District Court, District of Nevada.

The chapter currently reaches out to its members in several ways. For instance, it offers two \$500 annual scholarships to active members via an essay contest. And chapter student vice presidents Colleen Quantrell, a senior general studies major, and James Dunn, a senior economics major, are working to form alliances with other campus honor societies and host an Honor’s Day.

Aaron Benedetti, a senior English and political science major who was inducted into the UNR chapter in April, said in anticipation of the initiation that “I wanted to join Phi Kappa Phi because of the

professional opportunities it provides. I’ve spoken with faculty on this campus who have been members since their time as graduate students or undergrads, and they have only good words about the connections it can deliver to members.”

Influential members of the University of Florida chapter include Chesterfield Smith (1917-2003), a prominent lawyer and president of the American Bar Association — and part of the clue for 58 down in the crossword puzzle on page 21. The chapter also has inducted many senior faculty and administrators, including C. Arthur Sandeen, the retired vice president for student affairs. Last year, it initiated 287 new members, the largest induction for the chapter, according to Phi Kappa Phi’s electronic database, which goes back to 1999.

Other chapters that will join the centennial club in the next few years: Auburn University, Nov. 15, 1915; Kansas State University, May 31, 1916; University of Arizona, June 6, 1916; and Syracuse University, Oct. 7, 1916. ■



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 cocooper@phikappaphi.org.

Member Spotlight

MY CRAFT: poetry and prose

MY SUBJECT: the human condition

MY CALLING: promoting the literary arts

MY HONOR SOCIETY: Phi Kappa Phi

GREAT MINDS THINK ALIKE.

RITA DOVE won the 1987 Pulitzer Prize in Poetry for her collection *Thomas and Beulah*. In 1993, at age 40, Dove became the youngest person and first African American to be appointed Poet Laureate of the United States. She was awarded a 2011 National Medal of Arts by President Barack Obama, the highest honor given in the arts by the U.S. government. Dove currently serves as Commonwealth Professor of English at the University of Virginia. She was initiated into Phi Kappa Phi at Miami University in 1973.

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.



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

Compiled by Editor Peter Szatmary

Davey James Chastang (University of Alabama) was one of about two dozen people to earn a 2012 RESPECT Award from the Alabama Department of Mental Health and Office of Consumer and Ex-Patient Relations for exemplary conduct toward the mentally ill. He is a mental health therapist and the team leader of an adult outpatient facility within the AltaPointe Health Systems in Mobile that assists about 60 consumers in areas such as hygiene, etiquette, cooking, gardening and computers. Consumers select the winners, who are caregivers, whether professional or voluntary, and fellow consumers.



Harold E. Cheatham (Clemson University former chapter president) will be one of six to receive The Pennsylvania State University's 2012 Distinguished Alumni Award, the school's highest honor for an individual, early next month. He is Emeritus Dean of the College of Health, Education, and Human Development and Emeritus Professor of Counseling and Education Leadership at Clemson University. Cheatham has written widely on the psychosocial development of black college students; multicultural counseling and theory; and cultural pluralism. He earlier held teaching and administrative positions at Penn State, the U.S. Coast Guard Academy, and Case Western Reserve University. A Fulbright scholar, National Board Certified Counselor, and former president of the American College Personnel Association, Cheatham earned a bachelor's degree in psychology from Penn State and advanced degrees in counseling/higher education administration from Colgate University (master's) and Case Western (doctoral).

Christine Derbins (Louisiana State University), a sophomore distance runner pursuing degrees in mathematics and mass communications at Louisiana State University (LSU), was named the LSU Tiger Athletic Foundation 2012 Female Scholar-Athlete of the Year. She also earned a Wally Pontiff, Jr., Academic Excellence Award from the school.



