

# PHI KAPPA PHI FORUM



Fall 2012

## MAKING THE GRADE

**American influence in decline**

**Natural selection's challenge**

**Japanese tea ceremonies**

**Mentally disabled children in Britain**

**U.S.-China clean energy efforts**

**College athlete graduation rates**

**American freight railroads**

**Pros and cons of whistle-blowing**

**Exercising teen minds**

**Writerly considerations**

**Phi Kappa Phi strategic plan**

**Higher education's purpose**

**Poetry and the Oval Office**

**Commencement of humor**

**Educator Lucy Diggs Slowe**

**Twice-exceptional students**

**The Honor Society of Phi Kappa Phi held its 42<sup>nd</sup> Convention in August in St. Louis.**

## Phi Kappa Phi Forum and Its Relationship with the Society

**P**hi Kappa Phi Forum is the multidisciplinary quarterly magazine of The Honor Society of Phi Kappa Phi. Each edition of the award-winning journal reaches more than 100,000 active members. Other subscribers include government officials, corporate executives, learned organizations, and university administrators, scholars, educators, libraries, and charities — and more.

The journal is the flagship publication of Phi Kappa Phi, the nation's oldest and most selective all-discipline honor society, with chapters at more than 300 colleges and universities across the country plus a few abroad. Phi Kappa Phi was founded in 1897 at University of Maine, and upwards of one million members 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 first organizational meeting of what became The Honor Society of Phi Kappa Phi took place at Coburn Hall (above) at University of Maine in 1897. The Phi Kappa Phi name was adopted on June 12, 1900. Although Society headquarters has been in Baton Rouge, La., since 1978, most of Phi Kappa Phi's historical documents are stored at the founding institution.

The Society began publishing what's now called *Phi Kappa Phi Forum* in 1915.

The spring, summer, and fall editions feature articles across the disciplines by authorities, oftentimes Phi Kappa Phi members, who explore an overall theme. These editions further contain columns (e.g., business and economics; science and technology; arts and entertainment) and pages on books, poetry, and humor. Member news, chapter updates, and Society developments are also provided.

The winter edition compiles the winners of monetary awards from Phi Kappa Phi. Society headquarters distributes \$500,000 annually for various scholarship, study abroad, literacy initiatives, and other related endeavors.

*Phi Kappa Phi Forum* helps uphold the Society'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," and its motto: "Let the love of learning rule humanity." ■

## PHI KAPPA PHI FORUM

### Phi Kappa Phi Forum mission statement

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

### Phi Kappa Phi Forum

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

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

### Note on content

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

### Submissions

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

### Reprint permission

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

### Phi Kappa Phi Forum staff

**Editor:** Peter Szatmary (800) 804-9880 ext. 42 pszatmary@phikappaphi.org  
**Layout:** R Studios (freelance)  
**Proofreader:** Martha Allan (freelance)  
**Editorial consultant:** Traci Navarre Director of Marketing and Member Benefits (800) 804-9880 ext. 22 tnavarre@phikappaphi.org

### Change of address

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

### Postmaster

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

## THE HONOR SOCIETY OF PHI KAPPA PHI 2012-14 BOARD of DIRECTORS

### SOCIETY PRESIDENT

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

### SOCIETY PRESIDENT-ELECT

**Ray Sylvester, Ph.D.**  
Eberhardt School of Business  
University of the Pacific  
3601 Pacific Ave.  
Stockton, Calif. 95211  
rsylvest@upacific.edu

### SOCIETY PAST PRESIDENT

**William A. Bloodworth, Jr., Ph.D.**  
Department of English  
and Foreign Languages  
Augusta State University  
2500 Walton Way  
Augusta, Ga. 30904-2200  
wbloodwo@aug.edu

### VICE PRESIDENT FOR MARKETING AND MEMBER BENEFITS

**Angela Lumpkin, Ph.D.**  
Department of Health, Sport,  
and Exercise Sciences  
University of Kansas  
148B Robinson  
Lawrence, Kan. 66045  
alumpkin@ku.edu

### VICE PRESIDENT FOR FELLOWSHIPS AND AWARDS

**Gypsy M. Denzine, Ph.D.**  
Professor of Educational Psychology  
College of Education  
Northern Arizona University  
P.O. Box 5774  
Flagstaff, Ariz. 86011  
gypsy.denzine@na.u.edu

### VICE PRESIDENT FOR FINANCE

**Curtis D. Black, Ph.D.**  
2407 Middlesex Drive  
Toledo, Ohio 43606  
curt.black@hotmail.com

### VICE PRESIDENT FOR CHAPTER RELATIONS

**Rick Shale, Ph.D.**  
128 Danbury Drive  
Youngstown, Ohio 44512  
rshale@ysu.edu

### REGIONAL VICE PRESIDENT

**Dewain L. Lee, Ph.D.**  
Dean of Students  
and Associate Vice Chancellor  
for Student Development  
University of Alaska Anchorage  
3211 Providence Drive  
Anchorage, Alaska 99508  
dllee@uaa.alaska.edu

### REGIONAL VICE PRESIDENT

**Anita Welch, Ph.D.**  
School of Education  
North Dakota State University  
210K FLC, Dept. 2625  
P.O. Box 6070  
Fargo, N.D. 58108-6050  
anita.welch@ndsu.edu

### VICE PRESIDENT AT LARGE

**Trish Kalivoda**  
Editor, *Journal of Higher Education Outreach and Engagement*  
University of Georgia  
1234 S. Lumpkin St.  
Athens, Ga. 30602  
kalivoda@gmail.com

### VICE PRESIDENT AT LARGE

**John C. O'Quinn**  
655 15th St.  
Washington, D.C. 20005  
john.oquinn@kirkland.com

### VICE PRESIDENT AT LARGE

**Dianna Samuelson**  
5-21 1st St.  
Fair Lawn, N.J. 07410  
dsamuels@umd.edu

### VICE PRESIDENT FOR STUDENTS

**Bridgette Cram**  
Doctoral student in public affairs  
Florida International University  
11200 S.W. 8th St., PC 112  
Miami, Fla. 33199  
bcram@fiu.edu

### VICE PRESIDENT FOR STUDENTS

**Oluseun "Sam" Idowu**  
Doctoral student in geosciences  
and statistics  
University of Missouri-Kansas City  
420 RHH  
UMKC Geosciences Department  
5100 Rockhill Road  
Kansas City, Mo. 64110  
oluseun.idowu@mail.umkc.edu

### VICE PRESIDENT FOR STUDENTS

**Ryan D. Wright**  
Pursuing M.A. in English  
University of Toledo  
Memorial Hall  
2801 W. Bancroft St.  
Mail stop #126  
Toledo, Ohio 43606  
ryan.wright4@rockets.utoledo.edu

### EXECUTIVE DIRECTOR

**Mary Todd, Ph.D.**  
The Honor Society of Phi Kappa Phi  
7576 Goodwood Blvd.  
Baton Rouge, La. 70806  
execdirector@phikappaphi.org



## PHI KAPPA PHI FORUM

### PHI KAPPA PHI FOCUS

#### 2 President's Message

*By Diane G. Smathers*

#### Editor's Note

*By Peter Szatmary*

#### APEX Awards

#### 3 Letters to the Editor

#### Coming Next Issue

#### 29 Phi Kappa Phi Bookshelf

#### 30 Society Developments

#### 34 Chapter Update

#### 36 Member Spotlight

#### 37 Member News

#### 38 In Memoriam

### COLUMNS

#### 22 Business and Economics

*By John T. Harding*

#### 23 Science and Technology

*By Mark H. Griep*

#### 24 Workplace and Employment

*By Kimberly Thompson*

#### 25 Sports and Exercise

*By Angela Lumpkin*

#### 26 Education and Academics

*By Timothy L. Hulsey*

#### 27 Arts and Entertainment

*By (William) Arnold Johnston  
and Deborah Ann Percy*

### FEATURES

#### 21 Crossword Puzzle

*By Jim Bernhard*

#### 28 Book Review

*Faithful to the Task at Hand*

*Written by Carroll L. L. Miller*

*and Anne S. Pruitt-Logan*

*Reviewed by Harold E. Cheatham*

#### 39 Poetic Pause

*"Learning to Type"*

*By Katherine Cottle*

#### 40 And One More Thing ... with Bob Zany



This Issue:  
**MAKING THE GRADE**  
Across the board, the  
past, present, and  
future entail meeting,  
surpassing, or falling  
short of standards.

Photo illustration by Arnel Reynon  
from Shutterstock images



## 4 The U.S. No Longer Makes the Grade

*By David S. Mason*

Once the preeminent country in the world, America now lags behind others on many fronts.



## 8 Chanoyu: Following Ceremony to a Tea

*By Noriko Tsunoda Reider*

The ritual, steeped in history, reflects Japanese sensibilities via understated, decorous precision.



## 12 Children Who Disappeared in Britain

*By Deborah Cohen*

So-called idiots were sent to the Normansfield Training Institution for treatment — or for life.



## 15 Natural Selection: Constantly Testing

*By Michael Zimmerman*

Biological determinism accounts for humankind's evolution, and so does individual choice.



## 18 Taking the Measure of Graduation Rates in Big-time College Sports

*By Richard M. Southall*

Why researching who earns degrees began, why the various metrics differ, and why all this matters.

# President's Message



**By Diane G. Smathers**

**I** begin my term as President of the Board of Directors of The Honor Society of Phi Kappa Phi with great pride and greater humility. You have entrusted me with the responsibility of leadership, excellence, and service to the Society — meaning to the board, staff, chapter officers, and you, our 114,000 active members. I take this responsibility very seriously. In fact, the responsibility of honor is something I hope to stress during my presidency.

What do I mean by the responsibility of honor? Being elected to membership in Phi Kappa Phi is indeed an honor. It speaks of academic excellence, moral character, and mindful service. But being a member of this honor society is also a responsibility. It means that we must lead.

Strong, positive leadership seems in short supply. All too often, “the heroes of the day were the baseball man, the football star, the glib-talking man, the rich man, but not the high-ranking college man,” wrote Marcus L. Urann in support of Phi Kappa Phi, which he helped found as an undergraduate in

1897. Whether president of the local PTA or CEO of a Fortune 500 company, whether nurse or engineer, professor or student, millennial or retiree, Phi Kappa Phi members share a responsibility to espouse the virtues of honor.

We demonstrated this time and again at the 2012 Phi Kappa Phi Convention in August. A record number of chapter delegates attended the gathering in St. Louis — 177, surpassing the previous mark of 168 in 2007 — because of a commitment to lead the way. Kathleen Tice, an assistant professor of curriculum and instruction at University of Texas at Arlington, showed a video of a service-learning project funded by a Phi Kappa Phi Literacy Grant: her students read weekly at a preschool to children from low-income families where English isn’t the main language, and the kids get to keep the books. Our national service initiative partners with NIXTY on an open-learning digital platform that members can contribute to and access — leadership via scholarship. Keynote speaker Wendy Lawrence, the retired NASA astronaut, epitomized the imperative and privilege of leadership when recounting her part in the STS-114 “Return to Flight” voyage after the 2003 Columbia disaster that killed

all seven crew members.

One of my first acts as Society president is leading us in strategic planning. Phi Kappa Phi remains on firm footing, as evidenced by our impressive membership and financial healthiness, but we are at a crossroads. During the last decade, the board helped make the Society more relevant — from giving students and members-at-large roles in governance to trying to increase participation from historically black colleges and universities. And headquarters staff added member benefits, upgraded user-friendly technology, and lightened chapters’ obligations. But the time has come to look at our impact — that we have, can have, and should have — on higher education. To borrow from the theme of this edition of the magazine, how does Phi Kappa Phi make the grade?

We seek input from you — active members, chapters, and other stakeholders. The planning process will continue throughout this biennium and results will be presented at the 2014 Convention. Please accept your responsibility as a Society member and let your voice be heard. My fellow board members and I, plus headquarters staff, look forward to hearing from you. ■

## Editor's Note



**By Peter Szatmary**

**‘M**aking the Grade,” the theme of this edition, denotes analysis, evaluation, and success. Some sources indicate the phrase derives from railroads: a train going up an incline. Other research points to academics: taking a test. No matter the origin, measuring up (or failing to do so) permeates life.

My middle school, grades seven and eight, assessed students via quarterly report cards mailed to heads of households to be signed and returned. Previously a top scorer, I earned straight Cs the first marking period in seventh grade. Adjusting to raging hormones and new surroundings, I had neglected to prepare myself that term. I also had neglected to prepare the grownups for what was coming. My father, opening the mail that fateful dinner, looked at the report card, showed it to my stepmother, turned to me, an only child, and said, “I didn’t know you were average.”

Since I am a human being, I’m average. And meeting minimum requirements is no mean feat sometimes. I thought I knew what he meant, though. But I couldn’t say anything. The meal resumed as normally as possible, the topic dropped, but my appetite lost. Yet that problem never recurred over the course of my education.

After school the next day, I was to board a train to spend a long weekend with my mother and stepfather who lived some 200 miles away. It was the first time I would make this trip myself; previously, she or they drove. My father and stepmother were at work, so, per instructions, I took the most economical route to the station, mass transit, for about 30 minutes. I remembered my satchel of homework and brown bag of dinner, but it dawned on me descending the bus that I had forgotten my suitcase on my bed. I rushed back against the Friday afternoon commuter traffic, snatched the luggage from my pillow, double-timed to the bus stop, and dashed onto the train everyone expected me to be on with a few minutes to spare.

I never told anyone what had happened. In a way, there was no need to; for the train, and I, arrived in another state as planned. Until, that is, my mother, an elementary schoolteacher, asked over ice cream that night about my report card. Had I tried my best, she wondered? I swallowed my reply.

By definition Phi Kappa Phi members make the grade. Everyone else attains goals, too. To (try to) stack up isn’t necessarily easy. Should it be? ■

## Journal Wins Awards

*Phi Kappa Phi Forum* earned the top prize plus another commendation in the 2012 APEX Awards for Publication Excellence.



The fall 2011 edition, theme of “9/11,” received a Grand Award. Out of almost 3,400 entries in 11 major categories, only 100 garnered this highest honor, including 14 in the Magazines & Journals category.

The summer 2011 edition, theme of “Color,” picked up an Award of Excellence, Magazine & Journal Writing. There were 21 winners in this category and 1,027 Awards of Excellence overall. The magazine has taken home this accolade four consecutive years, among other citations.

APEX Awards signify achievement by magazines, newsletters, newspapers, annual reports, brochures, manuals, websites, electronic media, and other mass communication. The 24<sup>th</sup> annual contest totaled 3,382 entries, including 601 magazines and journals. Less than one-third of applicants won awards in 130 subcategories. ■

— Staff report



## Special Cases and Chief Executives

**M**aking the grade can be challenging for twice-exceptional students: those gifted in some ways and learning-disabled in others. The giftedness may mask the learning disability and the learning disability may obscure the giftedness.

"Children who are *both* gifted and learning-disabled are often called *twice-exceptional* (or 2e), because their abilities lie outside the norms at both ends of the bell curve. These 2e children are immensely diverse. In fact, they embody every imaginable combination of strengths and weaknesses," report the husband-and-wife physician team of Brock and Fernet Eide in their 2006 book, *The Mislabeled Child*.

Well-known 2e people span the disciplines, experts assert. Luminaries with dyslexia include politicians (George Washington), actors (Tom Cruise), artists (Pablo Picasso), inventors (Thomas Edison), and athletes (Babe Ruth). Other 2e standouts: Stephen Hawking, the acclaimed physicist with ALS; Temple Grandin, livestock welfare authority and a person with autism; Nobel Prize-winning mathematician and paranoid schizophrenic John F. Nash, Jr.; and deaf and blind activist Helen Keller.

Between 120,000 and 180,000 American children are 2e, estimates Ellen Winner in her 1996 book, *Gifted Children: Myths and Realities*. But influential organizations such as the National Education Association, in a 2006 report entitled *The Twice-Exceptional Dilemma*, argue that this number is low because of the difficulty in identifying them and that the count may be at least 360,000.

Though 2e children are diverse, they share characteristics:

- Performing well in some classes and poorly in others
- Struggling with easy assignments but thriving at difficult concepts
- Floundering at rote memorization
- Possessing stronger long-term memory than short-term memory
- Expressing themselves better through oral communication than written language
- "Spacing out" or looking glazed when in deep thought
- Shifting from hyperactive tendencies to laser concentration

- Underachieving on timed tests because they analyze questions more than average students

- Having problems with hand-eye coordination and other fine motor skills
- Battling low self-esteem, fear of failure, frustration, anger, anxiety, helplessness, and depression

Knowing students learn in different ways, many educators embrace Howard Gardner's theory of multiple intelligences, first proposed in 1983. A developmental psychologist at Harvard, Gardner contends that humans display eight types of intelligence in varying degrees: linguistic, logical/mathematical, musical/rhythmic, bodily/kinesthetic, spatial, naturalist, intra-personal, and interpersonal.

"Most lay and scholarly writings about intelligence focus on the combination of linguistic and logical intelligences," he observes in a 2011 introduction to the rerelease of his 1983 book, *Frames of Mind*. A "prerequisite for a theory of multiple intelligences, as a whole, is that it captures a reasonably complete gamut of the kinds of abilities valued by human cultures," the book explains. "We must account for the skills of a shaman and a psychoanalyst as well as of a yogi and a saint."

Parents, teachers, pediatricians and other healthcare providers can teach 2e people to maximize strong intelligences and compensate for weaker areas. For example, students gifted in musical/rhythmic are often also adept in logical/mathematical but inadequate in linguistic. Indeed, the first step in helping 2e students make the grade is to identify them.

— **Blanche Sosland**

(University of Missouri-Kansas City)  
Professor Emerita of Education, Park University  
Specialist in 2e students

**U**S. presidents by definition make the grade. But did you know that 18 out of the 44 turned to poetry to help them do so? This collective record has not been documented until now — in my new book, *Poetry and the American Presidency*, published by Peter Lang earlier this year.

For example, John Quincy Adams wrote more than 350 poems and wanted to be remembered as a poet more than a

politician. Both Abraham Lincoln and Ronald Reagan wrote a handful of poems, and Jimmy Carter published a book of poetry. Party affiliation seems not to be a factor.

More examples abound. Theodore Roosevelt, a devoted reader of poetry, further wrote essays about poets he admired including Dante and Whitman. What's more, Roosevelt helped support several struggling poets. Woodrow Wilson, usually pictured as serious and scholarly, enjoyed limericks. He also wrote poetry. George Washington penned love poems, as did John Tyler. Harry Truman carried Tennyson's "Locksley Hall" in his wallet throughout adult life, saying its vision of a technological future influenced his career. And Gerald Ford declared that he changed for the better when as a boy he memorized and recited Kipling's "If" to control his temper.

Poetry gave these men practice in the power of the precise word and phrase, filled with clarity and authority, necessary to motivate individuals. Poetry made these leaders aware of the importance of symbols and metaphors. Poetry showed them how ambiguity and contradiction are common in all communication, and how imperative it is to seek the true meaning that often hides beneath the surface of what is read or spoken. In short, poetry sharpened the language of their minds.

"When power leads man toward arrogance, poetry reminds him of his limitations," John F. Kennedy observed in a speech at Amherst College weeks before his assassination. "When power narrows the areas of man's concerns," he continued, "poetry reminds him of the richness and diversity of his existence. When power corrupts, poetry cleanses. ...."

These are some of the many ways that poetry has helped presidents make the grade. ■



— **Paul J. Ferlazzo**

Former Society president, 2004-07  
(Northern Arizona University)  
Professor Emeritus  
of American literature,  
Northern Arizona University

### Coming Next Issue

Winter 2012 will celebrate those who have won monetary awards from Phi Kappa Phi in the past year.

### Letters to the Editor Submission Guidelines

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

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

### Letters to the Editor

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





# The U.S. No Longer Makes the Grade

Economic Inequality Put an End to the “American Century”

By David S. Mason

In his State of the Union address last January, U.S. President Barack Obama said that “anyone who tells you that America is in decline or that our influence has waned, doesn’t know what they’re talking about.” Former Utah Gov. Jon Huntsman, when in the race for the 2012 Republican presidential nomination, warned that unless Americans changed directions, they would see the “end of the American century by 2015.” As bright and capable as both of these politicians are, they are both whistling in the wind. The American century — the post-World War II era of U.S. global leadership and dominance — ended a decade ago, and it is not coming back. While that does not mean the cessation of American wealth and might, it does mark a significant transformation in U.S. society and economics, and the country’s place in the world. To cope with this transformation, Americans need to recognize the nation’s relative decline.

The “American century” as a term was the title of an influential essay written in 1941 for *Life* magazine by its publisher, Henry Luce. As Hitler’s armies stormed across Europe, Luce called on the U.S. to shoulder world leadership, come to the defense of ally Britain in the wake of Nazi blitzes, and “promote, encourage and incite so-called democratic principles throughout the world.” Such action would “inspire us [Americans] to live and work and fight with vigor and enthusiasm” and, in turn, “create the first great American century.”<sup>1</sup> Indeed, in the next several decades, the U.S. propelled world trade and economic growth. Its science and technology provided the leading edge of innovation and discovery. The country’s democratic institutions and educational system served as beacons all over the world. Its popular and consumer cultures were envied and mimicked everywhere. And American military prowess was admired and feared by governments and revolutionaries alike.

Yet in recent decades, particularly since 9/11, every aspect of this American predominance has faded. The U.S. economy, riddled with debt (both government and household), has not yet recovered from its steepest decline since 1946;<sup>2</sup> economic expansion over the last decade, averaging just 1.7 percent, marks the most prolonged slow period since the Depression.<sup>3</sup> American education, once the world’s best, now ranks near the bottom among developed countries.<sup>4</sup> U.S. corporations, once exemplars of dynamism, innovation and efficiency, are hampered by bureaucracy, corruption and bloated executive payrolls, and few generate ingenuity, growth or jobs, at least in this country. Apple, for example, manufactures almost all of its iPhones, iPads, and other products overseas, when not long ago they were made in America.<sup>5</sup> While U.S. consumer goods and popular culture remain fashionable in much of the world, there is at the same time increasing resistance to American culture and traditions.<sup>6</sup> Witness, for example, the global proliferation of the “Occupy Wall Street” movements. Even the red, white and blue political machine, awash in money, is no longer the favored method for political development.<sup>7</sup> And the U.S. Constitution is increasingly viewed in other countries as antiquated both in its definition of government powers and narrow sense of human rights (for example, not including gender equality or ensuring education or healthcare).<sup>8</sup> And while America used to be considered the epitome of economic opportunity and social mobility, recent studies demonstrate that the U.S. lags behind many other countries even on this cherished value.<sup>9</sup>

### The U.S. takes one step forward, two steps back

These were all themes of my book, *The End of the American Century*, published by Rowman & Littlefield in 2008 — before the economic collapse that

began that year, and before the election of President Obama. (Also, go online to [endoftheamericancentury.blogspot.com](http://endoftheamericancentury.blogspot.com).) In the years since, the situation has improved in some respects and worsened in others, though the overall picture remains the same.

On the positive side, Obama at least partially restored America’s international reputation — which had been so badly battered by the George W. Bush administration with the Iraq War, the flaunting of international law, and the sanctioning of torture — by ending the war, pledging to respect international law, banning torture, and promising that the U.S. would be a better global citizen.<sup>10</sup> Also, Obama’s healthcare reform brings the U.S. closer to the far superior alternatives of other developed countries.

And his economic stimulus plan helped stabilize the free-falling economy and stem the alarming upswing in unemployment (at 10 percent at its worst in late 2009 and down to a little more than eight percent as of July).

On the other hand, the U.S. national debt ballooned to more than \$15 trillion — dwarfing the \$10 trillion of 2008 that many historians and economists thought was unsustainable even then. A quarter century ago, in his book *The Rise and Fall of the Great Powers*, historian Paul Kennedy pointed to the U.S. federal debt, then at 44 percent of gross domestic product, as a worrisome consequence of “imperial overstretch” — a common feature of the historical collapse of great empires. The only other historical example of a great power becoming so indebted in peacetime was France in the 1780s, where the fiscal crisis was one of the major causes of the French Revolution. Today, Kennedy’s concerns seem almost quaint, with the federal debt approaching 100 percent of gross domestic product.

Furthermore, in many other respects, the U.S. continues to lose ground. Domestically, while the stock market and economy have picked up somewhat, the unemployment rate of some eight percent remains stubbornly high, with a persistence not seen since the Depression era.<sup>11</sup> Poverty rates are among the highest since the early 1960s,<sup>12</sup> and economic inequality is the highest since the Depression, with the top one percent earning almost 24 percent of the nation’s income (as it had in 1928, too).<sup>13</sup> Internationally, while the U.S. reputation has been restored somewhat, American influence worldwide is waning. The U.S. was unable to accomplish its stated missions in

either Iraq or Afghanistan, and the biggest global political changes happening right now — the “Arab Spring” and the rise of political Islam — are almost totally removed from any American pull, much less control. Meanwhile, China continues its march toward financial superpower status, with the world’s second biggest and fastest-growing major economy.

This multidimensional decline of the U.S. is worrisome for American citizens and leaders alike, of course, and is the principal motive for the fragmentation and bitterness in American political life. Job loss and increasing poverty, in the face of unprecedented corporate and Wall Street wealth (with average CEO pay now almost \$13 million<sup>14</sup>), fuel protest and extremism on both the right and the left. The

**American education, once the world’s best, now ranks near the bottom among developed countries. U.S. corporations, once exemplars of dynamism, innovation and efficiency, are hampered by bureaucracy, corruption and bloated executive payrolls, and few generate ingenuity, growth or jobs, at least in this country.**

roots of fear and hostility in the Tea Party have much in common with those of Occupy Wall Street; both camps feel marginalized and helpless vis-à-vis those in power, whether in government or corporations. The 2010 “Citizens United” decision of the Supreme Court, essentially allowing unlimited corporate contributions to political campaigns, opened the floodgates for money in politics — an issue that was a serious problem even before that decision. This ruling will strengthen

the clout of monied interests in U.S. politics and almost certainly exacerbate the doubt and alienation felt by ordinary Americans. Indeed, a new national poll shows Americans’ distrust of government at its highest level ever.<sup>15</sup>

### America gets in its own way

The polarized political environment — intensified by sharpened rhetoric and bitter invective (e.g., a congressman yelling “you lie” at President Obama during the latter’s fall 2009 speech to the chamber) — has rendered almost impossible any effort to address the huge and varied issues confronting the country. Furthermore, the very issue of U.S. decline has itself become part of the political debate, compounding this predicament. Some, like the neoconservative historian and former State Department official Robert Kagan, argue that the decline of America is “a myth,” pointing to the global acceptance of American values and principles and the continued supremacy of the country’s military.<sup>16</sup> Many other politicians and commentators acknowledge and rue American decline, but bicker about whom to blame.

Two other factors complicate things: the almost fanatical desire of Americans to be No. 1 at everything; and the paradoxical condition that the U.S. can be both the best and the worst at the same time. This is the case, for example, of both healthcare and higher education. No one contests that the best medical care in the world is available in this country. But on almost every statistical measure (e.g., quality and access of healthcare; infant mortality), the average level of healthcare for American citizens underperforms the industrialized world, winding up near the rear.<sup>17</sup> Similarly, the U.S. boasts the world's best universities, but in international comparisons and international competitions, American students fare abysmally.<sup>18</sup>

The main reason for this seeming paradox is inequality. For those who can afford it, the world's best medical care and best universities are there for the taking. But the U.S. has the largest percentage of poor people of any developed country<sup>19</sup> and the most unequal distribution of wealth and income.<sup>20</sup> The poor, often saddled with unemployment, broken homes, violent environments, ineffective schools, and inadequate health insurance, end up dragging down the "averages" for the nation. It is becoming increasingly clear that inequality hurts society as a whole. A recent global study by the International Monetary Fund, for example, found that countries with strong economic growth tended to have greater income inequality than those with weak growth and concluded that "sustainable economic reform is possible only when its benefits are widely shared."<sup>21</sup> Over the past quarter century, this has not been the case in the U.S., where the rich have prospered, and the situation of almost everyone else has stagnated.

### Change the mindset to rise to the occasion

Economic inequality is, in my view, the key to all other aspects of American domestic and global decline. This disparity has widened steadily since the 1970s<sup>22</sup> and is a major factor in the quadrupling of U.S. household debt from 1975 to 2007 (adjusted for inflation).<sup>23</sup> While the standard of living for most Americans remained unchanged during this time, the rich got richer.<sup>24</sup> And the top marginal tax rate in 1963 was 91 percent but by 2003 it had fallen to 35 percent. So the only source for increased tax revenue — the increasingly wealthy rich — was short-circuited by a simultaneous and long-term decline in tax rates for the wealthy. Consequently, the government was starved of increased revenues to cope with the burgeoning poor, and the escalating needs for healthcare, education, infrastructure, etc. As citizens had to borrow more, so did the government, fostering the liquidity crisis both find themselves in now.

These problems did not originate with Obama, or Bush, or any other single

president or political party. Over decades, inequality grew, tax rates declined, poverty increased, and household and government debt mushroomed. Over a generation, Americans consumed more than they produced, spent more than they saved — in general lived beyond their means. What took 25 years to develop cannot be remedied in a few years, or by one or two presidential administrations; corrections will take at least a generation. Such plights are not temporary or episodic, but structural and systemic. They are both a cause of and a consequence of global change as well: the end of the Cold War and "bipolarity;" the spread of economic globalization; the sway of transnational movements and organizations; and the rise of new forces like China. As financial expert and author David Rothkopf observes in his recent book *Power, Inc.*, lines have become blurred "between corporations and individuals, companies and states, nations and the global community."<sup>25</sup> The U.S., which so effectively managed the changes of the postwar world, is neither prepared nor equipped to deal with these new challenges.

An even more difficult obstacle for most Americans is psychological — recognizing and accepting that the U.S. is no longer No. 1 in everything, and moving on from that. There are, after all, considerable advantages to *not* being No. 1 internationally: less a target of resentment, blame, and anger; and less frequently expected to intervene on international or global quandaries. The country will more easily be able to approach such issues on its own terms. Becoming less voracious consumers will reduce America's substantial burden on global resources and the environment, too. Similarly, in the domestic sphere, an honest recognition that the U.S. is no longer "the first" or "the best" in this or that will enable it to confront those areas and try to redress them. It is unlikely, for example, that America can restore its global economic competitiveness until fixing the educational paradigm and modernizing infrastructure.

The U.S. will not return to the easy global dominance it enjoyed during the American century. Its formidable military power is now mostly irrelevant, perhaps even counterproductive, in a world where the biggest threats to humanity come from climate change, terrorism, famine, and disease rather than from armies charging borders. America's considerable economic power is not the global juggernaut that it once was. And the "soft power" of consumer society, popular culture, and political schema has lost some of its luster as many other countries have emerged with hipper, more attractive, or more efficient models (like China, Japan, Germany, and Brazil).

While the U.S. may not be No. 1 in any single dimension, it remains a strong and successful society in virtually every area of human endeavor. This is perhaps the key to

understanding America's continuing vitality, even in relative decline. There is no other country quite like it, with its combination of democratic institutions, imposing economy, entrepreneurial spirit, large population, abundant territory, and bountiful materials. Harnessing all of this, once again, will require wise and dedicated political leadership, and a spirit of common purpose and compromise. It also will require policies that enable the capable yet provide for the poor. The American economy is in transition from one based on consumption, financial services, and debt to something else, yet to be determined. But because this transition is systematic, it will be long-term, and in the process, many people will be left behind by the old economy or displaced by the transition itself. Those people will have to be supported until the new economy is functioning properly and unemployment stabilizes. This means sacrifices by all Americans, and particularly by those who have benefited so much from the lopsided growth of the last 30 years, as the country strives anew to make the grade. ■



**David S. Mason** (Butler University), Professor Emeritus of Political Science at Butler University, has written many other books besides *The End of the American Century* alluded to above. A *Concise History of Modern Europe: Liberty, Equality,*

*Solidarity*, 2<sup>nd</sup> ed. (2011), *Revolutionary Europe 1789-1989: Liberty, Equality, Solidarity* (2004), and *Marketing Democracy: Changing Opinion about Inequality and Politics in East Central Europe*, co-authored with James Kluegel (2000), all were published by Rowman & Littlefield. Mason's body of work further includes *Revolution and Transition in East Central Europe*, 2<sup>nd</sup> ed. (Westview, 1996), *Social Justice and Political Change: Public Opinion in Capitalist and Post-Communist States*, co-edited with James Kluegel and Bernd Wegener (Aldine de Gruyter, 1995), *Revolution in East-Central Europe: The Rise and Fall of Communism and the Cold War* (Westview, 1992), and *Public Opinion and Political Change in Poland, 1980-1982* (Cambridge University Press, 1985). Mason has won numerous research grants from leading entities such as the National Science Foundation, National Endowment for the Humanities, Rockefeller Foundation, Hoover Institution, American Council of Learned Societies, and National Council for Eurasian and East European Research. While at Butler, he headed the political science department, the international studies program, and the university's global civilizations core curriculum. Mason earned degrees from Cornell University (B.A. in government), The Johns Hopkins School of Advanced International Studies (M.A. in international affairs), and Indiana University (Ph.D. in political science). Email him at [dmason@butler.edu](mailto:dmason@butler.edu).



For footnotes, go online to [www.phikappaphi.org/forum/fall2012](http://www.phikappaphi.org/forum/fall2012).



# *Chanoyu*: Following Ceremony to a Tea

By Noriko Tsunoda Reider

**W**hy do millions of Japanese practice *chanoyu*, the venerable tea ceremony-cum-performance art, when one can make a cup of tea with a tea bag in minutes? What were and are the functions, expectations, and ramifications of this long-standing ritual?

When one examines the evolution of the custom, from sociopolitical to economic to medicinal to metaphysical factors, and from gender to class to pedagogic to nationalistic considerations, it becomes clear that not only the practitioners of *chanoyu* but also the tea ceremony itself have gone through many phases of making the grade over the centuries.

A woodcut print of utensils for a tea ceremony, circa 1810-18.  
Portion of Library of Congress image, digitally altered



## Historical beginnings

Although Japan is associated with green tea, tea plants are not native to the nation. Tea was introduced to Japan from China reportedly in the eighth century. A record indicates that Emperor Shōmu, a devout Buddhist, invited Buddhist monks to a religious ceremony in which tea drinking was involved at some point during his reign from 724 to 749. There is no further information about this tea drinking. In 815, a Buddhist monk, Eichū, served tea to Emperor Saga, whose reign was from 809 to 823. Although it was enjoyed in the Imperial circle, the convention soon waned for unknown reasons.

Eisai (1141-1215), regarded as the founder of Japanese Rinzai School of Zen Buddhism, brought powdered tea — the tea used for the present tea ceremony — and tea seeds to Japan from China. Eisai was a great advocate for tea drinking. “Tea is the most wonderful medicine for nourishing one’s health; it is the secret of long life,” he declared in his book *Kissa yōjō ki* (*Drink Tea and Nourish Life*). For “the secret of health lies in the well-being of the five organs,” Eisai continued. “Among these five the heart is sovereign, and to build up the heart the drinking of tea is the finest method.”<sup>1</sup> In fact, he wrote *Drink Tea and Nourish Life* “in the hope of saving the Shogun [military leader] Sanetomo [1192-1219] from alcoholism by extolling the virtues of the cup that cheers but does not inebriate.”<sup>2</sup> (Sanetomo’s brief life ended for another reason: assassination at the hands of his nephew, who, in turn, was quickly beheaded.)

By the 14<sup>th</sup> century, the practice of drinking tea had spread to the warrior class in medieval Japan, perhaps because the simplicity and austerity of Zen philosophy fit the lifestyle of samurai, a burgeoning class that needed a new culture. But soon tea gatherings became luxurious parties among military lords and wealthy merchants. *Chanoyu* gave them “opportunities to socialize, for business discussions (or battle strategy), and to demonstrate their dignity in a public setting. Since neither of these groups belonged to the aristocracy, it can be assumed that a crucial motive for their practice of the tea ceremony was a desire to acquire refined manners, thereby achieving elevated status.”<sup>3</sup>

During the chaotic Warring States (1467-1573), Japan was not a unified nation; instead, dozens of independent factions clashed regularly amid social upheaval and political intrigue, making armed conflict and sudden death part of everyday life. This state of tumultuous affairs affected the tea ceremony in at least two ways. First, because class and standing were fluid and not necessarily predetermined, even a peasant could become a military lord. Therefore, social distinctions were not strictly observed in tea gatherings; anyone could be invited and everyone in attendance could behave as equals. Second, the quintessential term of the tea ceremony, *ichigo ichie* — this meeting could be our last — brewed accordingly. Since every human encounter was a singular occasion, never to recur exactly the same way again, and since reality was in precarious flux, mindful host entertained appreciative guests. And in this environment *wabicha*

(a rustic tea ceremony in a small space) — the tea ceremony as a highly-stylized art form — emerged. *Wabicha* originated from a Zen Buddhist priest named Murata Shukō (1422?-1502), who believed in sober and imperfect beauty. Merchant tea master and warlord adviser Sen Rikyū (1521-91) perfected *wabicha* by fusing it with Zen sensibilities.

Practitioners of the tea ceremony were men; the reasons for this are unclear but may pertain to protecting or enhancing station, stature, and sway. Rich merchants and military lords competed to practice the tea ceremony because they were considered the creators of culture; *chanoyu*, therefore, became a status symbol, a way of making the grade. It also was not uncommon for tea gatherings to take on political purposes in negotiations or connote a show of force vis-à-vis power and wealth. The feudal lord Oda Nobunaga (1534-82), for example, displayed expensive utensils at tea ceremonies to underscore his prowess. And the life of Matsunaga Hisahide (1510-1577), a rival military lord, was spared after he gave his invaluable tea caddy, called *tsukumonasu*, to Nobunaga.<sup>4</sup> (Hisahide wound up committing suicide after Nobunaga successfully besieged him, and one of Hisahide's orders before taking his life was to destroy a priceless tea kettle, *hiragumo*, that Nobunaga had coveted.) João Rodrigues (1561?-1633), a Portuguese Jesuit missionary who came to Japan in 1577, commented on the tea ceremony: "although the small house and its utensils may appear rough, people spend large sums of money on them. Some earthenware utensils may be worth twenty thousand crowns — something which will appear as madness to other nations."<sup>5</sup>

In the Edo period (1600–1868), the shoguns of the ruling Tokugawa family enforced a rigid class system, and practitioners of tea ceremonies largely adhered to this mandate. By claiming some relationship with Rikyū — through relatives or disciples — various schools of the tea ceremony arose. For instance, the Sekishū School, founded by Katagiri Sadamasa (1605-1673), a feudal lord who learned the tea ceremony from the disciple of Rikyū's eldest son, was "popular among the feudal lords because of a rule that allowed a student to receive qualifications to teach the tea ceremony once they had completed a course"<sup>6</sup> (The Sekishū School is still extant.) Yet when lineage counted heavily, some *iemoto* (the founder or headmaster of traditional Japanese art schools) of lower social ranking could socialize with those above them. For example, the *iemoto* of the three Senke Schools (Omote Senke, Mushanokōji Senke, and Ura Senke), established by the sons of one of the grandsons of Rikyū, taught *chanoyu* to feudal lords and thereby made the grade. (The Senke Schools are popular today.)



Top: the author hosts a tea ceremony at Miami University in 2010, as her daughter MaryEllen Sakura Reider, a high school senior, and Tariq Lacy, a senior East Asian languages and cultures major at the campus, observe. Left: the author (lower left) attends a new-year tea ceremony at a temple in Tokyo in the late 1980s. The distinguished elderly lady (center, in glasses and gray kimono) was her tea master, or *sensei*, Suwabe Seisen, who passed away more than a decade ago.

*Chanoyu*, then, largely became a quasi-leisurely pursuit of men of privilege.

#### Later iterations

With the fall of the Tokugawa military government in Edo (old Tokyo) in 1868, the tea ceremony faced potential extinction. The ensuing Meiji (1868-1912) government wanted to establish a modern society with social advancement at least partially based on merit. The introduction of universal conscription to serve a highly mechanized military made samurai obsolete, and *chanoyu* lost patrons. Furthermore, as the early Meiji government looked to the West for inspiration in everything from medicine to politics to literature, and ignored traditional Japanese performing arts, the tea ceremony was considered inconsequential. Japanese art objects, tea utensils, and related hanging scrolls sold for next to nothing. The tea ceremony, deemed antiquated and insignificant, was submerged by the tsunami wave of Westernization.

A lifeline came from a handful of powerful and wealthy businessmen and political leaders like entrepreneur Masuda Takashi (or Don'ō, 1848-1938) and statesman Inoue Segai (or Kaoru, 1835-1915) who collected art. Initially, these elite men were not

necessarily interested in *chanoyu*, but they became passionate about the rite upon obtaining its utensils, scrolls, and huts. Meanwhile, important *iemoto* and practitioners of *chanoyu* defended the tea ceremony as a spiritual foundation for the Japanese. And arts scholar Okakura Kakuzō (or Tenshin, 1862-1913) explained in *The Book of Tea* (1906), a landmark volume he wrote in English, that the tea ceremony is

[a] cult founded on the adoration of the beautiful among the sordid facts of everyday existence. It inculcates purity and harmony, the mystery of mutual charity, the romanticism of the social order. ... [T]he philosophy of Tea is not mere aestheticism in the ordinary acceptance of the term, for it expresses conjointly with ethics and religion our whole point of view about man and nature. ... It represents the true spirit of Eastern democracy by making all its votaries aristocrats in taste. ... Our home and habits, costume and cuisine, porcelain, lacquer, painting — our very literature — all have been subject to its influence.<sup>7</sup>

Furthering its impact, the tea ceremony found a great alliance in women. The main reason was because studying it was considered instrumental to learning etiquette.


When educator Atomi Kakei (1840-1926) founded a women's school in Tokyo in 1875 (the Atomi School for Girls still exists today), she adopted the tea ceremony in her curriculum to teach manners and decorum. Other women's educational institutions gradually added the tea ceremony to their pedagogy. During the ensuing Taisho period (1912-26), which pursued liberal democracy, the tea ceremony expanded rapidly and became remarkably popular, much through the tea ceremony curriculum at women's schools, not to mention the influence of *iemoto*.<sup>8</sup> The practitioners of the tea ceremony were hitherto predominantly men, but the ratio of male to female *chanoyu* practitioners reversed by the 1930s.<sup>9</sup>

The belief that the tea ceremony was the best way for young Japanese women to learn etiquette grew in the mid-20<sup>th</sup> century. *Chanoyu* helped women make the grade for marriage and homemaking. Soon after World War II, Sen Sôshitsu XIV (1893-1964), the 14<sup>th</sup> *iemoto* of the Ura Senke school, exclaimed, "First of all, the urgent business is that schoolgirls seem to have completely forgotten about good manners as a result of long mobilization and wartime life. I think it is critical to get them back on track. ... I want to diffuse the tea ceremony thoroughly in society — not only to the limited number of people called the tea masters but to call out to the masses."<sup>10</sup> At the same time, some Japanese intellectuals, like Hisamatsu Sen'ichi (1894-1974), claimed *chanoyu* as a cultural synthesis embracing many traditional arts and sciences such as Zen, architecture, flower arrangements, and calligraphy. Through media and lifelong learning centers, the tea ceremony spread to the masses and to women in particular.

In the latter half of the 1950s and early '60s, women began to appear at the center of culture because an increase in national income and the introduction of electric appliances such as washing machines allowed homemakers to pursue other interests, including *chanoyu*. Homemakers who finished childrearing suddenly had time and money to enrich themselves and others, in this case, to learn to perform tea ceremonies.<sup>11</sup>

### Contemporary permutations

That trend has continued. More than 2.6 million people host or attend tea ceremonies, and 90 percent of them are women, according to the Statistics Bureau of Japan, as of 1996.<sup>12</sup> (The population of Japan in 1995 exceeded 125 million; preliminary count in 2010 surpassed 128 million.)<sup>13</sup> Nowadays, a number of young women start *chanoyu* out of curiosity, and the incentive to learn etiquette through it remains strong. Almost half of the female practitioners are in their late 40s or older and have completed domestic responsibilities of childrearing.<sup>14</sup> They "have social acknowledgement only as domestic supporters, and wish to have



The alcove in the Santoku-an tea hut on the grounds of the Dai Nihon Chado Gakkai (Japan Association of the Tea Ceremony) in Tokyo, Japan.

### Elements of a Formal Japanese Tea Ceremony

The formal Japanese tea ceremony, *chanoyu*, typically held for one to five guests today, encompasses three stages that cumulatively last about four hours when conducted in a teahouse. The host, or *teishu*, and guests usually wear kimonos. There is no particular season or occasion for *chanoyu*; when and how often to attend is an individual choice.

First, guests enter the tearoom and appreciate the decorations chosen by the host such as a hanging scroll in the alcove. A bamboo shade on the window of the teahouse provides further atmosphere; tatami mats cover the floor. The host then serves a meal in the same room. Afterwards, guests retire to an inner garden for quiet conversation and contemplation. Meanwhile, the host replaces the hanging scroll in the alcove with flowers, sets out necessary tea utensils, and rolls up the bamboo screen. The climactic final stage starts when participants return and the host makes thick tea in a silent, stylized manner and engages the guest of honor in a formal dialogue about tea. Then everyone takes turns savoring this thick tea. The host serves a thin tea, again in prescriptive silence, to conclude the festivities.<sup>1</sup>

*Chanoyu*, then, "calls for a good knowledge of architecture, landscape gardens, and tea utensils, as well as the capacity to appreciate the total effect of their beauty."<sup>2</sup>

— Noriko Tsunoda Reider

acknowledgement beyond that limited role. They obtain such social acknowledgement, first of all, from gaining attention and respect from other women," remarks cultural anthropologist Etsuko Kato, an expert in Japanese tea ceremonies. "By giving each other the chance to present their body movement and knowledge," Kato adds, "these women create a unique social space for each other. They together expand their space in society for further acknowledgment."<sup>15</sup>

One might assume, then, that the tea ceremony has come to serve as a progressive act by subverting sex-role socialization and

advancing gender equality. Women usurp a role previously dominated by men and find common cause in doing so, all the while keeping alive what's most important about the national legacy: valuing precious beauty on its literal and spiritual levels. Not necessarily. At least until the 1950s, male executives and business owners practiced *chanoyu* for social networking. Kuwabara Takeo, a renowned scholar of French literature, wrote in 1953: "These days most capitalists in Osaka do the tea ceremony. A president of a company told me that he did not like it at all. But [he said that] some men who regained power after the war ... identify themselves as tea ceremony practitioners ... and the tea ceremony is the most effective means [for ambitious business people] of toadying to them."<sup>16</sup> What's more, one reason that economically successful men ceased to practice it after World War II might have been due to new ways of socialization such as golf.<sup>17</sup>

### Timeless appeal

There are many benefits to performing *chanoyu* beyond empowerment through knowledge and recognition. For one thing, rituals can be reassuring once one knows how to follow them, as it is soothing to see steam rising out of a cast-iron pot in the spare loveliness of a tearoom and calming to hear tea being stirred by a bamboo whisk amid hushed appreciation. A tea ceremony, in other words, is a quiet moment amid turbulent life; in this fast-paced society, *chanoyu* provides a place to relax, a retreat from the hectic outside world. As significantly, and as alluded to above, practitioners of the tea ceremony embrace tradition and promote heritage. They carry cachet as bearers of national pride. Most of all, they enjoy the ambiance of serenity and perhaps the satisfaction of making the grade that come with *chanoyu*. ■



**Noriko Tsunoda Reider**

(The Ohio State University) earned an instructor's certificate in Japanese tea ceremonies from the Dai Nihon Chado Gakkai (Japan Association of the Tea Ceremony) in 1986.

Professor of Japanese literature,

language, and folklore at Miami University, she has published two books, *Japanese Demon Lore: Oni, from Ancient Times to the Present* (Utah State University Press, 2010) and *Tales of the Supernatural in Early Modern Japan: Kaidan, Akinari, Ugetsu Monogatari* (The Edwin Mellen Press, 2002), and more than a dozen articles on Japanese themes in academic journals. Reider also has presented research and papers in her fields at scores of conferences, workshops and colloquia. She earned degrees in Japanese history from Sophia University in Tokyo (B.A., M.A.) and in Japanese literature from The Ohio State University (M.A., Ph.D.). Her email address is reidernt@muohio.edu.