Margaret Dunkle (Hood College), lead research scientist at the Department of Health Policy at George Washington University and founding director of the Early Identification and Intervention Collaborative for Los Angeles County for children with disabilities and developmental delays, was one of six innovators inducted into the Maryland Women's Hall of Fame by the Maryland Commission for Women. A press release cites her as "author, activist, and an unsung heroine of Title



IX, the 1972 landmark legislation that prohibits sex discrimination in schools and colleges receiving federal funding." She wrote an influential 1974 report that provided the template for Title IX's athletic requirements. Her subsequent manual, *Competitive Athletics: In Search of Equal Opportunity*, published by the then U.S. Department of Health, Education, and Welfare, propelled progress for female college athletes. Dunkle also commissioned the 1991 study, *How Schools Shortchange Girls*, and helped develop the 1980 Science and Technology Equal Opportunities Act. She has more than 100 publications to her credit and has testified nine times before Congress. Other accolades include the Hammer Award from Vice President Al Gore's National Partnership for Reinventing Government and the Activist/Policy Award from the Women Educators of the American Educational Research Association.

Irene Haney (Boise State University) has been appointed the executive director of the Fruitland, Idaho, office of Heart 'n Home Hospice & Palliative Care. She has worked in numerous areas of nursing such as critical care and home health and has held many leadership positions.



Michelle Lee Bruell Hofmann (California State University, Northridge), an adjunct instructor of journalism at Los Angeles Pierce College and a veteran reporter, was one of five merit winners of "Stories Campaign," a contest run by News University (NewsU), an e-learning project within the Poynter Institute on journalism. More than 100 entrants wrote about how NewsU transformed them; there were also one grand prize winner and one honorable mention. NewsU held an earlier "Stories Campaign" in 2008.



Freeman A. Hrabowski, III (University of Maryland, Baltimore Campuses), president of University of Maryland, Baltimore County, since 1992, made *Time* magazine's "100 Most Influential People in the World" list for 2012 for "turning a humble commuter school into one of the nation's leading sources of African Americans who get Ph.D.s in science and engineering." He also was one of seven visionaries from the public, private, and non-profit sectors lauded as a 2011 Top American Leader by the *Washington Post* and the Harvard Kennedy School of government; others included Gov. Chris Christie of New Jersey and Sheila C. Bair, former chair of the Federal Deposit Insurance Corporation.



Kimberly Lisanby-Barber (Western Illinois University) was named the Illinois 2012-13 Elementary School Principal of the Year by the Illinois Principals Association (IPA), in affiliation with Horace Mann multiline insurance company for educators. She leads the Lincoln Elementary School in the Spring Valley Community Consolidated District No. 99. In her 15 years as principal, Lisanby-Barber has impersonated Abraham Lincoln and walked the plank when not writing grants and coordinating pedagogic programs, according to a local news story. The 30-year veteran in education also is the IPA legislative chair at the state level and has been appointed to the principals' panel of the Illinois State Educator Preparation and Licensure Board. The award comes with a \$1,000 honorarium.



Sam Massell (Georgia State University) received the inaugural Sam Massell Leadership Award from the Atlanta, Ga.-based Buckhead Business Association at its annual luncheon. Kasim Reed, Mayor of Atlanta, made the presentation to Massell, who was Atlanta mayor from 1970 to 1974. Massell's 22 years in politics also spanned eight years as president of what's now the Atlanta City Council. Inducted into numerous area halls of fame, Massell heads the Buckhead Coalition, an organization of Atlanta business and civic leaders. Earlier credits include 20 years as a realtor and winning three "Outstanding Transaction of the Year" citations by relevant state associations; and more than a dozen years in the tourism business and serving as president of the Travel Industry Association of Georgia. Massell additionally was a board member of the Atlanta Committee for the Olympic Games and president of the National League of Cities. He currently sits on numerous civic and educational boards.



Joseph Thiel (Montana State University) was one of seven Montana State University seniors to win a 2012 Torlief Aasheim Community Involvement Award, the university's top honor for student service. The chemical engineering major is student regent on the Montana University System Board of Regents. He also has helped bring clean water to Kenyans as chair and project leader of his school's chapter of Engineers Without Borders. ■



For more Member News, go online to www.phikappaphi.org/forum/summer2012.