For footnotes and more photos, go online to [www.phikappaphi.org/forum/fall2012](http://www.phikappaphi.org/forum/fall2012).



A Normansfield patient, circa 1885, is dressed in the latest style, with no expense spared.

# Children Who Disappeared in Britain

By Deborah Cohen

Lucy Gardner and Elizabeth Scott-Sanderson arrived at the Normansfield Training Institution outside of London, England, with the same diagnosis: “imbeciles from birth.”<sup>1</sup> What happened to these well-to-do children, however, proved far different.

Five-year-old Lucy brought with her trunks of pretty clothes, a wardrobe that her anxious mother replenished with regular deliveries of frocks, bonnets, sashes, stockings, sachets, brushes, and comb bags.<sup>2</sup> On visits home, Lucy attended garden parties and teas; when away, neighbors and acquaintances inquired about her. Well-known in her Scottish town, Lucy was, in her mother’s description, a “bright lovable little creature” who won the affection of everyone.<sup>3</sup> After four years of training, Lucy returned to a family that delightedly pronounced her much improved.

Elizabeth never came home, not even for holidays. Institutionalized from the age of one, she spent the next 30-plus years at Normansfield. Elizabeth also arrived with basic articles of clothing, but aside from getting a set of drawers and petticoats at age two and a turquoise taffeta dress at 12, she received no additional garments from home.<sup>4</sup> Her mother visited once or twice a year during the first decade she resided at Normansfield and sporadically thereafter. Her father, a lieutenant colonel in the British Army, came to see her only twice. After Elizabeth turned 18, she received no visitors ever again.

The most important difference in the fates of Elizabeth and Lucy wasn’t their progress at Normansfield but the moment in which they lived. Elizabeth was born in 1920, amid a wave of institutionalization that had, by the mid-1960s, deposited almost 65,000 mentally deficient children

and adults in facilities across Britain (out of a total population of 53 million).<sup>5</sup> Like Elizabeth, they came disproportionately from the upper echelons of British society and were sent away for the greater part of their lives.<sup>6</sup> Lucy, the well-tended child, was a Victorian, born in 1878. For the Victorians, a so-called imbecile child was certainly an affliction, but not one to be hidden from friends and neighbors. It wasn’t, then, until the interwar years that large numbers of mentally disabled children — people who had failed to make the grade — disappeared into a lifetime of confinement.

## Victorian ideas about progress

Normansfield opened in 1868, the brain-child of Dr. John Langdon Down and his wife Mary, ardent liberals and devout evangelicals. John Langdon Down identified the condition he called “Mongolian idiocy,” today known as Down syndrome. His



John Langdon Down, founder of Normansfield, as painted by Sydney Hodges. Mary Langdon Down works at her writing desk.



promise — “to open out fresh realms of happiness for a class who have the strongest claims on our sympathy” — soon brought trainloads of worried parents to Normansfield’s iron gates.<sup>7</sup> By 1883, the year that Lucy Gardner arrived, Normansfield comprised a park of 40 manicured acres and a massive red-brick and Portland stone complex of buildings for more than 150 mentally disabled young people in residence. Evident in the stately reception rooms and newly-built Gothic theater, observed one reporter, was “the resolution to have the best of everything.”<sup>8</sup>

The idea that so-called idiots could be “trained,” educated, even cured, was Victorian medical science’s equivalent of the telegraph — proof that the limits of human achievement had hardly been tapped.<sup>9</sup> No longer, vowed a new generation of reformers, would the weak in intellect, if poor, be abandoned to the mercies of the workhouse or, if rich, be exiled to the care of servants.<sup>10</sup> Normansfield was for families of means, and the reporters who visited were soon detailing triumphs. Pupils who came to Normansfield unable to say more than a few words had learned to multiply 17 by 24, sing hymns, and decline Latin nouns. Imposing from the outside, light and airy in its interior, Normansfield called to mind a well-funded private school, not a hospital. According to one reporter, Normansfield was a place where “idiots had been found to have a future.”<sup>11</sup>

The vast majority of John Langdon Down’s patients came directly from their homes and the expectation was that they would return to their families. Although the Langdon Downs accepted quite young children, most of the Victorian patients ranged between the ages of eight and 16 — and hence were familiar figures in their neighborhoods. Middle-class children unable to attend school led lives that were tightly circumscribed, but hardly invisible.

They accompanied mothers or nursemaids on errands or, like Freddie Bailey, son of a spirit merchant, stacked shelves in his father’s warehouse. The writer Virginia Woolf’s half-sister, Laura, joined the family at the dinner table every evening though, as Woolf later disparagingly observed, her “idiocy was becoming daily more obvious.”<sup>12</sup>

Because the popular reputation of the Victorian family includes shameful relatives stashed away in attics, it comes as a surprise to recognize how public and visible Normansfield’s patients in fact were. Like Lucy Gardner, they made regular trips home for their holidays; attended pageants and church services, Sunday School openings and military drills; and joined kin on visits to neighbors.<sup>13</sup> The very public lives the patients led helps explain the painstaking attention paid to their appearance. Separated from her little daughter by 400 miles, Lucy Gardner’s mother nonetheless sought to put together fetching ensembles for the girl, suggesting that a red ribbon sash be paired with an embroidered dress.<sup>14</sup>

To send a child to Normansfield was, for most Victorian parents, a sacrifice worth the expense. Normansfield cost nearly twice as much annually as the services of a trained nurse and was comparable to the price of Britain’s best public schools. Parents peppered Mary Langdon Down with inquiries about their children’s development, asking whether fingers had been coaxed into holding pens and minds trained to tell the time. Some parents counted even upon a cure. Reassured constantly about her youngest son Maurice’s progress, Ethel Wheeler marked the days until he returned home. As she put it: “I felt when I left him behind and indeed ever since that all the light and brightness of my life had gone.”<sup>15</sup>

## Pessimistic new era

But by the turn of the 20<sup>th</sup> century, it was clear that the improvement for which many parents longed was out of reach. The percentage of patients discharged as “relieved” or “improved” was diminishing. Among a new generation of social reformers, moreover, John Langdon Down’s vision of Normansfield — as an institution for training and rehabilitation — was increasingly viewed as foolhardy, even dangerous. This new generation, led by educator and charity worker Mary Dendy and physician Alfred Tredgold, sought instead permanent confinement, arguing that the hereditary nature of mental defect made it imperative that idiots, imbeciles, and the merely feeble-minded (a sliding scale of disability) be barred from producing families of their own.<sup>16</sup>

John Langdon Down’s son, Reginald, who succeeded to the directorship of Normansfield upon his father’s death at age 67 in 1896, emblemized this new view. A prominent member of Britain’s Eugenics Society, Reginald became one of Britain’s leading advocates for the sterilization of the mentally unfit. More than simply a man of his time, he was also a more pessimistic and aloof personality than his genial parents. The devotion to Christianity and liberalism that motivated the elder Langdon Downs was replaced in Reginald by a commitment to the medical profession and a passion for Oriental porcelain, pottery and furniture.

Reginald’s pessimism about Normansfield’s patients was increasingly widely shared. The majority of witnesses who testified before the 1907 Parliamentary Committee on the Care and Control of the Feeble-Minded agreed not just that the problem of mental deficiency was passed down through the generations but that it was on the rise. The 1913 Mental Deficiency Act gave the authorities unprecedented powers to detain and segregate the weak in intellect; they, alone among all segments of the community, could be deprived of individual liberties that — it was argued — had never rightfully been theirs to enjoy.<sup>17</sup>

In less than two decades, the notion of segregating the mentally disabled permanently became social policy. And the change in the early 20<sup>th</sup> century among Normansfield families was perceptible. Disabled children were not discussed as openly as before and attended parties less often, and Normansfield parents, for the first time, complained about the cost of fancy attire. “It is so sad,” wrote one mother of her son, “that even with his growing intelligence he is such a hopeless way off *ever* being able to earn his own living or be thoroughly dependable.”<sup>18</sup> Dependability meant not gawking or standing with one’s mouth open — behaviors once sometimes ignored or even tolerated. The borderland of normal, which many Normansfield patients inhabited, had become

abnormal. Permanent incarceration was becoming a reality.

Beginning in the 1920s, mentally disabled children of the middle and upper classes were dispatched from their homes at earlier and earlier ages, some even from birth. Elizabeth Scott-Sanderson was an unusually placid baby, so much so that her mother, Edith, soon began to worry. The youngest of six daughters, the infant showed no interest in her bottle and though she sat up and laughed when expected and had a peachy complexion and beautiful features, she started to have fits at seven months, could hardly hold her head up, and rarely smiled anymore. Although the family doctor could find nothing physically wrong with the child, he thought it a hopeless case of mental impairment and advised institutionalization. By the time Edith contacted Reginald Langdon-Down, she was desperate.<sup>19</sup>

The Normansfield Elizabeth entered looked much the same as it had in Victorian times, but its mission was very different. Long-term custodial care had become the institution's basic orientation. Patients would not go home, even for holidays, and parental visits were scaled back. Three years into Elizabeth's stay, her mother appreciated the improvement evidenced in the photographs Reginald Langdon-Down sent her. However, the way in which Elizabeth's mother expressed her admiration indicated the distance she intended to maintain; as she wrote Reginald: "I thought she had come on really *wonderfully*, in fact I think she is a marvel and you must indeed be very proud of her and of how she has improved."<sup>20</sup> That Elizabeth was, as Edith Scott-Sanderson put it, "a great credit" to the institution vindicated the decision to put her there in the first place.

Short of Elizabeth's complete restoration to normality, the Scott-Sandersons had no intention of reclaiming their daughter. Harder to pinpoint is when Elizabeth became a family secret. Because she entered Normansfield when she was one year old, her existence would have been known to family intimates and neighbors. In such cases, if total secrecy was impossible, sympathy and mutual embarrassment achieved much the same result. The disabled child was effectively purged from polite conversation, banned by an implicit code of silence. When Lt. Col. Scott-Sanderson died in 1933, his obituary listed five (not six) daughters. Elizabeth, then 13 — able to tell her nurses "go away" but little else — had been erased from public record.

As the eugenics movement reached its apogee in the Twenties and Thirties, the charge of a hereditary taint took on a more precise and devastating implication. The

problem was no longer simply, as it had been for the Edwardians, that the feeble-minded, turned loose to propagate, would beget idiots. Now, the science of heredity revealed that even those seemingly of normal intelligence could be "carriers" for imbecility; one idiot in the family was an indictment of all.<sup>21</sup> Against the backdrop of



Normansfield's Gothic theater and chapel, late-19<sup>th</sup> century.

a panic about mental deficiency — the government's own 1929 investigation calculated that one in every 100 Britons was mentally defective, for a total of more than 300,000 — the silence and secrecy that surrounded the feeble in mind intensified.<sup>22</sup>

The papers that chronicle Elizabeth Scott-Sanderson's life at Normansfield number a thin sheaf. While Elizabeth grew "brighter and more cheerful," and made efforts to talk, her speech never progressed very far and she began to rock herself to and fro. At the age of eight, she slipped further backward: more fits, intensified screaming, trouble walking. When she was 10, she fell and broke her two front teeth, "a great pity" her mother observed, "as it will just spoil her she was so pretty."<sup>23</sup> Although Elizabeth could play with simple toys at the age of 20, she did not have any other occupations. By 1955, the last recorded entry in the medical casebooks — and many years after she had received her last visitor — Elizabeth, age 34, had grown obese and was "difficult and heavy to manage and cannot move about without assistance. ... She can do nothing for herself and at times she has periods of screaming."<sup>24</sup> Elizabeth disappears from Normansfield's records after this point.

By 1951, the year that Reginald Langdon-Down retired, the institution once viewed as the epitome of enlightened treatment for the mentally disabled faced the same problems as the rest of Britain's "subnormal" hospitals: decaying buildings, a shortage of staff, and large numbers of elderly and disabled patients. An unprecedented nurses' strike in 1976 forced a government inquiry into the shocking conditions at the hospital. In 1997, Normansfield was finally shuttered.

## Victorian openness versus modern secrets

The children of the Victorians viewed their parents as the most formidable secret-keepers. But the history of the mentally disabled, as reflected in Normansfield's rise and fall, tells the opposite story. Victorians of the middle and upper classes discussed learning difficulties much more openly than did their children and grandchildren, who proved willing to conceal the mentally handicapped altogether. Victorian openness arose, in large measure, from a new hope of improvement, and against a backdrop less colored by hereditarian beliefs than has often been assumed.

An "idiot" in the family had always been a misfortune and a source of sorrow. Since the beginning of time, families, too, had sought to rid themselves of inconvenient members. What changed in the early 20<sup>th</sup> century were the scale of the problem and the scope of the solution. Failed efforts to redeem the weak in intellect during the era of optimism served as the proof that the task was itself impossible. When the pendulum swung to secrecy, it did so with the ferocity of repudiation. A feeble-minded child cast doubt on parents' health and mental soundness and endangered siblings' prospects in marriage. Families that had been pitied became families to fear. Institutions such as Normansfield, founded to promote the integration of the mentally disabled and help them make the grade as best they could, became the means by which they could be concealed for a lifetime. ■

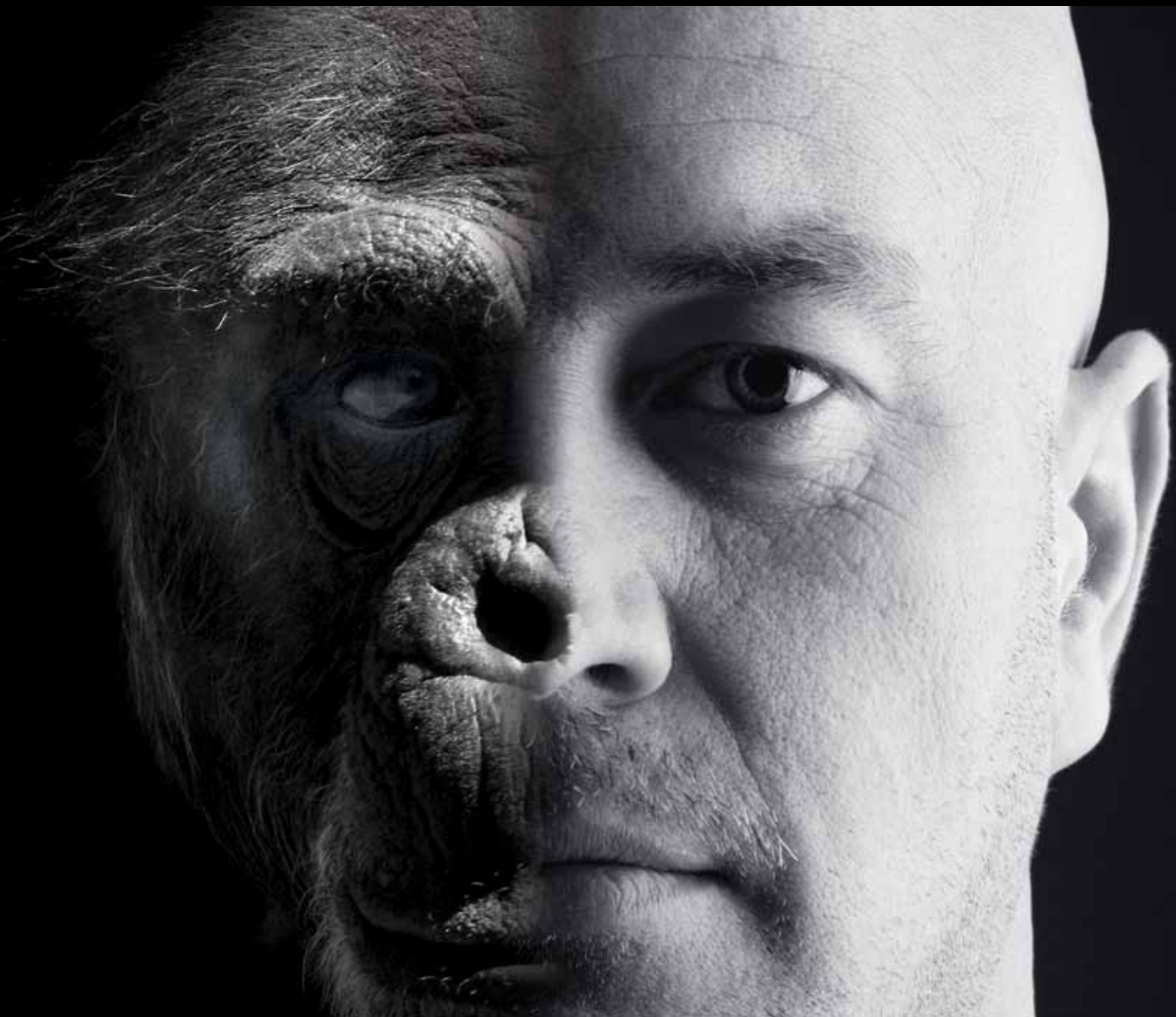


**Deborah Cohen** is the Peter B. Ritzma Professor of the Humanities and Professor of History at Northwestern University. Her new book, *Family Secrets: The Rise of Confidential Culture in Britain*, which examines the intertwined

history of privacy and secrecy, will be published by Penguin and Oxford University Press next spring. Earlier works include the award-winning *Household Gods: The British and Their Possessions* (Yale University Press, 2006) and *The War Come Home: Disabled Veterans in Britain and Germany, 1914-1939* (University of California Press, 2001). Cohen has served on the editorial board of *The Journal of Modern History* and received fellowships from the John Simon Guggenheim Memorial Foundation and the Andrew W. Mellon Foundation, among others. She earned degrees from Harvard-Radcliffe (B.A. in women's studies) and University of California, Berkeley (M.A. and Ph.D. in history). Email her at [deborah-cohen@northwestern.edu](mailto:deborah-cohen@northwestern.edu).



For footnotes, go online to [www.phikappaphi.org/forum/fall2012](http://www.phikappaphi.org/forum/fall2012).



# Natural Selection: Constantly Testing

By Michael Zimmerman

Evolution, commonly defined as changes in gene forms in a population over time, is all about making the grade: testing differences and promoting those that succeed. However, apply evolution to people, and it becomes evident that there's much more to being human than sheer biology. Influential neuroscientist Antonio Damasio offers a parallel when arguing that the interplay between mind and brain makes us human; "the emergence of

consciousness" in people, he writes, "opened the way to a life worth living."<sup>1</sup>

Similarly, our ability to make choices means that we need not accept the premises and implications of social Darwinism, the misguided political view, arising from a misunderstanding of evolution, implying that injustices are acceptable because all such differences are natural and even ineluctable. Indeed, the capability to move beyond what some might consider biological determinism is also something uniquely

human and further demonstrates how we make the grade as a species.

## Laying groundwork

As thoughtful as Charles Darwin was, he never anticipated that his concept would be reframed in this manner. After worrying for some 20 years about the response he might receive, Darwin was pushed to go public with his evolutionary ideas when a letter from Alfred Russel Wallace arrived at his home in June 1858. In his mid-30s, Wallace

was a struggling young naturalist who had been sharing his research with Darwin regularly. Wallace's latest note included a draft manuscript outlining his views on evolution. That manuscript sent Darwin, approaching 50, into a state somewhere between panic and depression because what Wallace outlined was remarkably similar to what Darwin had independently postulated.

Darwin feared that his decades-long hesitancy had cost him scientific priority and that Wallace would receive sole credit. (And receiving credit, simply stated, is itself a type of making the grade.) Shrewd colleagues came to Darwin's rescue, creating a plan to preserve his place in the annals of history. They suggested that Wallace's manuscript and excerpts from Darwin's diaries be jointly presented at the July meeting of the Linnean Society of London, England's premier natural history association. Darwin and Wallace agreed, and their works were read into the record most likely by John Joseph Bennett, secretary of the society. Neither Darwin nor Wallace was present, though, the former because he didn't like to speak in public and the latter because he was in Indonesia collecting specimens. (It's worth mentioning that Wallace had no say in the matter, consenting to the proposal only after the fact since communication with him in out-of-the-way places took months. Also, because Wallace was poor, and in poor health, it would have been easy for the well-off Darwin and his allies simply to have ignored that fateful letter.)

Oddly enough, the reaction at the meeting was virtually nonexistent. Indeed, in his annual report, Linnean Society president Thomas Bell commented on the lack of important innovations of late. "The year which has passed," he concluded, "has not, indeed, been marked by any of those striking discoveries which at once revolutionize, so to speak, the department of science on which they bear."<sup>2</sup> Nonetheless, Darwin's supporters recognized the significance of his work and urged him to move immediately to publish a full treatise on the topic and thus, the following year, one of the classics of the scientific literature, *On the Origins of Species*, was born.

Most controversial about the book wasn't evolution; indeed, intellectuals across the disciplines (including his own grandfather, the physician and polymath Erasmus Darwin) had been discussing it for centuries.<sup>3</sup> What caused the biggest problems within science, religion, and politics, then as today, was the mechanism he described so insightfully. Darwin (and Wallace) envisioned the power of natural selection, the process by which organisms' reproductive rates differ due to varying physiological and behavioral characteristics. Over time, this process shapes a species akin to how animal breeders mold various characteristics of their livestock. In fact, natural selection was important

enough to find its way into the full title of his great book: *On the Origins of Species by Means of Natural Selection, or the Preservation of Favoured Races in the Struggle for Life*.

Natural selection, at its heart, is a shockingly simple idea. (Biologist Thomas Henry Huxley, Darwin's friend and champion, exclaimed after learning the details, "How extremely stupid not to have thought of that!" and, I'd like to think, slapped his forehead.) Natural selection requires three things, elemental criteria that, it turns out, exist in every population. First, there has to be variability across individuals. In other words, individuals can't be identical in every respect. (That's not to say that some individuals, identical human twins for example, can't exist. Rather, all individuals in a population can't be exactly the same.) Second, the variability has to be heritable. In other words, a genetic basis must underlie some of the variability and differences must be able to pass from parent to offspring. Third, the environment in which organisms live and reproduce has to contain a finite amount of critically important resources. In other words, organisms must be limited in their ability to reproduce because some resources are in short supply.

Put all of this together and you end up with evolution. Some organisms will be better able than others to utilize limited resources (like food, water, shelter, or hiding places from predators) and, thus, be more likely to survive and reproduce. For instance, bacteria can now live comfortably on nylon as a source of food, a synthetic product not in existence until the early 20<sup>th</sup> century. And the gene for coat color has mutated in some deer mice; the fur of the rodents in the Nebraskan Sandhills is sandy-colored to make them harder to spot on the grasslands while their woodland relatives are dark brown to protect them in the forest. Because offspring share some parental genes, progenitors pass along traits that lead to their progeny's success; these are the genetic tools to enable the next generation to make the grade. Natural selection is just that basic yet just that profound. Success breeds success and those individuals best able to reproduce will leave more offspring than others. In the natural world, organisms are constantly being tested. Those found wanting will reproduce less frequently and less successfully and their genes will slowly decrease in frequency in the population. Anything an organism can do to maximize its efficiency at turning resources into offspring will be favored. David Barash, an evolutionary psychologist at University of Washington, described the situation both succinctly and poetically: "Evolution is a stern task-mistress, constantly sifting and sorting through alternatives to find the most efficient and fitness enhancing way to accomplish the various tasks of living."<sup>4</sup>

## Overcoming resistance

But natural selection wasn't immediately accepted. Scientists such as Sir Richard Owen, the great paleontologist and the first to use the word dinosaur, who had no problem conceiving of a world in which evolution occurred, refused to believe that natural selection could create the diversity of life we see before us. Further, the transfer of natural selection from a potent biological force to a dangerous political ideology began in the 1870s when sociologist and philosopher Herbert Spencer coined the term survival of the fittest as a synonym for natural selection. Although quickly gaining entry into everyday vernacular, survival of the fittest is somewhat misleading because reproduction rather than survival is the key in assessing long-term success. (Survival is only important because the dead can't reproduce!) Survival of the fittest soon morphed into social Darwinism, an equally troubling notion because it oddly assumes that what is biologically natural must always be morally appropriate. Indeed, a wide array of problematic causes used social Darwinism as a warped platform, from eugenics (e.g., sterilizing the mentally handicapped) to libertarianism (e.g., refusing to fund social programs because they help the poor or, as some crassly express it, less fit, survive).

Theologians including Charles Hodge, head of the Princeton Theological Seminary from 1851 to '78, were upset because natural selection apparently removed the need for God to play an active role in creating species or shaping various traits. Biological forces alone could now be seen to account for the variability in the world; thus, it was unnecessary to turn to a higher authority as a direct explanation for the diversity of life. And many looking to build a more just society, like Anglican Bishop Samuel Wilberforce — such an antagonist of Darwin's that he publically debated Huxley, who called himself Darwin's bulldog, to a packed house of hundreds in 1860 — were appalled at what they saw as the political implications of natural selection. In essence, they quickly noted and were repelled by the possible consequences of moving Darwin's ideas into the social arena since doing so turned the objective into the subjective, adding an agenda to what should be neutral.

Scientists had good reason to be skeptical. Genes, the unit of heredity that allows natural selection to operate, weren't even defined until 1909 when Danish botanist Wilhelm Johannsen devised the term — decades after Darwin's death in 1882 — and until that point it was difficult, perhaps impossible, to operationalize Darwin's theory. It wasn't until the first part of the 20<sup>th</sup> century that the main pieces of modern evolutionary theory came together in what was to be known as the "modern evolutionary synthesis." At that point enough was known to allow scientists to link natural selection,

the new field of genetics, and mutation theory in a way that explained biological patterns across a wide array of species and, via the growing fossil record, the huge expanse of geological time. Evolutionary theory, with natural selection as one of its most important mechanisms, became fully accepted in the scientific community. (And outside it. For example, in 2009, University of Cambridge's Fitzwilliam Museum and the Yale Center for British Art both presented the exhibit "Endless Forms: Charles Darwin, Natural Science and the Visual Arts," which explored the impact Darwin's ideas had on artistic creation.<sup>5</sup>) Evolutionary theory itself, in a manner of speaking, made the grade.

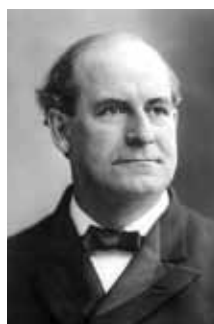
As scientists came on board, religious leaders followed, recognizing both that empirical knowledge didn't challenge their faith and that leading a devout life didn't mean they had to refute scientific breakthroughs. For instance, many devout individuals such as Charles Kingsley, Church of England minister, professor and author, accommodated evolution by recognizing that God may well have used it as a mechanism for creation. Although the controversy between evolution and creationism still rages in the United States<sup>6</sup> (and simmers in other portions of the world),<sup>7</sup> the majority of Christians around the globe accept modern science and evolutionary theory (as do members of most religions, but the most vocal creationists have typically been Christian).<sup>8</sup> Said another way, science and religion ask different questions and use different methodologies in their search for answers. Thus, they are being graded on different grounds and need not compete with one another.

Those who refuse to accept evolutionary theory on religious grounds tend to raise three objections. First, they assert that evolution can't be scientifically correct because it contradicts scriptural teaching. For example, some interpret Genesis to mean that the universe is only approximately 6,000 years old, but all scientific evidence available points to 13.75 billion years. Second, they contend that natural selection is not a strong enough mechanism to function in the way science claims it does because of their belief that genetic mutations cannot yield positive results for organisms. However, mathematical modeling of the spread of mutations throughout populations, coupled with laboratory and field experiments that track gene flow, have put this criticism to rest for the scientific community. Third, they posit that if natural selection is accepted as an important biological force, then there's an obligation to have a perverse view of human nature because the inevitable upshot of evolution leads to the Holocaust and other situations where morality is trumped by power.<sup>9</sup> (One reason why William Jennings Bryan, a three-time Democratic candidate for the U.S. presidency and a populist working tirelessly for the downtrodden, detested evolution was because he "feared that

**One reason why William Jennings Bryan, a three-time Democratic candidate for the U.S. presidency and a populist working tirelessly for the downtrodden, detested evolution was because he 'feared that Darwinism encouraged the exploitation of labor by justifying selfish competition and discouraging reform.'**



Charles Darwin



William Jennings Bryan

Darwinism encouraged the exploitation of labor by justifying selfish competition and discouraging reform."<sup>10</sup> This antipathy for natural selection prompted him to agree to serve as lead attorney for the state of Tennessee in its prosecution of John Scopes for teaching human evolution in a Dayton public high school in 1925, facing off against famed criminal attorney Clarence Darrow in the "monkey trial.") But this is a philosophical rather than a biological viewpoint. Biology led to the development of our brains — and to consciousness and self-awareness. We were thus able to construct human societies that permit us to move beyond some biological imperatives. Just because we are part of the animal kingdom does not mean that we have to act in the same manner as other members of that kingdom; we can exercise choice to create a social network not observed in other species. From undertaking philanthropic acts to creating a system of morals and punishing transgressors, we are distinct among other of the world's life forms. We humans make the grade with our heads and our bodies.

#### Developing perspective

Perhaps the world's best-known popularizer of evolution, biologist Richard Dawkins, made this point when he said, "No self-respecting person would want to live in a society that operates according to Darwinian laws. I am a passionate Darwinist, when it involves explaining the development of life. However, I am a passionate

anti-Darwinist when it involves the kind of society in which we want to live. A Darwinian state would be a Fascist state."<sup>11</sup> Barash came to a similar conclusion that it is inappropriate to think we can derive ethical lessons from evolution: "The harsh reality is that evolution by natural selection is a marvelous thing to learn about, but a terrible one to learn from."<sup>12</sup> Philosopher Daniel Dennett is even more graphic and terse when he called social Darwinism "an odious misapplication of Darwinian thinking in defense of political doctrines that range from callous to heinous."<sup>13</sup>

Science writer Sam Kean summed up the larger picture succinctly when he noted, "What happens in nature is a poor guide for making decisions anyway. One of the biggest boners in ethical philosophy is the naturalistic fallacy, which equates nature with 'what's right,' and uses 'what's natural' to justify or excuse prejudice. We human beings are *humane* in part because we can look beyond our biology."<sup>14</sup>

Natural selection is the quintessential way in which nature challenges individuals. Make the grade, pass the test, leave offspring carrying your genes. Fail and your descendants never even have the chance to try. Darwin shaped this incredible — and incredibly simple — idea more than 150 years ago. And it still serves us humans well — when applied to a scientific context. But it remains just as meaningless today as it was 150 years ago when misused in a political context. ■



**Michael Zimmerman,** Academic Vice President and Provost at The Evergreen State College, is a biologist by training who specializes in plant-animal interactions, particularly those associated with pollination, and in

science literacy in general and the evolution-creationism controversy in particular. His publications on these topics include *Science, Nonsense, and Nonsense: Approaching Environmental Literacy* (The Johns Hopkins University Press, 1995), a blog for *The Huffington Post*, and op-ed pieces and book reviews for numerous magazines and newspapers. Zimmerman is the founder and executive director of The Clergy Letter Project ([www.theclergyletterproject.org](http://www.theclergyletterproject.org)), which promotes the teaching of evolution and argues that religion and science are compatible. He is represented by the Ovation Agency, Inc.: Speakers on Issues that Matter ([www.ovationagency.com](http://www.ovationagency.com)). Zimmerman earned a bachelor's degree in geography from University of Chicago and a doctorate in ecology from Washington University in St. Louis. He earlier held administrative positions at the arts and sciences schools at Butler University, University of Wisconsin Oshkosh, and Oberlin College. Email him at [zimmermm@evergreen.edu](mailto:zimmermm@evergreen.edu).



For footnotes, go online to [www.phikappaphi.org/forum/fall2012](http://www.phikappaphi.org/forum/fall2012).



# Taking the Measure of Graduation Rates in Big-time College Sports

By Richard M. Southall

Popular-press headlines touting the academic strides of athletes in higher education seem encouraging. “Six-Year Grad Rate at All-time High,” proclaims one.<sup>1</sup> But the real story about this demographic is less simplistic and more problematic. Numerous other sources, from sports conferences to schools themselves, document much lower graduation rates for college football and men’s basketball and baseball players than for general students.<sup>2</sup> Compounding matters is that only about 57 percent of all college students complete a bachelor’s degree in six years.<sup>3</sup>

In addition, a large segment of the public remains uneasy about big-time athletic programs that generate many millions of dollars in net revenues apiece — via amateur players enrolled on nonprofit campuses.<sup>4</sup> And college football and men’s basketball coaches’ salaries dwarf those of faculty members; by the end of 2011, 32 National Collegiate Athletic Association (NCAA) Football Bowl Subdivision (FBS) coaches and 11 NCAA Division I men’s basketball coaches earned more than \$2 million annually, with Texas’ Mack Brown the highest paid in football at \$5.19 million and Louisville’s Rick Pitino the highest paid in basketball at \$8.93 million.<sup>5</sup> (Not for nothing has Wake Forest University sociologist Earl Smith called big-time college sport an “athletic industrial complex.”<sup>6</sup>)

Some college sport fans and school personnel might be aware the uneasy relationship between athletics and higher education dates back generations. For instance, University of Chicago was a football powerhouse at the turn of the 20<sup>th</sup> century, and its senior halfback Jay Berwanger won the first Heisman Trophy, awarded to the nation’s outstanding college football player, in 1935. But four years later, university president Robert Maynard Hutchins, concerned about an “overemphasis on athletics” on the field, in the classroom, throughout the stadium and beyond it, abolished the football program essentially because, as he remarked, “apologists of athleticism have created a collection of myths to convince the public that biceps are a substitute for brains.”<sup>7</sup> (Varsity football — albeit NCAA Division III, in which athletic scholarships are not awarded — was reinstated there in 1969.)

Perhaps less apparent to mainstream society is how 266 NCAA major infractions in the 1980s and ’90s (including 57 of the 106 major universities competing in the NCAA’s top competitive level being censured, sanctioned, or put on probation during the 1980s) resulted in inquiries and reports by the Knight Commission on Intercollegiate Athletics in 1991, ’92 and ’93 and Congressional action.<sup>8</sup> The NCAA and its members accordingly enacted a series of reforms, including Proposition 48, which mandated prospective college athletes must earn at least a 2.0 grade point average, score a minimum of 700 on the SAT (since recalibrated to reflect revisions to the SAT) and complete no less than 11 core

courses, and Proposition 16, which established an “initial eligibility index based on standardized test scores and grade-point averages.”<sup>9</sup> But a real or perceived athletic-academic divide has persisted, and more high-profile academic scandals involving cheating, plagiarism, clustering of athletes in certain majors, and excessive use of independent study or interdisciplinary study programs have continued (e.g., University of Tennessee, 1991-2001; University of Minnesota, 1999; Auburn University, 2006; University of Michigan, 2008; Florida State University, 2008-10; University of North Carolina at Chapel Hill currently). Further correctives ensued, including FBS universities increasing their annual budget for tutoring and academic services substantially. More than half of the nation’s 73 biggest athletics programs at least doubled it between 1997 and 2007, and the average at FBS schools topped \$1 million.<sup>10</sup>

Simultaneously, new methods arose to measure graduation rates of college athletes. Not surprisingly, having a variety of metrics complicates things. The Graduation Success Rate, Federal Graduation Rate, and Adjusted Graduation Gap chart their academic progress. All of these tabulations are useful, but none of them is perfect, as each employs different sampling and analysis based on distinct principles and assumptions. Parsing these factors gives interested parties essential information from which best practices may be developed — and helps ensure more college athletes make the grade.

## Background and context

American intercollegiate athletics began in the 1850s. Today, college sport is synonymous with the NCAA, a 501(c)(3) organization founded in 1906 that governs programs at more than 1,000 colleges and universities in three divisions (I, II, and III), oversees 89 championships in 23 sports, and assists schools in monitoring upwards of 400,000 athletes.<sup>11</sup> The NCAA attempts to uphold, among other precepts, its “principle of amateurism”: college athletes pursuing sport in their unobligated time.

“Amateur sport, as the term has been defined historically and as it is currently defined in the *NCAA Manual*, is an ‘avocation,’ meaning that it is a form of leisure activity,” note Allen L. Sack, director of the Institute for Sports Management at University of New Haven, and Ellen J. Staurowsky, professor of sport management and media at Drexel University, in their seminal 1998 book, *College Athletes for Hire: The Evolution and Legacy of the NCAA’s Amateur Myth*.<sup>12</sup> “This does not mean that amateur sport is taken less seriously than professional sport,” the authors continue. “What separates the amateur from the professional is the absence of remunerative, or instrumental, constraint, not the absence of desire.” In other words, college athletes are not paid. “Critical for the future of intercollegiate athletics will

likely be a better understood definition of amateurism,” the NCAA acknowledges, “that isolates the principle to the way in which student-athletes are viewed without imposing its avocational nature on revenue-producing opportunities.”<sup>13</sup>

The late NCAA president and Phi Kappa Phi member Myles Brand knew that “[a]s the scale of both revenue generation and spending has grown over the last few decades, there is a general sense that ‘big-time’ athletics is in conflict with the principle

## Compiling college athletes’ graduation rates stemmed partly from press coverage that 76 to 92 percent of professional athletes lacked college degrees and from revelations that some were functionally illiterate ...

of amateurism.”<sup>14</sup> Therefore, he established the Collegiate Model of Athletics in 2003. Brand envisioned it as “a surrogate for — but not a replacement for — the concept of amateurism” and as a means to demarcate college sports from professional sports and “change the way people talked about intercollegiate athletics.”<sup>15</sup> The Collegiate Model of Athletics is

intended to impart two principles: (1)

Those who participate in college sports are students, and (2) intercollegiate athletics is embedded in the values and mission of higher education. A comparison of the collegiate model vs. the professional model runs like this: In the professional model, the athletes are a work force, a commodity that can be traded from team to team. In the collegiate model, the athlete is a student. In the professional model, the goal is to generate revenue through entertainment. In the collegiate model, the goal is to acquire an education, including learning the value of hard work and teamwork, self-sacrifice and self-discipline, resilience and persistence, and the pursuit of excellence. In the professional model, the team is connected to a community only so long as the community supports the franchise through the building and maintenance of facilities and the purchase of tickets. In the collegiate model, the team is enduringly connected to a community through the sponsoring college or university.<sup>16</sup>

## Graduation Success Rate

As part of this strategy, the NCAA strives “to ensure the academic commitment of student-athletes and to increase the likelihood that they will earn degrees.”<sup>17</sup> Along these lines, in 2005 the NCAA formulated a tool called the Graduation Success Rate (GSR) for Division I schools.<sup>18</sup> GSR basically removes athletes

who leave an institution in good academic standing from the denominator and adds those who transfer in and eventually graduate to the sample. Thus, GSR recognizes that college athletes (based at least partly on their interests and abilities) may take a different path to graduation than other full-time students and in some aspects is an accurate yardstick. The latest single-year GSR for all NCAA Division I athletes (who began college in 2004) was 82 percent. GSR for Division I FBS football was 67 percent, for men’s basketball 66 percent, for women’s basketball 84 percent, and for baseball 72 percent.<sup>19</sup>

However, GSR fails to take stock of a number of things. For instance, including and excluding various students necessarily yields different graduation rates. Also, GSR does not differentiate between athletes who leave early for a professional sport, transfer schools for more playing time, or drop out but would be eligible to play and study the following semester. (A record 65 underclassmen entered the 2012 National Football League draft and 18 of the 33 players selected in the first round of the 2011 Major League Baseball draft were juniors.<sup>20</sup> Forty percent of NCAA Division I men’s basketball players transfer before their junior year, in search of more playing time, to be closer to family, or because they are unhappy.<sup>21</sup> The number who drop out but would be eligible to play and study the following semester is not known.) The crucial liability to GSR is that it cannot line up against the earning of degrees by the general student body because it’s apples to oranges for reasons discussed below. But the NCAA intermingles both sets of figures, and, as a result, the public may have a more favorable impression of college athletes’ graduation success than warranted.

## Federal Graduation Rate

The Federal Graduation Rate (FGR), which came earlier, was set up by Department of Education through the 1990 Student Right-to-Know and Campus Security Act. The law requires schools to release graduation and retention rates in addition to other institutional information such as cost of attendance, accreditation and academic program data, services available to disabled students, security reports, and financial aid. Compiling college athletes’ graduation rates stemmed partly from press coverage that 76 to 92 percent of professional athletes lacked college degrees<sup>22</sup> and from revelations that some were functionally illiterate, like Dexter Manley, an All-American defensive lineman at Oklahoma State and winner of two Super Bowls with the Washington Redskins, who tearfully testified as much before Congress.<sup>23</sup>

FGR straightforwardly calculates how many students earn degrees within six years. It determines the extent to which colleges and universities retain and

graduate students who begin as full-time pupils. FGR is the only easily available survey based on longitudinal student experience. And it's one way to ascertain if NCAA schools fulfill the organization's mission of maintaining college athletes as part of the entire full-time campus community. This is germane because research shows that retention rates increase the more academics and extracurricular activities like sports are integrated.<sup>24</sup> The latest single-year FGR (for those who began college in 2004) was 63 percent for all students and 65 percent for all NCAA Division I athletes. Corresponding FGR rates for various Division I sports were FBS football at 56 percent, men's basketball at 45 percent, women's basketball at 63 percent, and baseball at 48 percent.<sup>25</sup>

But FGR, like GSR, doesn't paint the whole picture. The NCAA concedes that FGR sampling and methodology exclude athletes who transfer in or out. Additionally, as E. Woodrow Eckard, professor of economics at University of Colorado Denver, observes, FGR is biased because it doesn't account for the reality that students included in the initial FGR cohort can change from full- to part-time status.<sup>26</sup> These part-time students graduate at significantly lower rates, therefore pulling down the all-student FGR average. Also, the NCAA intended to supplement FGR with GSR since there was no comparable way to track general student body transfer or retention rates, but over time, the NCAA has increasingly highlighted GSR and referred to it as "a more accurate measure of graduation."<sup>27</sup> Because of differing methodology, GSR is almost always higher than FGR. (In the four sports discussed in this article, GSR is, on average, 18.7 percent higher.)<sup>28</sup>

### Adjusted Graduation Gap

For another perspective, the College Sport Research Institute at University of North Carolina at Chapel Hill, for which I serve as director, in 2010 began publishing a graduation-rate analysis that has become known as the Adjusted Graduation Gap (AGG). Based on a regression model developed by Eckard, which accounts for part-time students included in FGR samples, AGG reports, as its name suggests, graduation gaps between full-time students and athletes in several sports on NCAA Division I campuses.

Here's why this matters. First, other gauges juxtapose college athletes with counterparts presumed to be full-time students. However, as mentioned above, at many schools, the general student body includes a significant number of part-time students. In fact, according to one source, nationally only four in 10 students at public campuses and only 25 percent of college students across the board go to school full time.<sup>29</sup> And part-time students' graduation rates are much worse than those of full-time students: 24 percent, even when taking eight

years to finish.<sup>30</sup> Second, because college athletes must enroll full time to maintain their eligibility, it is legitimate to compare their FGR with the FGR of full-time peers in the general population, yet some of the latter switch to part time. AGG compensates for this downward bias through regression-based adjustments utilizing data from the National Center for Education Statistics and compiled in the Integrated Postsecondary Education Data System. The latest single-year AGG for NCAA Division I sports (for

## None of these benchmarks for college athletes' graduation rates is foolproof, not to mention better or fairer, than another. Each quantifies different things.

academic year 2011-12) include FBS football at -19.7 percent, men's basketball at -20.6 percent, women's basketball at -9.4 percent, and baseball at -18.8 percent vis-à-vis FGR samples.<sup>31</sup>

As with the other two appraisals, AGG cannot incorporate everything. It tallies only NCAA Division I football, men's and women's basketball, softball, and baseball because of inherent restrictions in how the NCAA goes about its reckoning and because of finite manpower at the College Sport Research Institute.

### Applications and connotations

None of these benchmarks for college athletes' graduation rates is foolproof, not to mention better or fairer, than another. Each quantifies different things. Use should be guided by such parameters. FGR concentrates on an institution's ability to retain and graduate students within six years, including athletes, who initially enroll full time. GSR, recognizing that this subset transfers a great deal, removes those who leave a school and totals those who stay and subsequently graduate. AGG's fundamental premise is that because athletes attend school full time (and "work" at their sport full time), it makes sense to compare their FGR to a graduation rate of other full-time students (who may or may not hold an additional job) and account for part-timers.

Why should anyone care about all this? According to one investigation, Division I FBS athletes are up to 10 times more likely to benefit from "special admissions" programs than other students. And 77 of 92 FBS schools participating in the study granted them "special admissions waivers," which the NCAA defines "as those designed for students who don't meet 'standard or normal entrance requirements.'"<sup>32</sup> So a sizeable portion of male high school athletes may enter higher education with

different academic preparation, abilities, or interests. Plus, the long hours, grueling regimen, and exhausting travel necessary for sport often result in missed classes and inconsistent academics. No wonder college athletes often struggle to make the grade (even as their game exploits fuel the ESPNification of big-time college sport). No wonder many depart early for professional sport opportunities, or transfer in search of more playing time, even though only a small percent make it to the professional level (1.2 percent in men's basketball, 1.7 percent in football, and 11.6 percent in baseball).<sup>33</sup>

If big-time college sport serves as a de facto pre-professional or minor league in the U.S. and abroad, accepting this outright might be a step in reintegrating these athletes into the classroom after the end of their usually short professional sport careers (3.5 years in the National Football League, 5.6 years in Major League Baseball, and 4.8 years in the National Basketball Association).<sup>34</sup> And it could reinforce the importance of the learning process from the get-go. Everyone involved in college sport — administrators, coaches, athletes, faculty, watchdogs, researchers, sponsors, and fans — has a moral obligation to ask some difficult questions about intercollegiate athletics' relationship to higher education. Ignoring any metric, or promoting one over another, will not help college athletes make the grade. ■



**Richard M. Southall** is Associate Professor of Sport Administration, Coordinator of the Graduate Sport Administration Program, and Director of the College Sport Research Institute at University of North

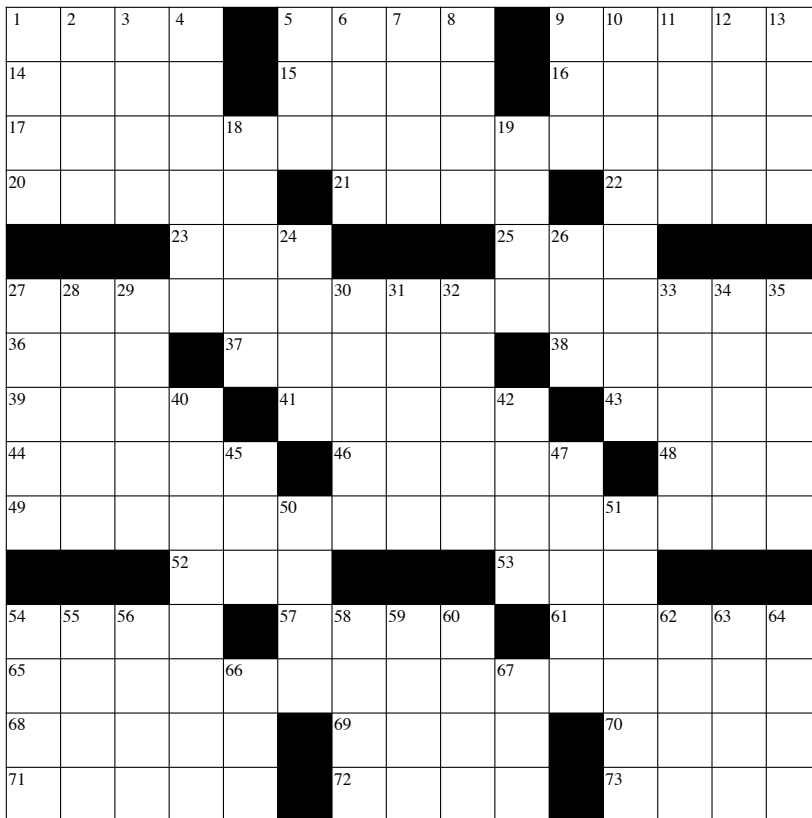
Carolina at Chapel Hill. He specializes in legal, ethical, academic, and sociocultural issues in college sports, sport marketing, and sport facility and event management. Southall cowrote *Sport Facility Management* (Fitness Information Technology, 2003), now in its second edition, and *Introduction to Sport Management* (Kendall Hunt, 2011). He also has coauthored more than a dozen book chapters and many articles for scholarly publications including the *Journal of Sport Management*, *Entertainment and Sports Law Journal*, and *International Journal of Sport Communication*. Southall serves on the editorial review board of the *Journal of Issues in Intercollegiate Athletics* and the *International Journal of Sport Management* and is a former president of the Sport and Recreation Law Association. He earned degrees from Western State College of Colorado (B.A. in English) and University of Northern Colorado (M.A. in physical education pedagogy and Ed.D. in sports administration). Email him at southall@email.unc.edu.