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Compiled by Editor Peter Szatmary

David D. Anderson (Michigan State University), 87, won plaudits from literary practitioners and military officials alike. This Distinguished Professor Emeritus at Michigan State University, from which he earned a doctorate in English, was an authority on fellow Ohio native and writer Sherwood Anderson (no relation), editor of numerous scholarly journals, and author of 37 books, hundreds of articles, plus poems, a novel, and a collection of short stories. As a result, the Swedish Academy invited him to nominate candidates for the Nobel Prize in Literature. Other accolades: the Ohioana Career Award from the Ohioana Library Association and honorary doctorates from Wittenberg University and his other alma mater, Bowling Green State University (bachelor's in English and geology and master's in English). After graduating high school in 1942, he served in the Amphibious Forces of the Navy, participated in the Anzio Landing, and earned a Silver Star and five battle stars. When his torpedoed ship sunk, Anderson was bestowed a Purple Heart. He also served in the Army during the Korean War. In his youth, Anderson played piccolo in a VFW boys' band and earned badges to become an Eagle Scout. He spent most of his career at Michigan State in what's now the Department of Writing, Rhetoric, and American Culture, retiring in the mid-1990s after nearly four decades there. Anderson was a Fulbright lecturer at University of Karachi, Pakistan, early on. Preceded in death by his wife of 53 years, brother, sister, and nephew, he passed away on Dec. 3, 2011. Survivors include a sister and many nieces and nephews.



Heyman Clarke Duecker (University of Toledo), 82, put his expertise in chemistry to use in numerous ways. He retired as vice president of research and development for W. R. Grace, a supplier of catalysts, engineered and packaging materi-

als, and specialty construction chemicals and building materials. Earlier he worked for RCA electronics, Ford Motor Company, and what's now the National Institute of Standards and Technology. Duecker also was a professor at Indiana Wesleyan University, which named him a distinguished alumnus. He earned degrees from what's now Marian University (bachelor's), University of Toledo (master's), and University of Maryland (doctoral). Preceded in death by three brothers and a grandson, he passed away on Feb. 23. Survivors include his wife of 62 years, three sons and daughters-in-law, daughter and son-in-law, and two brothers and their families.



Dennis Francis Hasson (United States Naval Academy founding chapter president), 77, taught materials science at the United States Naval Academy from 1973 until retirement in 2000. He served on numerous campus committees, won several commendations including the Navy Meritorious Civilian Service Award, and spearheaded the school's petition for a Phi Kappa

Phi chapter. Hasson conducted extensive research at Navy laboratories, was active in many technical societies, and published regularly in his field. Early in his career, he worked at the National Advisory Committee for Aeronautics, precursor to NASA, in experimental aerodynamics and space vehicles; he also taught at other universities. Hasson earned degrees from The Johns Hopkins University (B.S. in mechanical engineering), Virginia Polytechnic Institute and State University (M.S. in aerospace engineering) and University of Maryland, College Park (Ph.D. in materials science). He died at his home in Severna Park, Md., on Nov. 15, 2011. Survivors include his wife of 50 years, son and daughter-in-law, two granddaughters, grandson, and another son. "He enjoyed being a member of Phi Kappa Phi for many years," wrote his widow, Jean.

Robert C. LaLance, Jr. (Middle Tennessee State University), 72, spent some 35 years at Middle Tennessee State University, from which he earned a doctorate. LaLance was vice president for student affairs from 1975 until retirement in 1998. Earlier assignments included instructor and assistant professor in health, physical education and recreation; resident hall director; dean of men; and dean of students. He held numerous regional positions with the National Association of Student Personnel Administrators and won the organization's award for outstanding performance as a dean. Also receiving degrees from West Virginia University (bachelor's) and University of Tennessee (master's), LaLance was affiliated with numerous educational and civic societies and was a ruling elder and choir member of his Presbyterian church. He was an avid tennis player, golfer, and fisherman; in his youth, he was an Eagle Scout and junior state archery champ. LaLance died on Jan. 6, after a long battle with amyotrophic lateral sclerosis. Survivors include his wife, two daughters and sons-in-law, son and daughter-in-law, eight grandchildren, brother and sister-and-law, and sister and brother-and-law.