For footnotes, go online to [www.phikappaphi.org/forum/fall2012](http://www.phikappaphi.org/forum/fall2012).

## I Think I Can

By Jim Bernhard



### Across

1. Where big names might be seen at a reunion
5. "Praise the Lord, and \_\_\_\_\_ the Ammunition!" Frank Loesser's 1942 patriotic song
9. Separated
14. Verb conjugated in first-year Latin
15. Implement for a golfer or a launderer
16. Activist Ralph who has run for U.S. president six times
17. First line of a quatrain tracking some good advice!

20. Woman's name meaning "peace"
21. Ex-frosh
22. City of Paris?
23. One of the TV networks for which Phi Kappa Phi member and broadcast journalist Deborah Norville was an anchor
25. \_\_\_\_\_ *Little Rock*, ship on which Phi Kappa Phi member and Secretary of the Navy Ray Mabus served
27. Second line of quatrain
36. See 9 Down
37. \_\_\_\_\_ Rouge, Phi Kappa Phi headquarters

38. Hall or Oakley
39. Desire
41. Pentateuch
43. Tuneful hit TV show — and kind of 10 Down
44. Heat home
46. Room at the top
48. Neighbor of Syr.
49. Third line of quatrain
52. Vietnamese New Year
53. U.S. government corp. based in Knoxville
54. Canoe or kayak, for example
57. Insecticide that "kills bugs dead," according to an ad tagline

61. Domed home
65. Conclusion of quatrain
68. *Home* \_\_\_\_\_, 1990 movie
69. Phi Kappa Phi member Renée Fleming can hit a high one
70. Irk
71. *Playboy of the Western World* playwright
72. Sign for a going concern
73. Those, in Toledo

### Down

1. Jacques who played "Mr. Hulot" in films
2. Roman counterpart of Greek Eros
3. It may be in a bowl
4. Stop the flow of
5. Slapstick comedian's prop
6. Some of them are fine
7. Part of Manhattan or London
8. It's followed by crackle and pop
9. With 36 Across, Oscar-winning director of *Brokeback Mountain*
10. Kind of choral music
11. Month that precedes Nisan
12. Change the décor of
13. Deuce topper
18. Skewered meat
19. Ergo
24. Tiff
26. \_\_\_\_\_ Na Na, retro rockers
27. Exactly vertical

28. Like an Edgar Allan Poe story
29. Kingly
30. Ermine in a summer coat
31. Mary \_\_\_\_\_, in the comics since 1938
32. Related through the mother
33. Like a dark room
34. Girl who is "sixteen going on seventeen" in *The Sound of Music*
35. Plow man John
40. Expelling
42. Sword handle
45. Candidate who was "liked" in 1952
47. Kind of center
50. *Raison d'* \_\_\_\_\_
51. Indian poet, creative polymath, and Nobel laureate Rabindranath
54. Actresses Arthur and Lillie
55. "It's \_\_\_\_\_ a Paper Moon," 1933 popular song
56. Literary struggle
58. \_\_\_\_\_ time (never)
59. "Why not eat breakfast for dinner tonight?" restaurant chain
60. July 4, 1776, or Oct. 15, 1927, for example
62. Film director Buñuel
63. \_\_\_\_\_ podrida, Spanish stew
64. Many Keats poems
66. Formerly called, of a married woman
67. Letterman's Top \_\_\_\_\_ List



For the solution, go online to [www.phikappaphi.org/forum/fall2012](http://www.phikappaphi.org/forum/fall2012).



**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](mailto:fjb@sbcglobal.net).



## A Pivotal Junction for Railroads

By John T. Harding

The term “making the grade” perhaps originated from a freight train’s efforts to reach the crest of a slope. And, like *The Little Engine That Could*, the American railroad industry is struggling to get back on track to financial strength after decades of stifling regulation, competition from truckers, and the recent recession.

Class I railroads, those carrying freight long distances between major metropolitan areas, “account for approximately 68 percent of U.S. freight rail mileage, 89 percent of employees, and 93 percent of revenue,” according to the Association of American Railroads (AAR).<sup>1</sup> More than 560 freight railroads navigate a 140,000-mile system nationwide with some 175,000 employees.<sup>2</sup> They annually move 1.5 million carloads of food products, 2 million carloads of plastics, fertilizers and other chemicals, and 7.3 million carloads of coal, among other items.<sup>3</sup>

### Stifling regulation

“By the late 1970s, counterproductive and unbalanced regulation had brought America’s rail industry to the brink of ruin,” AAR explains.<sup>4</sup> “Rail bankruptcies were common, and tracks and equipment were falling apart because railroads could not afford the cost of upkeep.”

Things began to improve in the early 1980s when looser regulation enabled marketplace demand to determine routes, services, and prices. As a result, average U.S. freight rates, adjusted for inflation, dropped 51 percent from 1981 to 2010 (based on revenue per ton-mile). “That means the average rail customer today can ship twice as much freight for about the same price it paid nearly 30 years ago.”<sup>5</sup> Meanwhile, the industry consolidated from 14 Class I

railroads to seven, a process that bolsters the bottom line in any number of ways.

### Competition from truckers

For years, freight railroads in America faced falling revenues and declining profits partly because of rising fuel costs and competition from the trucking industry. But through innovations and adaptations, rail carriers have recovered and become the most cost-efficient way to ship goods.

Intermodal transportation, for instance, transfers sealed boxes from ships to trains for long-distance hauling and then to trucks for local delivery. Intermodal and container traffic grew 6.4 percent and 8.9 percent, respectively, last spring from the year before, even as total freight carloads slid 3.48 percent.<sup>6</sup> “[B]etter rail service and new intermodal service offerings have resulted in conversions from long-haul trucking to intermodal service that uses railroads for a large portion of the total move,” remarks Standard & Poor’s Rating Services, adding that “trucking capacity is shrinking because of stricter safety requirements ... so shippers may turn to railroads to carry cargo containers for segments of lengthier journeys.”<sup>7</sup> Moreover, freight trains use “far less energy to move cargo than through trucking.”<sup>8</sup>

### Recent recession

Railroads, like almost all business sectors, suffered during the national downturn. For example, operating revenues for Class I rail freight lines plummeted from \$61.2 billion in 2008 to \$47.8 billion in 2009.<sup>9</sup>

But an uptick occurred in 2010 to \$58.4 million.<sup>10</sup> Another encouraging economic sign: having the cash flow for building and maintaining roadbeds (unlike in trucking, which utilizes public roads and

highways); the railroad industry plans to spend some \$13 billion in private capital to improve its infrastructure.<sup>11</sup>

### Chugging along

Taken together, the rail freight industry is looking to a brighter future as it hauls itself up from a trough. Consider, for example, just two of the seven Class I freight rail carriers. Norfolk Southern, operating approximately 20,000 route miles in the U.S., reported a 17 percent increase in operating revenues for 2011, to \$11.2 billion, and net income was \$1.9 billion, up 28 percent. And Union Pacific, at 31,900 route miles, reported net income of \$3.3 billion for the full year, a jump of 18 percent from the prior year. Operating revenue, the company said, was a record \$19.6 billion for the year, up from \$17 billion in 2010. ■



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

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



For footnotes, go online to [www.phikappaphi.org/forum/fall2012](http://www.phikappaphi.org/forum/fall2012).

# America and China Expend Energy on Their Renewed Relationship

By Mark H. Griep

The emergence of China as the world's second-largest economy means more than increased competition with the top-ranked United States. China's expansion also allows the financial superpowers to collaborate on clean energy. Figuring out how to work together to make the grade on environmental issues and money matters seems imperative, and inevitable, since these wealthiest countries consume the most energy of any nation on the planet.

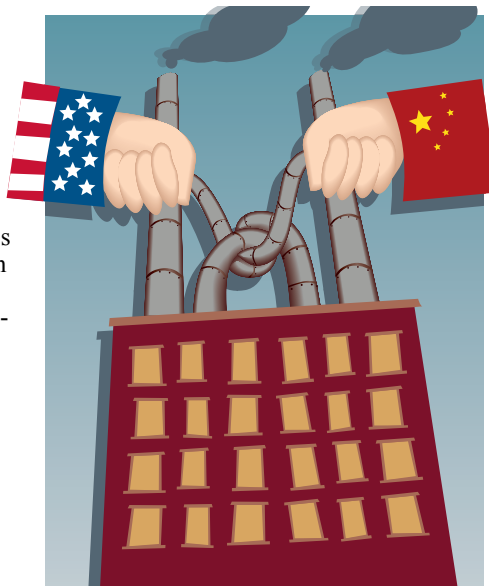
In fact, they created the U.S.-China Clean Energy Research Center in November 2009. This five-year project, at a minimum of \$150 million split evenly, intends to "facilitate joint research and development of clean energy technologies by teams of scientists and engineers from the United States and China, as well as serve as a clearinghouse to help researchers in each country," according to the White House.<sup>1</sup> Besides governmental entities, participants in the consortia include University of Michigan, West Virginia University, and the Lawrence Berkeley National Laboratory from America and Tsinghua University and Huazhong University of Science and Technology from China.

The countries further established an "electric vehicles initiative" to "reduce oil dependence, cut greenhouse gas emissions and promote economic growth," an "energy efficiency action plan" to set industry benchmarks for "buildings, industrial facilities, and consumer appliances," and a "renewable energy partnership" to "develop roadmaps for wide-spread renewable energy deployment in both countries."<sup>2</sup> What's more, the nations will "promote cooperation on cleaner uses of coal," assess the potential of shale gas in China, and leverage the private sector in "a broad array of clean energy projects" there.<sup>3</sup>

Utilizing science and technology for political purposes is nothing new. The initial U.S.-China bilateral agreement, called Cooperation in Science and Technology, was signed in 1979 by U.S. President Jimmy Carter and Chinese Premier Deng Xiaoping following normalization of relations between the countries. Although the U.S. had much less to gain than China at the time, the accord proved a diplomatic cornerstone to building better ties. The exchange spanned "fisheries, earth and atmospheric sciences, basic research in physics and chemistry, a variety of energy-related areas, agriculture, civil

industrial technology, geology, health, and disaster research."<sup>4</sup> An extension was signed in January 2011.

Numerous other energy-related alliances exist. For instance, the Memorandum of Understanding on Scientific and Technical Cooperation in the Field of Environment in October 2010 backed "collaborative efforts to tackle shared challenges posed by air pollu-



tion, water pollution, pollution from persistent organic pollutants and other toxic substances, hazardous and solid waste, and the development, implementation, and enforcement of environmental law."<sup>5</sup> (The U.S. Environmental Protection Agency has assisted China in the cleanup of contaminants like dioxin and chlorofluorocarbon ever since.) And the U.S. Department of Energy and Chinese Academy of Sciences "signed an agreement in January 2011 to facilitate and promote cooperation in research and development in a broad range of energy sciences."<sup>6</sup>

These endeavors, in conjunction with connections through higher education, have led to the proliferation of joint journal publications. Spreading the word helps, of course, the overlapping causes of planetary wellbeing and international détente. Indeed, "globalization of science will undoubtedly bring unprecedented scientific and economic benefits to the world. But it will also provoke concerns about increased competition. Only the best will be able to master this game of competition and cooperation."<sup>7</sup>

A test of these synergies arises when innovations transition into products in the marketplace. This is why the U.S.-China Clean

Energy Research Center was revamped in September 2011; the amendment "protects American and Chinese researchers, scientists, and engineers by ensuring their intellectual property rights for the technology they create. It also defines how intellectual property may be shared or licensed in each country. Participating members in each project also may gain compensation on favorable terms, depending on their level of involvement in the final product."<sup>8</sup> Still, an earlier 2011 report for the U.S.-China Economic and Security Review Commission identifies numerous concerns about sharing advanced technologies such as espionage, theft, and other "techno-nationalist" tendencies on China's part.<sup>9</sup>

A 2010 study by the U.S. National Academy of Sciences and the Chinese Academy of Sciences on the opportunities and challenges of renewable energy understands this delicate balance. The analysis calls for the countries to combine focus on technical aspects such as grid standards, energy delivery and storage mechanisms and on financial ramifications such as workforce training, market barriers and incentive programs.<sup>10</sup>

Simultaneously serving as collaborators and competitors opens immense possibilities. Government plays a key role in realizing them, not necessarily through direct research but by formulating a strategic vision for a uniform infrastructure in the energy quadrant while concomitantly paying attention to the bottom line. To marshal sometimes — often — wary forces on research, policy, and implementation enables both countries to reach their intertwined objectives on renewable energy and economic prosperity. ■



**Mark H. Griep** (Michigan Technological University) is a scientist who specializes in energy, biological and carbon focused nanotechnology and who regularly publishes and makes presentations in these fields. He earned a B.S. in

biomedical engineering and a Ph.D. in mechanical engineering from Michigan Technological University. Griep was a 2009 Fulbright Scholar at the Research Center for Applied Sciences, Academia Sinica, Taipei, Taiwan, and won a 2009 Love of Learning Award from Phi Kappa Phi to help underwrite an education program in nanotechnology for rural youth in Taiwan. Email him at [mark.griep@fulbrightmail.org](mailto:mark.griep@fulbrightmail.org).



For footnotes, go online to [www.phikappaphi.org/forum/fall2012](http://www.phikappaphi.org/forum/fall2012).

## Risks and Rewards of Blowing the Whistle

By Kimberly Thompson

**W**hat happens when employees discover wrongdoing in their organization? If the offense is serious — illegality, corruption, mismanagement, negligence, theft, cover-up, injustice, danger — they might disclose the problem to the authorities or the public. And a positive, corrective outcome often occurs. But whistle-blowing can be a dicey proposition, for watchdogs are vulnerable to self-doubt and second-guessing, covert ostracism and outright retaliation.

In American jurisprudence, blowing the whistle because of some failure to make the grade dates at least to the False Claims Act of 1863, established to combat unscrupulous profiteers who mixed sawdust with gunpowder in ammunition sold to the Union Army. In a recent example, the U.S.

Court of Appeals for the First Circuit ordered in May that a whistle-blower lawsuit alleging fraudulent research by Harvard Medical School and associates should go to trial; Dr. Kenneth Jones, plaintiff and chief statistician for a multi-million-dollar grant awarded to the defendants by the National Institutes of Health to study Alzheimer's disease, was fired upon unearthing the apparent manipulation and insisting something be done about it.

Political activist and consumer advocate Ralph Nader likely coined the term whistleblower in the early 1970s. Laws also provide whistleblowers

protection when exposing misconduct regarding occupational safety, environmental standards, national security, government malfeasance, and harmful products, for instance. The U.S. Securities and Exchange Commission and Internal Revenue Service incorporate whistleblowers into their operations.

Whistleblowers embody strong morals and high ethics, personal responsibility and clean conscience, fair play and altruistic sacrifice. They come to the defense of those who cannot stand up for themselves for fear of losing their position, being denied promotion, or getting written up. Whistleblowers see the forest and the trees amid those who close their eyes to misdeeds because of a misguided notion that the status quo is best for everyone. For instance, in 1972, Peter Buxtun, an investigator at the U.S. Public Health Service, leaked its "Tuskegee Study of Untreated Syphilis in the Negro Male" — conducted for 40 years on hundreds of patients who, though agreeing to participate, had been misled about the intent of the project, were not given all the facts necessary to provide informed consent, did not receive adequate treatment, and were not offered the choice of quitting. And in 1988, after enduring sexual harassment at Eveleth (Minn.) Taconite Co. for nine years, and after querying some 50 lawyers, miner Lois Jenson, a single mother of two, along with 20 co-workers, filed the first class-action sexual harassment lawsuit in the U.S. The landmark case lasted 14 years and became the subject of the 2005 movie *North Country*.

Risks in blowing the whistle surpass aspects of livelihood such as termination, demotion, reassignment, and probation. A whistleblower might be labeled disloyal. Colleagues could distance themselves from the "snitch" even while conceding the "tattletale" had a point. (So productivity and morale suffer, as does the budget.) Letters of recommendations can be hard to get because of the stigma. Employers might be leery of hiring a "spy."

Then there's the psychological toll. Jenson was diagnosed with post-traumatic stress disorder. And Jim Torgerson, a former senior manager at American Express, told *USA Today* in July 2004 that he went on medical leave after bringing attention to a dubious technology contract because the barrage of criticism leveled at him resulted in his "dry-heaving on the way to work" and battling "a sense of utter loneliness even when you have family supporting you and you know you're right." Two months into the time off, he was fired, Torgerson said; the company

countered that he resigned and the "whistle-blower claim is without merit."

Rewards for whistle-blowing are self-evident. Whistleblowers step in to stop evil. They stick to their principles and keep true to their character. Whistleblowers are good corporate and community citizens.

The payoff can affect one and all. For instance, in 2002, Cynthia Cooper, then vice president of internal audit at WorldCom, told its board that the phone company had cooked the books to \$3.8 billion. WorldCom filed for bankruptcy protection, at the expense of shareholders, and Congress passed the Sarbanes-Oxley Act for cooperative accountability because of scandals like this (and at Enron and Tyco). Cooper is now a best-selling author, speaker, and consultant. Similarly, in 1994, CEOs of the seven major American tobacco companies testified before Congress that nicotine was not addictive. Shortly afterwards, Jeffrey Wigand, then head of research and development at Brown & Williamson Tobacco Corp., gave the lie to that, first in a deposition in a lawsuit brought by the State of Mississippi and then in an interview on *60 Minutes*. The tobacco companies reached a \$246 billion multistate settlement in 1998. Wigand underwent a smear campaign and said that he and his family received death threats. Whistle-blowing ended his marriage. The maverick doesn't consider himself a hero. He has said, "People were dying. I was loyal to a higher order of ethical responsibility." The 1999 movie *The Insider* depicts some of this saga and Wigand now lectures worldwide, offers expertise on tobacco issues, and runs the nonprofit Smoke-Free Kids, Inc.

If faced with a profound dilemma, would you blow the whistle? ■



**Kimberly Thompson**, a National Board Certified Counselor and Licensed Professional Counselor based in Houston, Texas, has provided career transition workshops and career counseling for almost 25

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/](http://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](mailto:careerrescue@yahoo.com); put *Phi Kappa Phi Forum* in the subject line.

# To Make the Grade in High School, Work It Out

By Angela Lumpkin

**T**he salutary effects of physical activity extend beyond the body to the mind. It's common knowledge that exercise strengthens bones, develops muscles, deters diseases, and combats obesity. It might be less well-known that because conditioning increases the flow of blood and oxygen to the brain, improvement also follows in learning, concentration, memory, and attention, and in mental clarity and information processing. As a result, anxiety and depression may diminish, too.

Most importantly for this column, a sustained fitness regimen (at least 60 minutes daily) correlates positively for teens on standardized tests, report cards, and classroom behavior. As the Centers for Disease Control and Prevention (CDC) points out in a position paper on this topic, "There is a growing body of research focused on the association between school-based physical activity, including physical education, and academic performance among school-aged youth."<sup>1</sup>

Dangerous proclivities such as binge drinking, drug use, risky sex — and unhealthy diet and physical inactivity — link consistently with poor grades, low test scores, and minimal educational attainment. Chronic illness also raises problems for pupils, the CDC explains in another document. Wise choices, which include working out, prove an excellent indicator of academic success and overall well-being in this demographic and a primary predictor and determinant of healthy adulthood. High school health programs help students make the grade as well.<sup>2</sup>

The National Federation of State High School Associations comes to similar conclusions, arguing that secondary students who sign up for programs such as athletics and fine arts earn higher grades and otherwise succeed more. Its 2008 report, "The Case for High School Activities," references numerous studies that emphasize the worth of these endeavors.<sup>3</sup> For instance:

- Those who practice rigorous sports like football or skateboarding do 10 percent better in English, social studies, math, and science.
- Student-athletes in Minnesota and North Carolina garnered a higher grade point average (GPA) than others and missed fewer days of class.
- Upwards of 78 percent of business CEOs and legislative members in Alberta, Canada, were involved in interschool sports, and the benefits they said to reap were "teamwork, discipline, goal-setting,



## How College Students Stack Up

Fewer college students engage in vigorous physical activities than high school counterparts. Why? One reason is that most college students are not athletes — only 15 percent compared to 51 percent in high school, according to a large study.<sup>1</sup> College students are less active and more sedentary, and thus gain weight, partly because they walk less and use buses more to traverse campus.<sup>2</sup> Male college students are more physically active than female peers.<sup>3</sup>

Does any of this influence academics? Yes and no. There is no difference in GPA between college students who are or are not vigorously active. College students who are moderately active tally higher GPAs than students who do not exercise moderately.<sup>4</sup> And strength training has a modest but positive impact on GPAs.<sup>5</sup>

— Angela Lumpkin

leadership, independence, self-confidence, stress relief, character development and personal growth, fair play, and acceptance of others."

- Extracurricular activities of all sorts not only decrease the likelihood of doing drugs and smoking cigarettes but also are "linked to lower rates of dropping out of school, greater civic involvement and higher levels of academic achievement."
- Inner-city kids who sweat for fun augment their self-esteem and social skills over those who sit things out.
- "Participation in extracurricular activities provides all students — including students from disadvantaged backgrounds, minorities and those with less-than-distinguished academic achievements in high

school — a measurable and meaningful gain in their college admissions test scores."

My colleague Judy Favor, Assistant Dean of the Schools of Education and Professional and Graduate Studies at Baker University, and I support these findings, based on our recent study, published in the *Journal of Sport Administration and Supervision*, comparing 12,218 high school athletes with 17,249 non-athletes throughout Kansas.<sup>4</sup> The former group makes higher grades (with upwards of 10 percent more earning 3.0-3.5 GPAs) and graduates more (by nearly 10 percent), among other similar data.

Compelling evidence affirms that adolescents should not watch from the sidelines. Indeed, the flexing of young muscles enhances the maturation of burgeoning minds. ■



**Angela Lumpkin** (University of Kansas chapter vice president) is a Professor in the Department of Health, Sport, and Exercise Sciences at University of Kansas and author of 22 books, more than 50 scholarly publications and

nearly 200 professional presentations on these subjects. She served as head women's basketball coach at University of North Carolina at Chapel Hill in the mid-1970s and assistant woman's basketball coach at The Ohio State University in the early 1970s. Lumpkin has held administrative positions at numerous universities including her current campus. Go online to her homepage at <http://web.ku.edu/~alumpkin/> or email her at [alumpkin@ku.edu](mailto:alumpkin@ku.edu).



For footnotes, go online to [www.phikappaphi.org/forum/fall2012](http://www.phikappaphi.org/forum/fall2012).

# Worship Freedom of Thought

By Timothy L. Hulsey

People tend to confuse prevailing conditions with enduring realities. We readily assume that whatever is happening now will define the future. If we take time to reflect, however, we realize that this is often nonsense. (Y2K, anyone?) This tendency runs deep in contemporary higher education, as the contemplative life that has characterized academia for centuries is replaced with a fast-paced, consumer mentality.

We are convinced that a new age dawns, that technology has forever changed the landscape, that today's students are different, and that if we don't find a way to keep up, the entire enterprise will be lost. But it seems unlikely that the nearly 1,000-year-old project that is higher education will disappear in a decade or two. Politics and economics, I'd argue, conspire to create the illusion that such collapse looms.

Rather than implode, we seem headed back to the future — toward a two-tiered model of higher education. Those who can afford the gold standard (small classes, dedicated faculty, challenging material, broad-based curricula) will continue to be taught in the classic style. Those who cannot will receive a more "modern" education, typified by technologically-mediated instruction, overworked professors, large classes, and vocationally-oriented instruction.

What are the implications of all this? The only way to answer is first to address the question of what a college education is for. If the purpose is to prepare citizens for a life of work, then this new model will likely suffice. In fact, it may be the more effective template. If the answer leans toward other goals, say, creating an informed citizenry, facilitating critical thinking, or producing broadly educated graduates, the old model remains best.

Yet I'd suggest that neither of these goals captures the purpose of a real education: freedom of thought. To illustrate my point, I

will share some of my own beliefs. I believe that smarter is better, that laziness is a bane to society, that technology is inherently isolating, that the love of money really is the root of all evil, that we are constantly manipulated to want things we don't need, that fundamentalism of any stripe is dangerous, and that people sometimes cling to patently false beliefs, no matter evidence to the contrary. I also maintain that our responsibility to each other is our highest duty, that most folks really just want to love and be loved, and that violence is immoral. I obviously subscribe to all sorts of other beliefs, some of which I could describe if I had the space, many of which I could not.

As it turns out, most of our "decisions" are governed by "beliefs" that never enter consciousness; our lives largely motor on via a kind of autopilot. The overwhelming evidence of the last 30 years of neuroscience research proves this; nonconscious, intuitive biases provide the bases for the bulk of our decisions and actions. (For an excellent summary of this research, see psychiatrist Iain McGilchrist's 2009 book, *The Master and His Emissary*.) Humans rarely make decisions via carefully considered reasons, or moral principles, or logic. Rather, implicit processes operating outside of awareness are the default operations of the mind. We typically operate like sophisticated, biological robots, programmed by evolution (expressed through our genes) and the sum of our experiences (expressed by the neural connections formed in our brains).

If there is freedom, it lies in our opposing such automatic life, in paying more attention, focusing on the now, choosing what to think — it's the antithesis of what our fast-paced, technology-driven lives push us toward. Freedom stems from forcing ourselves to step outside of that limited perspective, to be intentional, to exercise our wills. The true purpose of education, thus, isn't to get a job. It's to learn how to choose,

to examine ourselves and the world from multiple perspectives, to act deliberately.

In a commencement speech to the 2005 graduates of Kenyon College, novelist David Foster Wallace said it better than I ever could, and I can think of no better way to end my tenure as columnist than with his sage words about making the grade on campus:

This, I submit, is the freedom of a real education, of learning how to be well-adjusted. You get to consciously decide what has meaning and what doesn't. You get to decide what to worship. Because here's something else that's weird but true: in the day-to-day trenches of adult life, there is actually no such thing as atheism. There is no such thing as not worshipping. Everybody worships. The only choice we get is what to worship. ... That is real freedom. That is being educated, and understanding how to think. The alternative is unconsciousness, the default setting, the rat race, the constant gnawing sense of having had, and lost, some infinite thing. ■



**Timothy L. Hulsey** (former 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](mailto:tlhulsey@vcu.edu).

## Eighty percent of success is showing up.

— Woody Allen, comic writer, filmmaker, and actor



# Riding High on Words

By (William) Arnold Johnston  
and Deborah Ann Percy

For our final column, we offer some observations about making the grade as a writer, something we hope to have accomplished the past three years in this very space. We base these opinions on our own experience as practitioners of the craft, and our other published works — plays, fiction, poetry, essays, lyrics, and translations — make us proud, yes, but grateful, too, that we earn part of our keep by rising to the occasion. Our insights also stem from decades of teaching writing: the challenging joy of helping others discover ways to express themselves better and learning from them in the process.

There are several requirements for success in writing, and they happen to apply to endeavors both in the arts and beyond. One that seems obvious is *talent*. Innate ability can't be taught, but such potential can be identified and developed. For what matters are results, which involve taking action. Therefore, in our own writing, and in teaching the craft, we generally avoid discussion of talent, except to tap it.

Thus, we focus on *technique*, requirement No. 2 in making the grade. Knowledge can be gleaned by reading exemplary (or problematic, even failed) work and analyzing choices the writers made. Dramatists benefit from watching plays, of course, but also from participating in the making of theater, sitting in on rehearsals, and viewing performances from the wings.

Once in a while, someone creates a fully formed work at first try, apparently effortlessly; every now and again something comes out in a realized rush. But such spontaneous outpourings are rare. In the real world, what seems to be miraculously made

invariably turns out to be painstakingly built. What, then, allows us to believe in that magic? Well-honed technique.

Mastery of it depends on the third requirement for making the grade in the arts and elsewhere: *practice*. As Malcolm Gladwell stresses in his 2008 book *Outliers: The Story of Success*, the “secret” to achievement in any field depends considerably on practice. He cites case after case in which trailblazers of every sort — Mozart, Einstein, J. Robert Oppenheimer, Bill Gates, the Beatles — followed what Gladwell calls the 10,000-Hour Rule: 10,000 hours of practice along the way. Talent means nothing without technique and the requisite practice. Hard work can't be avoided. Indeed, “Success is 10 percent inspiration and 90 percent perspiration,” Einstein observed. The award-winning literary fiction writer Bobbie Ann Mason endured 19 rejections from *The New Yorker* early on before it accepted her first short story. And 1983 Nobel laureate William Golding's *Lord of the Flies* met with 20 rejections prior to publication; the 1954 novel has now sold more than 25 million copies in English alone.

What makes us work that hard? The fourth requirement for success: *obsession* — with the genre, craft, subject, or even with success itself. In our writing classes, from beginning undergraduate drafts to final doctoral projects, we have seen playwriting and fiction students whose talent is breathtaking, students whose grasp of structure, plot, dialogue, character, setting, and emotion is so good that they should be on a path to Broadway or the bestseller list. We've seen budding poets whose gift for metaphor, rhythm, and diction is similarly impressive. But sometimes these students

lack passion; they start pieces with great promise yet lose interest, never finish, become discouraged, or get distracted.

All of these requirements lie within our power to control. But success may still elude us. Despite nurturing talent and embracing obsession, despite devotion to practice and facility at technique, we may not produce the magnum opus or find recognition and fortune. Why? Because another factor, beyond our power, may not come into play. Call it luck, opportunity, or the fifth requirement: *timing*.

In the 1956 frontier novel *These Thousand Hills*, A. B. Guthrie, Jr.'s rambunctious saga of the American Northwest, cattle drover Carmichael observes, “The trouble with opportunity is that its name's wrote on its butt.” We must recognize and take advantage of our chances when they appear. And we must hope that our obsession with a subject comes at a time when we're able to blend fascination with technique.

Inversely, our engagement with a topic may arise when we're ill, committed elsewhere (e.g., employment, parenting), or otherwise unable to funnel our skills. For example, the obsession that allowed Herman Melville to channel his abilities into the 1851 masterpiece *Moby-Dick* may have disturbed his facility as a writer afterwards. *Pierre; or, The Ambiguities* (1852) largely failed, and even relative successes like *The Confidence-Man* (1857) couldn't compare to the masterwork. Timing may be everything.

Speaking of which, the time has come for us to practice our techniques and focus our talents, such as they are, on our next obsessions. After all, showing up may indeed be indispensable in making the grade, but knowing when to exit the stage is just as vital. ■



(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](mailto:arnie.johnston@wmich.edu) or [dajohnston2@gmail.com](mailto:dajohnston2@gmail.com).

# An Edifying Maverick

By Harold E. Cheatham

**L**ucy Diggs Slowe swam against the tide of sexism, racism, and elitism. The African-American trailblazer (1885-1937) proved her mettle in education on numerous fronts: the first dean of women at Howard University; the first president of the National Association of College Women; founding principal of the first junior high school for black students in Washington, D.C.; a founder and the first president of Alpha Kappa Alpha, the first sorority for black women in the country. Her superlatives even extend to athletics; a 17-time tennis champion, she was the first African-American woman to win a major sports title, the American Tennis Association's inaugural national tournament.

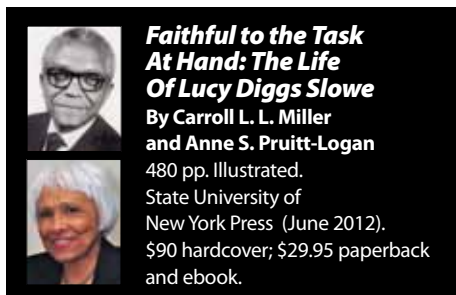
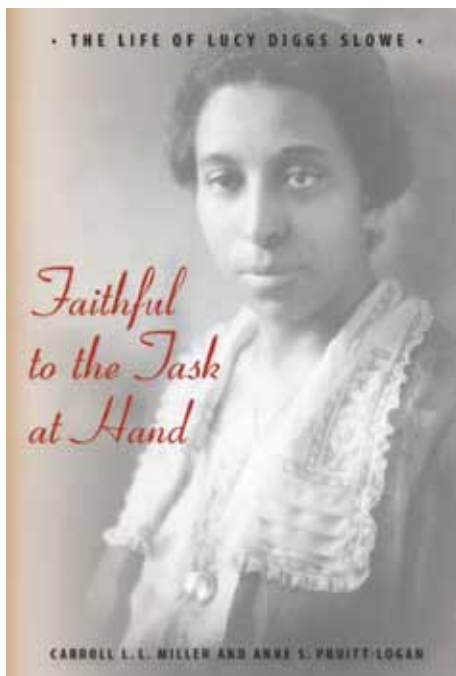
It makes sense, then, as Carroll L. L. Miller and Anne S. Pruitt-Logan meticulously document in their biography of her, *Faithful to the Task at Hand*, that Slowe was strong-willed, and perhaps overbearing, equally smart, wily, charming, sophisticated, elegant, eloquent, clever, humorous, and political. She was, the authors demonstrate, ahead of the times.

Born the youngest of seven children on July 4 in Berryville, Va., Slowe suffered two early blows: her father's death when she was six months old and her mother's five years later. The girl was raised by her maternal aunt and family, initially in Lexington, Va., ultimately in Baltimore, Md. Slowe's success at Baltimore Colored High School commended her for acceptance at Howard, and the English major graduated as class valedictorian in 1908 even while holding down a job to help pay tuition.

After teaching and administrative stints at public secondary schools in Baltimore and Washington, D.C., and after earning a master's degree in English at Columbia University, Slowe returned to Howard in 1922 as dean of women, a new position there. She came to the assignment determined to improve their opportunities, and with the imprimatur of president J. Stanley Durkee, Slowe ordained herself the doyenne, the campus conscience and authority on all things female.

As proxy for her gender, she required equal status with academic deans and expected — demanded — to be consulted about the intersection of their authority and that of her office. This posture succeeded until the university seal was passed in 1926 to Mordecai Wyatt Johnson, the first Howard president of African-American descent, and a conservative with whom the progressive Slowe butted heads. But she soldiered on, intent on ensuring that advancements for women were not impeded by institutional form or function.

Her conflicts with Johnson (she broaching insubordination, he boycotting her highly praised events) and with the board of trustees (neutralizing a summons to account for herself) became the stuff of legend. These internecine battles also amplify a distress for her that derived from a single-minded vigilance against any hint of real or imagined racial indignity or gender inequality. (Curiously, the word sexism seldom appears in this work.) Slowe also might have been the victim of subtle homophobia, exhibited through the insistence that she move on campus, a matter of focus only at the end



of the biography when, upon her death from kidney failure at age 52, colleagues extend sympathies to her companion.

In her fight with Johnson, the tactician in Slowe employed sympathetic faculty colleagues; likeminded cohorts at highly selective, predominantly white schools; and understanding peers from a vast network of contacts at national associations. Nor was the canny survivor above leaking damaging information to the press to further her cause. Indeed, throughout her tenure at Howard, Slowe remained faithful to the task at hand, insisting that the purpose of the university was not to control students — expressly women students — through dense rules but to educate them so they could make informed choices. Her viewpoint partly stemmed from educational philosopher John Dewey's belief in practical experience; self-determination through engagement was especially germane in a country rife with patriarchy and bigotry.

The biographers appropriately hail her as a "competent preceptress" and the best person to take on the role of founding dean of women, but they seem to give a pass to Slowe the firebrand. (Yet it ought to be noted that they scarcely engage in critique and instead present the facts for the reader to interpret.) The sheer rightness and forceful oratory of her presentments form part of this stalwart, it should be pointed out.

As Slowe persevered, so did her biographers. A Howard professor (and alum) began a profile of her for an anthology of notable American women in 1960 but died

before completing it. Miller, a Howard graduate and administrator — and a junior high school pupil of Slowe's — along with a colleague, resumed and expanded the intent. Yet complications arose, causing a hiatus until the 1990s. Dean of the graduate school by then, Miller died in 2003 still immersed in the project. Pruitt-Logan, Professor Emerita of Educational Policy and Leadership at The Ohio State University, and a Howard alum herself, brought the manuscript to fruition. (Full disclosure: she served as my doctoral advisor and is one of my mentors.) The realization of this work is no small feat.

It's a testament to how the tenacious Slowe made the grade and altered the educational landscape. So are the elementary school in Washington, D.C., and the co-ed residence hall at Howard that bear her name. ■



**Harold E. Cheatham** (Clemson University former chapter president) is Emeritus Dean of the College of Health, Education, and Human Development and Emeritus Professor of Counseling and Education Leadership at Clemson University. He specializes in the psychosocial development of black college students; multicultural counseling and theory; and cultural pluralism. His many publications include *The American Civil Rights Movement: A Documentary History* (Manchester University Press, 2009) and *Black Families: Interdisciplinary Perspectives* (Rutgers University Press, 1990). A Senior Fulbright Scholar 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 Reserve University (doctoral). He is a 2012 Penn State Distinguished Alumni Award recipient. Go online to [www.hehd.clemson.edu/cheatham/honors.php](http://www.hehd.clemson.edu/cheatham/honors.php) or email him at [hcheathm@bellsouth.net](mailto:hcheathm@bellsouth.net).

History (Manchester University Press, 2009) and *Black Families: Interdisciplinary Perspectives* (Rutgers University Press, 1990). A Senior Fulbright Scholar 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 Reserve University (doctoral). He is a 2012 Penn State Distinguished Alumni Award recipient. Go online to [www.hehd.clemson.edu/cheatham/honors.php](http://www.hehd.clemson.edu/cheatham/honors.php) or email him at [hcheathm@bellsouth.net](mailto:hcheathm@bellsouth.net).



## The Menu: Development, Strategy, and Application

By David Barrish

312 pp. Pearson Education/Prentice Hall (January 2012).

\$78 paperback; \$30.99 etextbook.



A certified hotel administrator wrote this textbook for undergraduate culinary and hospitality management majors. Sample chapter titles: “Where Food and Beverages Are Served,” “How Customers Buy Your Products,” and “Conceiving Menus that Respond to Your Market.” The discussion “bridges understanding and action by avoiding a prescriptive approach in favor of recommendations and examples of best practices that bolster the creative process,” press materials state, and contextual exercises “transform learning into relevant, career-based skill sets.” The work further incorporates American Culinary Federation competencies from nutrition to sanitation and from business and math to purchasing and receiving. Author David Barrish (Virginia Commonwealth University), Interim Dean of the School of Business and Engineering at J. Sargeant Reynolds Community College, has spent decades in the hospitality industry, tourism sector, and chef associations. He explained via email that “there were no rigorous textbooks for culinary arts and hospitality management students interested in studying menu development at the undergraduate level” before his “task-orientated” effort.



## Between Page and Screen

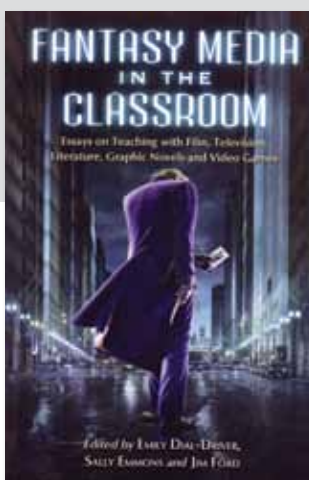
By Amaranth Borsuk and Brad Bouse

44 pp. Illustrated. Siglio Press (April 2012).

\$24.95 paperback.



This experiment ostensibly follows the complicated love affair between characters P and S through poetic epistles. Yet the volume contains no text, only black squares with geometric designs, and requires a webcam and website to be read. Writer Amaranth Borsuk (University of Southern California) and her coauthor and husband Brad Bouse, a programmer, “raise questions about the boundary between print and digital media,” Borsuk, a Mellon Postdoctoral Fellow in the Humanities Program in Writing and Humanistic Studies and Comparative Media Studies at Massachusetts Institute of Technology, explicated via email. “When the reader visits *betweenpageand-screen.com* and opens the book in front of her webcam, the camera reads these shapes like bar codes and projects poems in three-dimensional space, creating the effect that the reader holds the words in her hands. The text moves as the book moves and scatters when the page is turned,” she continued, and “does not exist on either page or screen, but in a between-space. ...”



## Fantasy Media in the Classroom: Essays on Teaching with Film, Television, Literature, Graphic Novels and Video Games

Edited by Emily Dial-Driver, Sally Emmons and Jim Ford

270 pp. McFarland & Company, Inc. (February 2012).

\$40 paperback and ebook.



“With this project, we had three purposes in mind,” Emily Dial-Driver (Oklahoma State University), a professor in the English and Humanities Department at Rogers State University, summarized in an email. “We intended to show that a traditional curriculum could be enhanced or illuminated by the use of nontraditional elements, specifically fantasy elements. We intended to reveal that using material not so personal to students allowed them to explore ‘loaded’ or controversial ideas without becoming defensive. We intended to illustrate that a course built on fantasy could be as rigorous and contain as much traditional critical rigor as a more traditional course.” For instance, the 1998 film *Pleasantville* relates to Ray Bradbury’s 1953 novel *Fahrenheit 451*, and studying the 1997-2003 TV show *Buffy the Vampire Slayer* reinforces skills at literary criticism. “Fantasy, thus, can function as a gateway to more traditional material, to critical thinking, and to open exploration,” added Dial-Driver. The editors, Rogers State colleagues, also contribute essays.

## 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.

# 2012 Phi Kappa Phi Convention Highlights



Some of the roughly 300 attendees get to know each other at a meal at the 2012 Phi Kappa Phi Convention in August in St. Louis.

**T**he Honor Society of Phi Kappa Phi reached new heights at its 42<sup>nd</sup> Convention.

Literally and figuratively, folks rose to the occasion. More chapter delegates — 177 — attended the extended weekend of service, learning, and socializing in St. Louis than any previous assemblage in the history of the organization, which dates to 1897. Approximately 300 people participated in one session or another at the Hyatt Regency St. Louis at the Arch in August, eclipsing by 50 the total at the 2010 event in Kansas City, Mo. New to the schedule were professional development workshops on subjects such as improving technology etiquette in the classroom and polishing one's online image. And, with spirits soaring, a capacity crowd jumped to its feet

after keynote speaker, Phi Kappa Phi member, and retired NASA astronaut Wendy Lawrence concluded a slide-show presentation about her role aboard the Space Shuttle STS-114 "Return to Flight" in the wake of the 2003 Columbia disaster that killed the entire crew of seven.

"In a national economy that's nothing to brag about," and "as higher education is increasingly on the defensive," "we're in really good shape," declared 2010-12 Phi Kappa Phi President William A. Bloodworth, Jr., in his State of the Society Address. The main reasons, he elucidated, are that Phi Kappa Phi has gained more members, chapters, money, democracy, and awards over the last two years:

- Active membership increased from 108,000 in 2010 to 114,000 currently.
- Five new chapters have been installed

(for a total of 300 active chapters), and a sixth is in the offing.

- Society assets grew from \$32 million in 2010 to \$40 million presently.
  - Conventions occur biennially now instead of triennially as in the past to allow for more responsiveness. On related notes, the board of directors for the first time included students (two) — in the 2010-12 roster. And vice presidents at large (two) for the first time were elected to the board by active members — in the 2012-14 lineup.
  - The fall 2011 edition of this journal, theme of "9/11," earned a Grand Award at the 2012 APEX Awards for Publication Excellence. Only 100 entries, about three percent of some 3,400 applicants, won this top prize, including 14 magazines.
- Diane G. Smathers, upon receiving the



Clockwise from top left: Student officers relax among the 200 Phi Kappa Phi faithful on a chartered riverboat cruise on the Mississippi River after Partnering for Success workshops with chapter officers, board members, and headquarters staff the day before the Convention. 2012-14 Society President Diane G. Smathers urges Phi Kappa Phi to lead the way in education and beyond it. "We didn't know exactly what we were going to do on our mission," recalls former NASA astronaut Wendy Lawrence about the STS-114 "Return to Flight" after the fatal 2003 Columbia expedition, "but we did know that we were going to the International Space Station." 2010-12 Society President William A. Bloodworth, Jr., shares good Society news. Society Vice President for Finance Curtis D. Black presents Robert T. Barrett with the 2012-14 Phi Kappa Phi Artist citation. Thomas E. Barden, the 2012-14 Phi Kappa Phi Scholar, discusses how "empirical evidence" proves that literature "does some concrete good in this world." Chapter personnel convene at one of several regional meetings.



gavel from Bloodworth, devoted her New President's Charge that ended the proceedings to the responsibility of honor and the imperative of leadership. To make a positive impact on education in particular and humanity in general is both the honor and responsibility of the Society, she said, and the prime objective of the next biennium. "Why? Because Phi Kappa Phi is in this for the long game," and can, and does, and should "influence all facets of American life," she proclaimed — and received a standing ovation at her conclusion.

Other Convention happenings:

- Ray Sylvester, 2010-12 Vice President for Marketing and Member Benefits, and Professor of Marketing and Associate Dean at the Eberhardt School of Business at University of the Pacific, was elected

2012-14 President-Elect.

"I look forward to working with a group of people who prize excellence and integrity," he said. "And I think among us we can do some wonderful things inside the academy and outside of it."

- Phi Kappa Phi announced a national service initiative with the learning platform NIXTY. Society members can post information they're expert in and view work by others.
- Registrants had opportunity to partake in roundtable breakfasts on topics such as creating memorable initiations, promoting chapter visibility, and enhancing social media.
- The 2012-14 budget and changes to the Society's bylaws were approved.
- The 2012-14 Phi Kappa Phi Scholar and Artist gave lunchtime talks: Thomas E.

Barden, an English professor and the dean of the honors college at University of Toledo, and illustrator and painter Robert T. Barrett, a visual arts professor at Brigham Young University, respectively. Also, recipients of other Society awards spoke at a dinner.

- New Phi Kappa Phi Executive Director Mary Todd made remarks and a reception was held in her honor.
- Outstanding chapters were recognized.
- Partnering for Success workshops, involving chapter officers, board members, and headquarters personnel and occurring the day before the Convention, explored governance and operations, awards and benefits, and publicity and communication, among other issues. ■

— Staff report

## Convention Reflections



Left: Phi Kappa Phi Executive Director Mary Todd talks with 2010-12 Society President William A. Bloodworth, Jr. (left), during a Convention luncheon as the 2010-12 Phi Kappa Phi Artist David Northington listens. Below: Todd (center right) and 2012-14 Society President Diane G. Smathers (center left) pose with members who spoke at a Convention dinner about their Society awards. From left to right: 2011 Love of Learning Award winner Jason Lyle Black, 2011 Larry Sommers Study Abroad Grant recipient Bao-Tran Nguyen, multiple Literacy Grant winner Kathleen Tice, and 2011 Marcus L. Urann Fellowship recipient Nicholas R. Birger.

### By Phi Kappa Phi Executive Director Mary Todd

I was a rookie in St. Louis — it was my first Phi Kappa Phi convention, so I had no direct point of comparison except the many conferences and national gatherings I have attended over my career. Unlike other rookies, however, I had the unique vantage point of knowing a great deal about the details that helped to make the event a very positive experience for those in attendance.

So for your consideration, context, observations, and reflections follow...

For the three years prior to my appointment as executive director, I worked at the Honors College at Marshall University. From the beginning the convention felt familiar and comfortable, rather like being in an honors college of grownups — bright, talented people committed to other bright, talented people. Everyone there had made the grade.