Linda Jones McCoy (Pittsburg State University charter member and former chapter president), 70, devoted herself to pedagogy. Earning degrees from University of Kansas (bachelor's in elementary education and master's and doctoral in education), she taught first grade in Lawrence, Kan., and supervised teachers for her alma mater. McCoy then accepted a position at Pittsburg State University College of Education, where she spent the bulk of her career, teaching elementary reading from 1976 until retirement in 2005.

Former president of the Kansas Reading Association, McCoy authored several books and numerous articles in such instruction. The Kansas native also served as Sunday school superintendent at her Methodist church. Preceded in death by her sister, she passed away on Nov. 27, 2011; survivors include her husband, two daughters and sons-in-law, son and daughter-in-law, another son, two other daughters, three grandchildren, and two brothers and sisters-in-law.



Jonathan Lawrence Olson (University of Florida), 53, knew how to program and engineer all sorts of things. He served as a satellite communication technician in the Army from 1979 to 1987; then worked 13 years as a software

engineer at the Harris Corporation, an international communications and information technology company; and moved to DRS Optronics, a supplier of defense electronic systems, until 2007, before consulting and teaching part-time. He also was employed as a lead software systems engineer by the nonprofit MITRE Corporation, which provides systems engineering, research and development, and information technology to the federal government. Olson earned degrees from Thomas Edison State College (B.S. in electronic engineering technology), Excelsior College (B.S. in computer information systems) and Webster University (M.S. in computer science/distributed systems) and was posthumously awarded a Ph.D. in business administration from Northcentral University. In his spare time, he enjoyed piloting planes; as a youth, he was part of a Christian singing group and a state champion wrestler in high school and drama club devotee. Olson died on Jan. 31, after an eight-month battle with cancer, at his home in Palm Bay, Fla., surrounded by family. Survivors include his wife of 32 years, son and daughter-in-law, daughter and son-in-law, four grandsons, and sister.

Edward Paul Palmer (University of Utah), 85, cherished physics, Mormonism and family. Earning undergraduate and doctoral degrees in physics from University of Utah, he directed a high velocity lab at Ramo-Wooldridge Corp. in Los Angeles, Calif., and was a professor at his alma mater, a vice president at Utah Research and Development Corp., and a professor at Brigham Young University before retiring in 1991. Palmer married at the St. George Utah Temple of The Church of Jesus Christ of Latter-day Saints. The Utah native and Navy veteran, who served two years during World War II, died on Dec. 2, 2011. Survivors include his wife of 61 years, 11 children, 51 grandchildren, and 43 great-grandchildren.

Matilda "Toni" Perry (University of Nevada, Las Vegas) upheld the law and served her family. She was an attorney in the California State University Office of General Counsel and then a deputy counsel for the County of Orange; later, in private practice, Perry specialized in public finance law and municipal bonds. She earned a bachelor's degree from University of Nevada, Las Vegas while working full-time and raising her children; Perry received a law degree from University of California, Berkeley. She died on Nov. 24, 2011, at her home in Huntington Beach, Calif. Survivors include her husband, four daughters, two sons, 12 grandchildren, and 16 great-grandchildren. ■



For more obituaries, go online to www.phikappaphi.org/forum/summer2012.