That was evident from the opening sessions of the Partnering for Success workshops that drew more than 120 campus representatives. The most frequent reason participants gave for being there was expressed in four words: “I’m here to learn.” But they didn’t just want to be talked at — they wanted to learn from one another, and they called for more interactive sessions in the future. Because these chapter officers brought with them such palpable — and contagious — energy and enthusiasm, more than once I wished there was a way we

could bottle these traits.

Including student vice presidents in chapters and creating governance roles for the Council of Students ensure that Phi Kappa Phi conventions are intergenerational. It would be difficult to define the average delegate, as chapters were represented by students, staff members, faculty of all ranks, including emeritus, and even administrators.

That’s not only wonderful — it’s essential.

A word I heard often throughout the weekend was “inspiring.” Whether hearing from the 2012-14 Phi Kappa Phi Scholar Thomas Barden or Artist Robert Barrett, shuttle astronaut and keynote speaker Wendy Lawrence, or students who shared what they had been able to do as a result of winning Society awards, every presentation underscored the amazing achievements of Phi Kappa Phi members.

In my remarks to the convention, I challenged the organization to think about two words — “honor” and “excellence.” The comment I heard more often than any other in St. Louis was a compelling desire that Phi Kappa Phi increase its visibility in higher education and more broadly. I believe we have not only the opportunity,



but an obligation, to call for a revaluing of the notion of honor — what does it mean in today’s world to be an honor society? John Gardner’s small book, first published in 1961, simply titled *Excellence*, might offer a starting point. Gardner, a consummate public servant, believed that while everyone has the potential for excellence, “Some people have greatness thrust upon them. Very few have excellence thrust upon them. They achieve it.”

The convention met in the shadow of the majestic arch that serves as a powerful symbol of the city’s place as the gateway to the West. I found that a fitting image as we look to the post-convention future of Phi Kappa Phi. What might that horizon look like?

Just imagine the possibilities. ■

## Robert B. Rogow Thanked by Society for His Long Service



Robert B. Rogow (center right), the 2010-12 past president of Phi Kappa Phi, poses at the Convention with, from left to right, William A. Bloodworth, Jr., the 2010-12 president; Diane G. Smathers, the 2012-14 president; Phi Kappa Phi Executive Director Mary Todd; and former presidents E. Ann Nalley (1995-98) and Wendell McKenzie (2001-04) at a meet-and-greet reception for Todd and photo opportunity for members.

Robert B. Rogow's leadership roles with Phi Kappa Phi span three decades. Talk about food for thought! That's one reason why he was presented with a pewter serving platter in a crab motif and an autographed copy of Louisiana chef John Folse's *Encyclopedia of Cajun and Creole Cuisine* as parting gifts at the end of the Convention, when Rogow rotated off the Society's board of directors. After all, the former past president now has more time to cook up Southern favorites since he no longer must travel to Phi Kappa Phi headquarters in Baton Rouge on business.

"We will miss coming to Baton Rouge and eating all that delicious Cajun and Creole food," Rogow said upon unwrapping the presents at a party for the outgoing board. "They have recipes in this encyclopedia? I'm not the cook of the family," he continued with a smile, handing off the 12-pound tome to his wife Carol. "This will hold a special place in our home. And we want you to come visit so we can all try some of these great dishes."

Also a professor of accounting and dean of the College of Business and Technology at Eastern Kentucky University, Rogow served three-year terms as president-elect (2004-07) and president (2007-10) and a two-year term as past president (2010-12). Before his eight consecutive years on the board, he was president of the Auburn University chapter (1983-84), chair of the Society's investment committee (1995-98), chair of Phi Kappa Phi's bylaws and business practices committee (1999-2001), and a member of the organization's budget committee (2001-04). Rogow also coordinated the petition to establish the Auburn University Montgomery chapter (1988-90) and was its charter president (1990-91).

"Bob Rogow is the consummate leader and Phi Kappa Phi member," said Society President Diane G. Smathers. "He led by example and his selflessness was inspiring."

"I have enjoyed and found immensely rewarding the friendships and relationships I have made by working with colleagues from the various disciplines represented within the Society," Rogow said. "Through these associations I have developed a greater understanding, respect, and appreciation for the academy to which we all belong. Additionally, I am proud of the fellowships, awards, and grants the Society provides to worthy members. It is through the achievements of the recipients and other members that the recognition and legacy of the Society are enhanced."

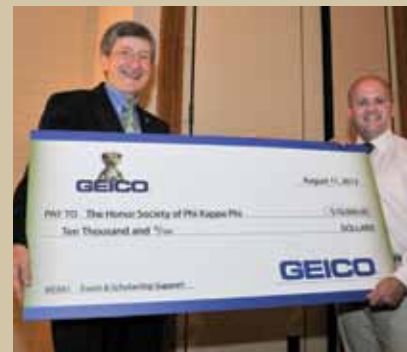
"In his official capacities, Bob has helped bring about significant changes to Phi Kappa Phi practices that position the Society for greater success in the 21<sup>st</sup> century, such as expanding the makeup of the board of directors to include student and at-large members and switching from a triennial to a biennial governance cycle," said Phi Kappa Phi Associate Executive Director/Chief Financial Officer Lourdes Barro. "Throughout his service to the organization, Bob also was strongly assisted by his wife Carol, who accompanied him on most of his Phi Kappa Phi trips," Barro added. "We are further grateful to Bob and Carol for their generous financial support to the Society over the years."

"It is my hope that Phi Kappa Phi has continued success in all its endeavors," Rogow concluded, "and that the general public recognizes and appreciates the academic achievements of Phi Kappa Phi members." ■

— Staff report

## The Convention by the Numbers

One-hundred-seventy-seven chapter delegates attended the 2012 Convention, the 42<sup>nd</sup> since Phi Kappa Phi was founded in 1897. Adding in current and former board members, candidates, other chapter personnel, the Council of Students advisory body, presenters, Phi Kappa Phi headquarters staff, and guests, approximately 300 people participated.



Bloodworth accepts a \$10,000 gift on Phi Kappa Phi's behalf from a GEICO representative.

### Other Convention totals:

- 1 astronaut in Phi Kappa Phi's orbit: keynote speaker Wendy Lawrence.
- 1 backwards-playing pianist: Jason Lyle Black, a 2011 Love of Learning Award recipient, performed at the festivities.
- 2 standing ovations: for Lawrence after her talk, "STS-114: Returning the Space Shuttle to Flight," and for Smathers after her New President's Charge to conclude the Convention.
- 200 Phi Kappa Phi passengers set sail on the Becky Thatcher, a 19<sup>th</sup>-century replica paddle wheeler, on a chartered dinner cruise along the Mississippi River (at eight mph) the day before the Convention. The outing followed Partnering for Success workshops with chapter officers, board members, and headquarters staff.
- 220 hotel rooms booked (and 19 meeting rooms utilized) at the Hyatt Regency St. Louis at the Arch.
- 360 St. Louis Goody Butter Cakes served as treats.
- 600 pounds of Convention supplies, give or take, trucked from Society headquarters to St. Louis. The contents filled up 91 corrugated cardboard boxes, held secure via shrink wrap, and took up four pallets.
- 2,416 meals (76 during the setup; 350 during Partnering for Success workshops; and 1,990 during the Convention).
- 10,000 dollars donated by GEICO in support of Phi Kappa Phi. ■

— Staff report

## 2012-14 Council of Students Selected

**‘W**hen you’re part of something that embodies you, such as Phi Kappa Phi and its academic excellence, you want to give back, not just to your campus but to your larger community, too,” said Ryan D. Wright, shortly after his peers on the 2012-14 Council of Students elected him a vice president for students on the Society’s biennial board of directors.

“It’s all about heart, passion, commitment,” agreed his Council of Students colleague Oluseun “Sam” Idowu, who also was elected a vice president for students at the 2012 Convention. “I look forward to increasing student participation.”

The pair of young officials helped set the enthusiastic tone for the second installment of the advisory panel, which is comprised of student vice presidents from each of the Society’s five regions. Objectives for the 10-member body include enhancing communication between the Council of Students and student vice presidents and creating student leadership workshops, said Jim Carlson, a chapter relations director at headquarters who coaches the group.

“The student perspective is invaluable,” observed Society President Diane G. Smathers, “particularly as we begin the



The Society’s 2012-14 Council of Students met in person for the first time at the 2012 Convention. Standing (left to right): Oluseun “Sam” Idowu, Brittany Neaves, Eryn DeBuhr, Eleanor Yu, Kristen Worthen, Ashley Matcheck, and Ryan D. Wright. Seated (left to right): Bridget Dougherty and Crystal Wrigley. (Not pictured: Bridgette Cram and Danielle Martin.)

strategic-planning process and position the Society to be an influencing factor in higher education.”

Phi Kappa Phi Executive Director Mary Todd added, “Students are at the heart of Phi Kappa Phi. Most of us joined as students, so it’s very fitting that students be engaged in the work of the Society as members of the Council of Students and in campus chapters.”

The Council of Students was created in 2010 and replenishes with every Phi Kappa Phi

governance cycle.

Bridgette Cram, a doctoral student in public affairs at Florida International University, was on the initial Council of Students and was appointed by Smathers as the third vice president for students on the 2012-14 board. “I’m excited to continue to be one of the voices of the students,” Cram said, “and to continue the groundwork of the original Council.”

— Staff report

### Vice Presidents for Students from the 2012-14 Council of Students:

#### Oluseun “Sam” Idowu

South Central Region  
(University of Missouri-Kansas City)  
B.S. in agricultural meteorology from University of Agriculture, Abeokuta, Nigeria (1998)  
M.S. in meteorology from University of Pretoria, South Africa (2008)  
Pursuing multidisciplinary doctorate in geosciences and statistics at University of Missouri-Kansas City  
**Advice for underclassmen:** Be focused, steady, and determined.  
oluseun.idowu@mail.umkc.edu

#### Ryan D. Wright

North Central Region  
(University of Toledo)  
B.A. in international leadership studies from Marietta College (2008)  
M.A. in English, concentration in ESL, from University of Toledo (2012)  
Pursuing M.A. in literary and textual studies at Bowling Green State University  
**Satisfying community service:** Delivering laptop computers and teaching fifth- and sixth-grade students in Hohoe, Volta Region, Ghana  
ryan.wright4@utoledo.edu

### Other Members of the Council of Students:

#### Eryn DeBuhr

North Central Region  
(North Dakota State University)

B.S. in psychology and criminal justice (2009)  
Pursuing M.S. and Ph.D. in gerontology  
**Favorite quote:** “Always do right. This will gratify some people and astonish the rest.” — Mark Twain  
eryn.debuhr@my.ndsu.edu

#### Bridget Dougherty

Northeast Region  
(The Pennsylvania State University)  
Junior, double majoring in energy, business, and finance and in international politics  
**Her objective for the Council of Students:**  
Increase participation through service and networking initiatives  
bridget.a.dougherty@gmail.com

#### Danielle Martin

Southeast Region  
(East Carolina University)  
Senior, majoring in multidisciplinary studies, with a concentration in neuroscience  
**Best part of Phi Kappa Phi:** Its community of scholars representing many different disciplines and backgrounds  
martind09@students.ecu.edu

#### Ashley Matcheck

Western Region  
(University of Nevada, Las Vegas)  
B.A. in history (2010)  
Pursuing M.B.A./M.S. in management information systems  
**Favorite quote:** “Accept the things to which fate binds you, and love the people with whom fate brings you together, but do so with all your heart.” — Marcus Aurelius  
amatcheck@gmail.com

#### Brittany Neaves

Southeast Region  
(Eastern Kentucky University)  
Senior accounting major

**Role model:** My parents. They have taught me never to give up, the importance of hard work and that nothing is impossible.  
brittany\_neaves@eku.edu

(College or university of chapter initiation)  
Unless otherwise indicated, Phi Kappa Phi chapter is also school attended.

#### Kristen Worthen

South Central Region  
(Cameron University)  
Senior chemistry major  
**Hobbies:** Reading books, playing tennis, or just having a good conversation with friends  
kristen.worthen@cameron.edu

#### Crystal Wrigley

Southeast Region  
(University of Central Florida)  
B.S. in health services administration (2009)  
M.S. in health sciences, health services administration (2012)  
**Why she ran for the Council of Students:**  
To become a part of something greater; the constant quest for knowledge.  
crystal.wrigley@gmail.com

#### Eleanor Yu

Western Region  
(University of California-Davis)  
Senior, majoring in exercise biology  
**Memorable course:** A field study class in which we went to “hunt” for mushrooms and learn how to identify them  
eleyu@ucdavis.edu



Jeffry Harrison (left) and Rodney Hughes.

## Taking Stock of the Council of Students

By Editor Peter Szatmary

**T**he inaugural Council of Students advisory panel completed its two-year term in August. The charter representatives pursued numerous objectives upon their formation in August 2010. Undertakings included advocating on behalf of constituents, expanding the participation of student members in the Society, increasing the visibility of the organization, and creating instructional publications for student officers.

To help prepare the next iteration, predecessors and former Society board members Rodney Hughes (Northeast Region), a doctoral student in higher education at Penn State, and Jeffry Harrison (North Central Region), who earned a B.S. in business administration in May from Southern Illinois University Edwardsville, selected questions to answer from a list submitted to them by Editor Peter Szatmary. What follows are compiled, edited excerpts about how the Council of Students makes the grade.

**Question:** What were your goals coming into the assignment?

**Rodney Hughes:** To identify opportunities for Council of Students members to collaborate with each other to support students and officers at our chapters. To help other board members feel comfortable with student involvement in governance. And to make sure Jeffry and I could contribute to board discussions about the role of students in Phi Kappa Phi and about broader topics.

**Jeffry Harrison:** To bring a student perspective and energy to the board.

**Q:** How does the Council of Students fit into Phi Kappa Phi, and vice versa?

**JH:** The students of Phi Kappa Phi are the

lifeblood of the organization and the Council of Students serves as the heart.

**Q:** The 10 of you held monthly online conference calls. What was the purpose?

**RH:** They were our avenue for getting most of our work done as a group. We developed the idea for our handbook for student vice presidents and the guidebook for the new Council of Students during these conference calls. Our productivity as a group increased quite a bit once we identified the conference call model as our primary means of communication.

**JH:** They were a chance for the members to bond and grow together. Through these

meetings, we became a family. It was amazing to watch our group come together with the same goals in mind. The meetings were a chance for us to discuss projects and exchange updates.

**Q:** What obstacles did you encounter during your tenure?

**JH:** Inconsistent participation by some Council of Students members. A need for better communication with their own chapter and regions. And changing the mindset of the board of directors and the Society as a whole to encourage more student involvement.

**RH:** The best part of Phi Kappa Phi is its interdisciplinary tradition and the variety of perspectives represented by its students. Even within the Council of Students, we have students from science, engineering, business, health, humanities, and social sciences. I think a big task for the Council of Students is to identify and facilitate opportunities for members to take advantage of conversations and collaboration across the disciplinary boundaries that they encounter in the course of their normal academic lives.

**Q:** What are you most proud of?

**JH:** Speaking at the Phi Kappa Phi induction ceremony at the University of the Philippines on April 13, 2012.

**Q:** What are your recommendations for the future?

**RH:** I would recommend the new group take some time to understand Phi Kappa Phi's mission and current organization and think about features or opportunities to introduce or accentuate. A big part of this requires recognizing opportunities and challenges at the chapters and facilitating communication among students across different chapters. Periodically hosting wide-ranging conversations similar to the first Council of Students conference calls with broader student participation might be a good way to start.

**Q:** What did you learn from your experience on the Phi Kappa Phi board of directors?

**JH:** I learned the dynamics of higher education from so many different perspectives. I learned how to deal with conflicts and resolve issues. I learned a better understanding of how to set policies and guidelines for a major organization.

**Q:** What's the best part of the Council of Students?

**JH:** The feeling of accomplishment for all that we did together. ■



**A**rthur H. Hertz has spent most of his career at Wometco Enterprises, Inc., a multimillion-dollar entertainment enterprise based in Coral Gables, Fla. He started in 1956 as an accountant; rose through the ranks; became a vice president in 1964, a director in 1971, and chief operating officer in 1983; and assumed the roles of chairman, chief executive officer, and controlling shareholder in 1985.

**On loyalty:** "It's an attribute I like very much. When you can depend on people, you have a lot of comfort knowing they're going to do the right thing, especially in difficult moments."

Wometco was founded by brothers-in-law Mitchell Wolfson and Sidney Meyer in 1925. It began as a movie-theater chain in Miami, Fla., expanded to TV broadcasting in 1949, purchased the Miami Seaquarium in 1960, commenced trading on the New York Stock Exchange in 1965, bought the Blue Circle Hamburgers drive-in restaurants in 1966, and added cable TV in 1977. The company further diversified into food service, vending machines, and Coca-Cola bottling. In 1984, the private investment firm Kohlberg Kravis Roberts purchased Wometco for \$1 billion in the largest corporate buyout at the time. A year later, Hertz along with a partner bought several divisions from the equity concern and eventually renamed the organization Wometco. Today, under Hertz, it owns and operates the Miami Seaquarium and 34 Baskin-Robbins ice cream parlors, 14 Baskin-Robbins/Dunkin' Donuts combo shops, and two Dunkin' Donuts stores in Puerto Rico.

**On leadership:** "What makes a good leader is finding good people and keeping them out front. I never hire someone who always agrees with me because I never learn anything that way. I have two expressions: Hire people who are smarter than you, not the ones you can dominate. And: First-class people hire first-class people; second-class people hire third-class people."

---

Hertz has served on the board of trustees of University of Miami, his alma mater, for more than three decades and is a former president of its alumni association.

**On the key issue in higher education:** "The cost of a degree unfortunately continues to climb. The burden this puts on students and their parents is a serious problem. One way to keep the cost down as much as possible is accelerating education so students get out of school quicker."

---

His community service currently includes the Greater Miami Chamber of Commerce, Greater Miami Convention and Visitors Bureau, City of Miami Off-Street Parking Authority (former chairman), Florida Commission on Tourism (former vice chairman), Visit Florida (former chairman), and the Orange Bowl Committee (former president). He earlier served as chairman of both the Miami-Dade County Educational Facilities Authority and the Public Health Trust of Miami-Dade County.

**On civic outreach:** "When I came out of college, I started working at a television station, and the owner was very community-orientated. He used to say, 'You can't plant a crop unless you put something in the soil.' I agree."

---

Hertz donates to numerous causes including the Diabetes Research Institute, United Way, and Jackson Memorial Foundation (for a health system of six hospitals).

**On philanthropy:** "I have more than I need. I give because I can help people. And I give to causes I feel passionate about. For instance, I have a son who was born brain-damaged and I give a lot to causes that can benefit him."

---

A certified public accountant and a real estate investor, Hertz was initiated into Phi Kappa Phi at University of Miami in 1955.

**On the Society:** "I like that it honors all the schools, not just liberal arts."

Compiled by Editor Peter Szatmary



**Megan Bullick** (Lycoming College), a double major in creative writing and French at Lycoming College, gave the senior greeting at the school's spring commencement. She was editor in chief of the student literary magazine and involved in numerous campus organizations.

**Michael Culp** (Southern Oregon University), an economics major, was Southern Oregon University's Dankook Outstanding Undergraduate Man of the Year. Winner of other honors too, he completed his capstone project, about the collapse of the Greek economy, in one term.



**Jeremy A. Farrell** (Idaho State University) received a 2012 Outstanding Student Award from Idaho State University and its alumni association along with 12 peers. He majored in statistics and was president of the G2 math/computer science club. Married with two children, Farrell is a software developer at an insurance company.



**Lisa M. (Tylicki) Hanson** (Purdue University), a second-grade teacher at Garth Elementary School in Georgetown, Ky., earned National Board Certification. Nationwide, only three percent of pre-K through 12<sup>th</sup>-grade teachers, some 100,000 educators, achieve this advanced credential, which is administered by the National Board for Professional Teaching Standards.



**Alan Kazdin** (member at large) won the 2012 Career/Lifetime Achievement Award from the Association for Behavioral and Cognitive Therapies. He is the John M. Musser Professor of Psychology and Child Psychiatry, professor at the Institution for Social and Policy Studies, and director of the Yale Parenting Center at Yale University. Author of hundreds of articles and almost 50 books on child psychology, Kazdin focuses on clinical dysfunction and treatment; child-rearing and parenting; psychosocial interventions and the burden of mental illness; and translating psychological science to aid everyday life. He's also a former president of the American Psychological Association.



**Amit Maheska** (University of Texas at Dallas), who earned a master's degree in information technology and management from University of Texas at Dallas in May, won the Student Leader of the Year award from the school. He served as president of

its 1,000-plus member Indian Student Association and was on the dean's council at its Naveen Jindal School of Management.

**Kathryn L. Mattingly** and **Kaci Robertson** (Austin Peay State University) earned the two top student awards from Austin Peay State University. Mattingly, a senior mathematics major, won the William McClure Drane Award for scholarship, leadership, service, and character. She was president of the Galois Mathematics Club and held offices at her Alpha Delta Pi sorority. Robertson, a mathematics education major, received the Harvill-Civitan Citizenship Award for maximizing one's abilities and bettering the school. She volunteered in outreach, science, and ministry efforts.



**Dave McRae** (East Carolina University), emeritus chief executive officer at Vidant Health, a system of 10 hospitals and medical centers in eastern North Carolina, gave the spring commencement address at East Carolina University. He earned a master's degree at its college of education and received two degrees from University of North Carolina at Chapel Hill. McRae has held leadership roles at numerous healthcare associations.



**Emily K. Mella** (University of Evansville chapter student vice president), an archaeology, art history and international studies major at University of Evansville, delivered the school's inaugural senior keynote speech at spring commencement. Involved in numerous student activities as an undergraduate and winner of several awards, she spent the summer conducting archaeological research in Israel and Jordan. Mella is pursuing a master's degree in international affairs at American University.



**Meg McGavran Murray** (Mississippi State University former chapter president) received the American Library Association's *Choice* magazine Award for Outstanding Academic Title for *Margaret Fuller, Wandering Pilgrim*, a 2008 biography of the author (1810-50) of the early American feminist manifesto, *Woman in the Nineteenth Century*. Murray, Associate Professor Emerita in English at Mississippi State University, spent 30 years "tracing the 'strange, dark, thorny paths' taken by America's first full-fledged woman intellectual," according to a press release by publisher University of Georgia Press. Only about 10 percent of the 7,000 works that *Choice* annually reviews earn such distinction.

**Kayla Peard** (University of Maine), a music education major, was named salutatorian at Univer-

sity of Maine. She was principal trumpeter for its symphonic band and played in the jazz and brass ensembles.

Senior biology majors **Tiffany Nicole Phillips** and **Harrison Breedlove Taylor** (Francis Marion University) received the Blackwell Award at Francis Marion University for undergraduates earning the highest grade point average the past academic year. Both won numerous other honors during their study, and Phillips completed outreach programs on health issues while Taylor was a student marshal.

Senior biology major and wilderness leader **Laura Platt** and senior business economics major and lacrosse attackman **Michael Tota** (State University of New York at Cortland) were two of four on their campus to earn 2012 State University of New York Chancellor's Awards for Student Excellence.

**Brittany Reinard** (Florida Institute of Technology), a premed biology major and cross-country and track-and-field athlete, was named Outstanding Senior at Florida Institute of Technology at its honors convocation. Winner of other awards, she has volunteered at medical centers.

**Avery Scherer** (Eastern Kentucky University former chapter student vice president) earned the President's Outstanding Senior Award from Eastern Kentucky University. She majored in aquatic biology as an honors scholar, volunteered for humanitarian causes, and won other awards, including a 2010 Study Abroad Grant from Phi Kappa Phi to take a tropical biology course in Belize. Scherer is a graduate student at Texas A&M University-Corpus Christi.

**John (Jack) Scudder** (United States Military Academy), a mechanical engineer major and cadet battalion commander at West Point, received a "Tomorrow's Leader" award from *Aviation Week*. A student soldier from each of the armed forces academies is presented with the annual honor in Washington, D.C. Scudder has earned parachutist and German proficiency badges.