Before They Made Engines

Charles, quiet down now and lift a finger
from the corner of my eye where you held

our past in place, where the gypsy dancer with
her darkened breath couldn't undo the lock

of the leatherback journal we kept her in. Charles,
sing me a *cante* of a heart soft as avocado, of Maria,

who knew how to answer anything with the neat
soles of her heels. Fill the *cante* with bike tires

punctured on my toothy smile, with the silences
behind what once were paintings in an empty

museum. Charles, don't sing of Maria's waterfall skirt
and how it quenched our thirst, of the balconies we

thought to call home, don't sing of the boy at the piano
and the secrets he collected in an upturned cap, don't sing

of the amber bottle sweating in your briefcase. Most
of all, Charles, don't sing of the flamenco couple

inside the motor of the car, who *hum-tum-tummed*,
hum-tum-tum-tummed, until they invented steam.

By Karlanna Lewis



What's Lodged Within

Freighted with conflicting emotions, “Home,” the theme of this edition, conjures up nostalgia and regret, the comfort of return and the sorrow of displacement. Whether run to or fled from, home is inseparable from self, as the entrants examine. The winner and runner-up explore the interconnection of home and identity in poems wildly divergent in form.

Runner-up (William) Arnold Johnston, in “The Poet Takes a Good Look at Himself,” employs the Shakespearean sonnet to evoke home not in any sentimental way but as a parental “net he’s caught / In.” Even the body’s home is a cage, as the speaker “In the mirror’s portrait . . . sees plated / On his face his mother’s stamp,” plus his father’s sense of duty. The speaker would “rather / not remind himself of this.” But, writes Johnston (who won the summer 2009 poetry contest and who pairs with his wife on the arts and entertainment column), “Genes, veins, sinews, bones shine from the wall / In every glass.”

Winner Karlanna Lewis, in “Before They Made Engines,” offers an often surreal whirl of language that riffs off the motif of flamenco to summon literal and figurative impressions of previous dwellings. The passion and energy of that staccato music and emphatic dance build momentum from Lewis’ dazzling syntax and cumulative movement (“a *cante* of a heart soft as avocado . . . [filled] with bike tires / punctured on my toothy smile”) and boil toward the poem’s final invention of steam. Lewis, who won the fall 2011 poetry contest, recognizes that home is as much a mental as a physical space, a construct noted in recollections of “balconies we / thought to call home.”

Both poets ultimately celebrate the kinship of language — our collective home — and the individual voice. As Johnston ends, “Each word he writes is meant to set him free.” ■

— Sandra Meek, poetry editor



Karlanna Lewis (Florida State University) earned an undergraduate degree in Russian and creative writing, with an honors thesis in poetry, from Florida State University. Last August she published and illustrated her first book of poems, *Cante de Gitanas con Nombres de Luz / Songs of the Gypsies with Names of Light*. Lewis dances with a small Tallahassee company, Pas de Vie Ballet. Email her at kml09k@my.fsu.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 in September by Persea Books. She also edited the award-winning anthology, *Deep Travel: Contemporary American Poets Abroad* (2007). Meek received a 2011 creative writing fellowship in poetry from the National Endowment for the Arts and has 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.

Attention, poets: *The poetry contest is open only to active Society members, published or unpublished. Submissions — one entrant per issue — should be up to 40 lines long and must reflect the theme of the edition. One original, previously unpublished poem is selected for the printed version. Runners-up may appear online. The fall theme is “Making the Grade.” Entry deadline is midnight, June 3, only by email at poetry@phikappaphi.org. For complete rules and details, go online to www.phikappaphi.org/poetry.*



For runner-up (William) Arnold Johnston's poem, go online to www.phikappaphi.org/forum/summer2012.

Home on the Run

By Bob Zany

‘Home is where the heart is,’ declared the scholar and naturalist Gaius Plinius Secundus way back in ancient Rome. With the initials GPS, he should know. I’ve spent most of my adult life on the road as a comedian, so for me, home is where the Do Not Disturb sign is. Speaking of which, I log more time in hotel rooms than New York City bedbugs. Not to be gross, but some bedbugs live up to 550 days without eating, beating those waifish celebrities, the Olsen twins, by three days by my estimates.

That quotable Roman authority was better known as Pliny the Elder, which might sound like a rapper but rappers were orators back then. If he was right that home is where the heart is, my heart has traveled to six countries, 45 states, Guam — and Cleveland. For any Ohioans offended by this, please know that Cleveland is a code word for Pittsburgh. I’ve also noticed that there isn’t much difference between American and European hotels; both offer continental breakfast and maids who don’t speak English.

I even performed on the Johnston Atoll: approximately one-square-mile of sand some 700 nautical miles southwest of Hawaii.

Fantasy Island? Try island nightmare. Now a national wildlife refuge, it once housed an American military base for testing, stockpiling and disemboweling chemical, biological and nuclear weapons. So immediately upon arrival for my weekend gig in the early 1990s, I attended a mandatory class on gas masks. The instructor was kind enough to inform me, my wife and the other visitors that half of the island-ette was off-limits due to trade winds and the potential of accidental inhalation of plutonium dust. Unlike other experiences as a student, this was a course I didn’t sleep through. Even though this was pre-*Survivor* on TV, I prayed to be the first one voted off the island atoll. But since my permanent home is in Los Angeles, I kept the gas mask.

My primary home away from home is Las Vegas. I have racked up more than 725 nonconsecutive days there since I started making a living telling jokes in 1985. Las Vegas and Los Angeles are a lot alike, not only because just about everyone living in those cities claims to be from somewhere else but also because the odds in both places favor the house.

When I do get home to Los Angeles, I catch myself dialing nine on my landline phone to make a call and walking across my neighbor’s driveway to look for the ice machine. The Zany household includes my wife Erin, two dogs and five cats — so, in a way, I go from an episode of *The Bachelor* to *Eight Is Enough*.

I grew up in West Covina, a Los Angeles suburb. It wasn’t a very exciting town. On Saturday nights the guys and I cruised the cul-de-sac. At age 19, I moved to Studio City, another Los Angeles suburb, but much closer to comedy clubs. Now, I live in the San Fernando Valley as a happily married man who likes being within driving distance of the entertainment industry but who prefers to be far removed from the craziness of show business. Yet to this day, I visit West Covina every now and again because of the title



of that 1940 Thomas

Wolfe novel, *You Can't Go Home*

Again — to see if that’s right. The Bob’s Big Boy fast-food restaurant we ate at after football games is now an Applebee’s. “There’s no place like the neighborhood,” Applebee’s asserts in its advertising. Coincidentally, when I walked in, the hostess said, “There goes the neighborhood.” My first real job was at United Rent-All for parties and events; it’s now a Kentucky Fried Chicken. For old time’s sake, I tried to rent a bucket of wings with a side of damage waiver. And my high school merged with the cross-town rival in the early 1980s. We were the Spartans and they were the Trojans, and now the school nickname is the Bulldogs. Don’t ask me why — it’s all Greek to me.

When tourists find out that I reside in Los Angeles, they usually say, “I’d love to live there.” My standard response is, “Me, too,” as I head off to baggage claim. ■



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 in February 2011. 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. Go online to www.bobzany.com or www.facebook.com/bob.zany; follow him on Twitter @bobzany; or email him at bob@bobzany.com.

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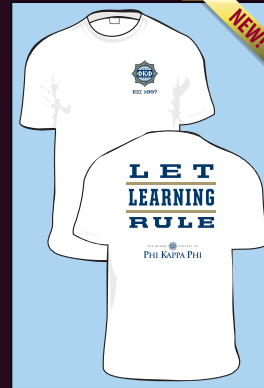


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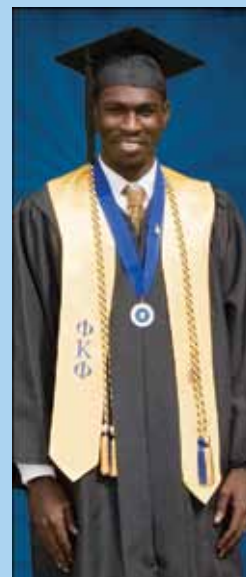


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