**Amy Sage Webb** (Emporia State University former chapter president) won the 2012 Roe R. Cross Distinguished Professor Award from Emporia State University, at which she teaches fiction writing, American literature and pedagogy. Recently promoted to full professor after 17 years in the English Department, Webb also has served as president of the faculty senate. The award includes \$1,000 for professional activities. Webb, who has published and presented widely, will speak at the December commencement. ■



For more Member News, go online to [www.phikappaphi.org/forum/fall2012](http://www.phikappaphi.org/forum/fall2012).

# In Memoriam

Compiled by Editor Peter Szatmary



**Frances Floyd Estes** (University of West Georgia), 95, revered education. Always wanting to teach, she did so for 35 years at Georgia elementary schools, until retirement in 1981. Estes also enlightened her community

by cofounding with her husband and others the School of Hope (at the First Baptist Church of Carrollton) for children with disabilities; helping to create the Carroll County Association for Retarded Citizens, for which the couple served as co-presidents for years; and participating in the establishment of its present facility, at which their son is a client. A graduate of what's now University of West Georgia, she was president of its alumni association for two terms and won awards for service. In her spare time, Estes was a charter member of her area Lioness Club and Art Study Club, sang in her church choir, and co-hosted a canasta club with her husband. Preceded in death by her husband of 52 years and her brother, she passed away on Jan. 17. Survivors include her daughter, son, four grandchildren, and two great-granddaughters.



**Leslie Gail Herrmann** (San Diego State University), 60, loved her family and friends, animals, work, and God. She spent more than 25 years employed at San Diego State University. Her wide-ranging responsibilities in Academic Affairs and Undergraduate Studies included administrative liaison for the Jane K. Smith Cap and Gown Chapter of the national Mortar Board senior honor society, the San Diego State Alumni Association, and the Henry L. Janssen Honors Council. The past few years she also served as administrative liaison for the San Diego State Phi Kappa Phi chapter; former chapter president Christopher Frost remembered her as an avid participant at workshops and "a key enthusiast of Phi Kappa Phi." Earlier employment spanned Harrah's Casino, A&M Records, Blue Shield of California, and Picnic People. Raised in San Diego, Herrmann enjoyed drill team and cheerleading and attended Grossmont College and University of Nevada, Reno. She also liked to read, dance, camp, play sports, spend holidays with her inner circle, and plan parties and reunions. Herrmann died battling cancer on March 25. Survivors include her son, daughter, father, stepmother, two sisters, four nephews, two nieces, three great-nephews, and three great-nieces.



**Edythe Margolin** (California State University, Northridge former chapter president), 90, adored children, from her own to those she studied. Margolin specialized in child development and wrote widely on the topic.

She taught at California State University, Northridge; Florida International University; University of California, Los Angeles (UCLA); and University of California, Santa Barbara. Margolin also taught kindergarten for a spell early on. She earned bachelor's, master's, and doctoral degrees from UCLA after being a stay-at-home mother for her son and daughter. Margolin

enjoyed dressing fashionably and shopping at the best stores. In retirement, she helped edit the *Santa Monica Star*, a free monthly community newspaper that her daughter Diane publishes. Margolin loved music boxes, Diane explained in an email, especially "a beautiful, heart-shaped ceramic one decorated with roses and ribbons that has her name and Phi Kappa Phi chapter presidency on it" — and that Diane now cherishes. Preceded in death by her husband of 60 years, Margolin died on June 4, 2011. Besides her children, survivors include three grandchildren and her brother.

**Harold S. McNabb, Jr.** (Iowa State University former chapter president), 83, taught botany, plant pathology, and forestry at Iowa State University for 47 years until retirement in 2000. He specialized in oak wilt, Dutch elm disease, and poplar trees. McNabb was the faculty advisor to the university's botany club, an evaluator of area high school biology programs, a supporter of the state high school science fair, and a mentor to undergraduate interns and high school students. It follows that he bred irises as a youth, worked for the U.S. Forest Service summers during high school, and became an Eagle Scout and was a scoutmaster for 25 years. Honors include the George Washington Carver Distinguished Services Award from Iowa State. McNabb lectured widely on Carver, his role model in science, including at the dedication of the Carver Center in Washington, D.C., and at a Carver Birthplace Day celebration. He also served six years on Iowa State's faculty senate, including as president, and almost a decade as a board member of the Ames Community School District. McNabb additionally was secretary, chief of staff, and parliamentarian for his wife, Margo, during her 11 years as the county Democrat chair. He earned degrees from University of Nebraska (bachelor's) and Yale University (master's and doctoral). McNabb died on May 12, 2011. Survivors include his wife of 61 years; they had a son and daughter.

**Joye Patterson** (University of Missouri-Columbia), 86, helped pioneer the field of science journalism in higher education. She taught the subject for more than three decades at the Missouri School of Journalism, from which she earned master's and doctoral degrees. During her 1965-98 tenure on campus, Patterson also consulted for the National Science Foundation and the National Library of Medicine. Early interest in science came from her grandfather, a doctor. After earning a bachelor's degree from University of Texas at Austin, she worked as a high school journalism teacher, medical researcher at University of Tennessee, and public information officer at a hospital before attending graduate school. Patterson published widely, won several honors, and was a founding member of the Science Writers Educators Group within the Association for Education in Journalism and Mass Communication and of the International Society for the Scientific Study of Subjectivity. In her spare time, Patterson was active in her Calvary Episcopal Church, volunteered at the University of Missouri Hospital and Clinics, and held posts at the Columbia Art League. She also enjoyed reading, tai chi, environmentalism, canoeing in the Ozarks, and traveling to Cape Cod. Patterson died on

April 16; survivors include her husband of more than 22 years and two stepsons and their families.



**Alice Skeens** (University of Toledo), 75, spent almost five decades at University of Toledo, from teaching at its former community and technical college to serving as founding dean of its College of Languages, Literature

and Social Sciences. Other roles: psychology professor, assistant to the president, assistant and associate dean of student affairs in the College of Arts and Sciences, first female chair of the faculty senate, faculty grand marshal at commencement, faculty representative to the NCAA, and chapter advisor of the Alpha Lambda Delta honor society for freshmen women. Thus, she was named "Woman of the Year" by the school's Catharine S. Eberly Center for Women. Skeens also won the university's outstanding adviser award. As a young woman, she taught in county schools in her native West Virginia. Skeens earned degrees from what's now Concord University (bachelor's in English and social sciences), West Virginia University (master's in English, counseling and social sciences), and University of Toledo (doctoral in education). Preceded in death by her husband, three sisters, and four brothers, she passed away on Nov. 12, 2011. Survivors include her son and daughter-in-law, three granddaughters, grandson, and sister.

**Sandra M. Stokes** (University of Wisconsin-Green Bay chapter scholarship/award coordinator), 64, Professor Emerita of Education and Women's Studies, influenced and trained many future teachers and teacher candidates during her 16-year career at University of Wisconsin-Green Bay. She served as director of clinical experiences in education at the school and was liaison for early childhood education to the College of the Menominee Nation. Stokes also was editor of the *Wisconsin State Reading Association Journal* from 2004 to 2010. Community outreach tied to her training included working with the Family Literacy Program of Greater Green Bay, serving on the board of Reading Connections, Inc., and being co-president of the Greater Bayland Reading Council. Other civic causes: the Salvation Army, Leadership Green Bay, the League of Women Voters, and Altrusa International. Stokes further was a board member of Guardian Angels of Green Bay. In 2004, she was appointed by Gov. Jim Doyle to the Wisconsin Council on Physical Disabilities. Stokes earlier taught at Kent State University, Youngstown State University, Methodist University, and University of Mount Union. She earned degrees from University of Bridgeport (bachelor's), Fairfield University (master's), and Kent State (doctoral). Stokes supported the Humane Society and adopted several dogs from the shelter. The daughter of a World War II test pilot, she earned her pilot's license in 1985 and was a member of the Ninety-Nines international organization of women pilots. Stokes died on March 26 at her home, surrounded by family and friends. Survivors include her father, son, brother and sister-in-law and niece. ■



For more obituaries, go online to [www.phikappaphi.org/forum/fall2012](http://www.phikappaphi.org/forum/fall2012).

# Learning to Type

It wasn't until the third week  
that I felt the pull, each word I spoke

cut down into individual  
letters and chopped, like onions

across a dull wooden board.  
A pair of shadowed hands formed there,

in my head, hitting each key  
with the correct finger,

not forgetting to press  
the space bar with my thumb.

At first, the interruption  
was only slight distraction:

slowed speech, constant nods  
to the beating rhythm.

But, by the eighth week, we were  
being timed and I walked through

the day in a panic, each sentence  
a frenzy of recording hands,

every comma and colon a pulse  
of electric pain in my brain.

And, when I woke up one morning  
sweating from a dream

in a language not of sight  
or sound, but of type —

the alphabet broken down  
into bits of urgent symbol —

I knew things would never be  
the same, the keys now unleashed.

They would continue to mark  
their territory. They would not die.

By Katherine Cottle

## The Strength of Character

For this edition's theme of "Making the Grade," most entries addressed formal education, its achievements and its failures. Ranging in tone from inspirational to anxiety-ridden, poets meditated on societal concerns, such as equal access to educational opportunities, and on individual concerns, including mental, physical, and emotional impediments to educational success. In expressing both affirmation and doubt, these poems also offered celebrations of legacy and troubled musings on the uncertain future of traditional education.

Winner Katherine Cottle, in "Learning to Type," modulates these opposing moods. Making the grade here means more than sheer defeat or triumph; it further signifies an evolution of identity. On the surface, the poem evokes intense test anxiety, that familiar fear we continue to play out all our lives in dreams of archetypal angst. On a deeper level, the trepidation about controlling words by typing them correctly and speedily — a dread so heightened that "every comma and colon [cause] a pulse / of electric pain" — relates to the speaker's growing awareness of language as material, to her development as a writer. Each word she speaks she begins to see "cut down into individual / letters and chopped." But she also envisions "a pair of shadowed hands," those "recording hands" that become hers.

With "the keys now unleashed" for the speaker, "things would never be / the same." Discovering our own "bits of urgent symbol," our own worthy passions, is terrifying, yes, but also vital. Making the grade is not an accomplishment that can be met and dismissed but a challenge every true moment continues to hold us to. ■

— Sandra Meek, poetry editor



**Katherine Cottle** (University of Maryland, College Park) is author of *Halfway: A Journal through Pregnancy* (2010), *My Father's Speech: Poems* (2008), and the forthcoming *I Remain Yours: Secret Mission Love Letters of My Mormon Great-Grandparents, 1900-1903*, all from Apprentice House. Her work has appeared in *Poetry East*, *The Pinch*, *Willow Springs*, *The Greensboro Review*, *Tar River Poetry*, and *Puerto del Sol*. A doctoral candidate in English at Morgan State University and a lecturer at University of Baltimore, she won the summer 2010 *Phi Kappa Phi Forum* poetry contest and was a runner-up in summer 2009. Go online to [www.katherinecottle.com](http://www.katherinecottle.com) or email her at [cottle\\_kathy@hotmail.com](mailto:cottle_kathy@hotmail.com).



**Sandra Meek** (Colorado State University) is author of four books of poems: *Nomadic Foundations* (2002); *Burn* (2005); *Biogeography* (2008), winner of the Dorset Prize from Tupelo Press; and *Road Scatter*, published this month 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 per 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. Because the winter edition will be devoted to those who have won Phi Kappa Phi monetary awards the past year, the next poetry contest will be for the spring 2013 edition, theme of "Good News, Bad News." Entry deadline is midnight, Dec. 2, only by email at [poetry@phikappaphi.org](mailto:poetry@phikappaphi.org). For complete rules and details, go online to [www.phikappaphi.org/poetry](http://www.phikappaphi.org/poetry).*

## Making the Grade — But My Way!



By Bob Zany

**G**ranada Hills Charter High School in suburban Los Angeles won the national Academic Decathlon in April for the second year in a row. The nine-member team racked up the biggest score in the 30-year history of the competition, 54,081 points out of a possible 60,000. I wonder if the campus sells slide rules and calculators in its vending machines.

I ask because when I was in high school, making the grade meant football players who got caught morphing pen-written Ds into Bs. But, in a way, I didn't care, for when it came to academic achievement, my parents didn't have great expectations. With good reason. They grew up during the Great Depression, my mom finishing eighth grade and my dad sixth, until tough times compelled them to get a job to help their families. My father wound up a housepainter and my mother became a housewife. So in their minds, making the grade meant that my sister, two brothers, and I graduate from high school. That was their dream. Well, that and looser slots at their favorite Las Vegas casino.

And all four of us kids did graduate from nearby West Covina High. It just took me 20 years to prove it. Not because I didn't fulfill the requirements, but because of a prank I pulled at the rite of passage. Egged on by classmates, I, the half-baked ham, faked a stumble as the principal handed me what I thought was my diploma. The crowd went nuts. The principal went berserk. After turning in my cap and gown, I discovered not only that actual diplomas would be mailed to graduates at a later date but also that mine was being withheld as punishment for my antics. Turns out, the faculty figured out long before my "trip" to the podium that holding the real sheepskin hostage was a good way to ensure pomp and circumstantial behavior.

My guidance counselor informed me that my path to diplomacy would require a formal apology to the principal for "ruining the entire ceremony." Sounded simple enough. But I wore my class clown crown proudly and felt that my performance was exactly what my classmates expected. So I chose not to say I was sorry for doing what comedians-in-training do. It was the principle, Principal.

When I broke the news to my parents later that night, they were furious. Not at me, despite it being pretty clear that I had attempted to drown my sorrows at more than a few graduation parties. No, they were mad at the principal. So even though it was past

midnight, they called a family meeting. One of my older brothers offered to have a rational discussion with the principal. My younger sister started to cry, more for her needing to live down my reputation over the next two years, it seemed to me, than for my predicament. My other older brother, who held the family title of The Funny One, suggested I go to the principal's office, make amends, get the diploma — and then trip again on the way out. My parents, meanwhile, stewed.

Not wanting to stir the pot anymore, I decided to step up. It was the least I could do for my parents. My best friend gave me a pep talk on the importance of appearing contrite during the summit. And, since he was a bit of a wise guy himself and, therefore, had gone through the motions of repenting more than a few times, my best friend came with me. But when we arrived at school a janitor said that the administration was gone for summer break. And that was that.

Until two decades later when, after I was nominated for an American Comedy Award, I decided to visit my alma mater, now run by a different principal. Comedy Central filmed the occasion, and a few of the original players made it into the segment. They all did a pretty good job at relaying the story. Most of them congratulated me on my success, but I don't think anyone apologized. Neither did I. But I did finally get my diploma.

Only after I paid the fees — and put in a few hours of campus cleanup. ■



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. A Los Angeles native, he lives in the San Fernando Valley with his wife, Erin, and their menagerie of cats and dogs. Go online to [www.bobzany.com](http://www.bobzany.com) or [www.facebook.com/bob.zany](http://www.facebook.com/bob.zany); follow him on Twitter @bobzany; or email him at [bob@bobzany.com](mailto:bob@bobzany.com).

# THE HONOR SOCIETY OF PHI KAPPA PHI OFFICIAL GEAR

ORDER ONLINE: PHIKAPPAPHI.ORG • ORDER BY PHONE: 800-804-9880, EXT. 10

## MEMBER BENEFITS

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

## Scholarships & Awards

### Fellowships

\$345,000 awarded annually to members entering their first year of graduate or professional study.

### Study Abroad Grants

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

### Literacy Grants

\$30,000 awarded annually to chapters or individual members to fund new or ongoing literacy initiatives.

### Love of Learning Awards

\$73,500 awarded annually to members seeking funding for career development and/or postbaccalaureate studies.

### Phi Kappa Phi Scholar & Artist

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

### Chapter Awards

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

## Discounts & Privileges

Apple  
AT&T Wireless  
Avis, Budget, Enterprise and National Car Rental  
Bank of America  
Becker Professional Education  
Beyond Credentials  
Carey and Embarque Transportation  
Dell  
GEICO  
Lenovo — NEW  
LifeLock  
Local Hospitality, Inc. — NEW  
Marsh Health Insurance  
The Princeton Review  
T-Mobile



## Computer Backpack

NEW ITEM

Embroidered with the Phi Kappa Phi logo, this computer backpack is designed for work or play. Padded compartments protect a tablet or e-reader and up to a 15.4" laptop. Mesh pockets for water bottles and pockets for small accessories. Adjustable shoulder straps.

Item #ACC14 - \$55

## Logo T-shirt

Display classic Phi Kappa Phi style in this navy screen-printed T-shirt in pre-shrunk 100% cotton, with the Phi Kappa Phi logo on front and unique Society seal on back.

Unisex sizes S-2XL

Item #APP14 (sizes S-XL) - \$17

Item #APP14 (size 2X) - \$19



## Onesie

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

Available in sizes newborn, 6 mos., 12 mos.

Item #APP01 - \$20



## Fleece Jacket

Embroidered with the Society logo, this warm fleece jacket zips up the front.

Unisex sizes S-XL

\$39

Item #APP70 (navy)

Item #APP72 (gray)



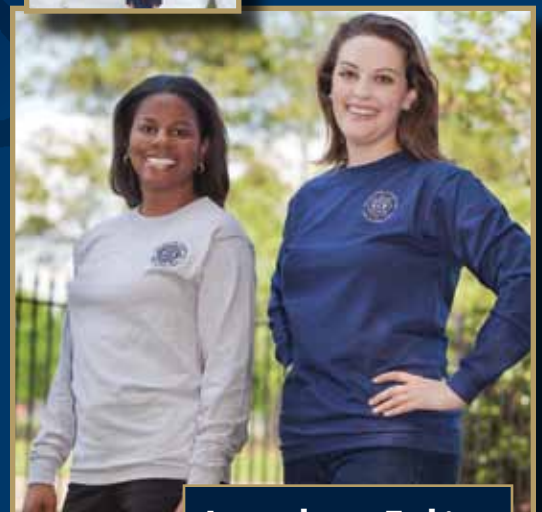
## Phi Kappa Phi Tie

Men's dress tie is adorned with the gold Phi Kappa Phi key.

\$29.50

Item #ACC26 (burgundy)

Item #ACC27 (navy)



## Long-sleeve T-shirt

A 99% lightweight cotton T-shirt features the embroidered Society logo.

Unisex sizes S-XL

\$27

Item #APP12 (navy)

Item #APP13 (gray)



## THE HONOR SOCIETY OF PHI KAPPA PHI

**The Honor Society of Phi Kappa Phi includes more than 300 chapters at colleges and universities, mostly in the U.S. One million members and counting have ties to these chapters since the all-discipline honor society was founded at the University of Maine in 1897. Here is a list of current active chapters:**

Alfred University, Alfred N.Y.  
Andrews University, Berrien Springs, Mich.  
Appalachian State University, Boone, N.C.  
Arcadia University, Glenside, Pa.  
Arizona State University, Tempe, Ariz.  
Arkansas State University, Jonesboro, Ark.  
Armstrong Atlantic State University, Savannah, Ga.  
Auburn University, Auburn, Ala.  
Auburn University-Montgomery, Montgomery, Ala.  
Augusta State University, Augusta, Ga.  
Austin Peay State University, Clarksville, Tenn.  
Ball State University, Muncie, Ind.  
Berea College, Berea, Ky.  
Berry College, Mount Berry, Ga.  
Black Hills State University, Spearfish, S.D.  
Bloomsburg University, Bloomsburg, Pa.  
Boise State University, Boise, Idaho  
Bowling Green State University, Bowling Green, Ohio  
Bradley University, Peoria, Ill.  
Brenau University, Gainesville, Ga.  
Brigham Young University, Provo, Utah  
Brigham Young University-Hawaii, Laie, Hawaii  
Butler University, Indianapolis, Ind.  
California State University, Chico, Calif.  
California State University, Dominguez Hills, Carson, Calif.  
California State University, Fresno, Fresno, Calif.  
California State University, Fullerton, Fullerton, Calif.  
California State University, Long Beach, Long Beach, Calif.  
California State University, Los Angeles, Los Angeles, Calif.  
California State University, Northridge, Northridge, Calif.  
California State University, Sacramento, Sacramento, Calif.  
California State University, San Bernardino, San Bernardino, Calif.  
California State University, Stanislaus, Turlock, Calif.  
Cameron University, Lawton, Okla.  
Campbell University, Buies Creek, N.C.  
Carnegie Mellon University, Pittsburgh, Pa.  
Carroll University, Waukesha, Wis.  
Central Washington University, Ellensburg, Wash.  
The Citadel, Charleston, S.C.  
Clarion University, Clarion, Pa.  
Clarkson University, Potsdam, N.Y.  
Clemson University, Clemson, S.C.  
Coe College, Cedar Rapids, Iowa  
College of Charleston, Charleston, S.C.  
The College of New Jersey, Ewing, N.J.  
Colorado State University, Fort Collins, Colo.  
Colorado State University-Pueblo, Pueblo, Colo.  
Columbus State University, Columbus, Ga.  
Dakota Wesleyan University, Mitchell, S.D.  
Delta State University, Cleveland, Miss.  
DePaul University, Chicago, Ill.  
Duquesne University, Pittsburgh, Pa.  
East Carolina University, Greenville, N.C.  
Eastern Tennessee State University, Johnson City, Tenn.  
Eastern Kentucky University, Richmond, Ky.  
Eastern Michigan University, Ypsilanti, Mich.  
Eastern New Mexico University, Portales, N.M.  
Eastern Oregon University, La Grande, Ore.  
Eastern Washington University, Cheney, Wash.  
Elmhurst College, Elmhurst, Ill.  
Elon University, Elon, N.C.  
Emporia State University, Emporia, Kan.  
Florida Atlantic University, Boca Raton, Fla.  
Florida Institute of Technology, Melbourne, Fla.  
Florida International University, Miami, Fla.  
Florida Southern College, Lakeland, Fla.  
Florida State University, Tallahassee, Fla.  
Fontbonne University, St. Louis, Mo.  
Fordham University, Bronx, N.Y.  
Fort Hays State University, Hays, Kan.  
Fort Lewis College, Durango, Colo.  
Francis Marion University, Florence, S.C.  
George Mason University, Fairfax, Va.  
Georgetown College, Georgetown, Ky.  
Georgia College & State University, Milledgeville, Ga.  
Georgia Southern University, Statesboro, Ga.  
Grand Valley State University, Allendale, Mich.  
Hood College, Frederick, Md.  
Idaho State University, Pocatello, Idaho  
Illinois Wesleyan University, Bloomington, Ill.  
Indiana State University, Terre Haute, Ind.  
Indiana University of Pennsylvania, Indiana, Pa.  
Indiana University-Purdue University Fort Wayne, Fort Wayne, Ind.  
Iowa State University, Ames, Iowa  
Ithaca College, Ithaca, N.Y.  
Jackson State University, Jackson, Miss.  
Jacksonville State University, Jacksonville, Ala.  
Jacksonville University, Jacksonville, Fla.  
James Madison University, Harrisonburg, Va.  
Kansas State University, Manhattan, Kan.  
Kean University, Union, N.J.  
Kennesaw State University, Kennesaw, Ga.  
Kutztown University, Kutztown, Pa.  
Lamar University, Beaumont, Texas  
Lock Haven University, Lock Haven, Pa.  
Longwood University, Farmville, Va.  
Louisiana State University, Baton Rouge, La.  
Louisiana State University Shreveport, Shreveport, La.  
Louisiana Tech University, Ruston, La.  
Lycoming College, Williamsport, Pa.  
Lynchburg College, Lynchburg, Va.  
Marshall University, Huntington, W.Va.

McKendree University, Lebanon, Ill.  
McNeese State University, Lake Charles, La.  
Mercer University, Macon, Ga.  
Miami University, Oxford, Ohio  
Michigan State University, East Lansing, Mich.  
Michigan Technological University, Houghton, Mich.  
Middle Tennessee State University, Murfreesboro, Tenn.  
Millersville University, Millersville, Pa.  
Millikin University, Decatur, Ill.  
Minnesota State University-Mankato, Mankato, Minn.  
Mississippi State University, Mississippi State, Miss.  
Mississippi University for Women, Columbus, Miss.  
Missouri State University, Springfield, Mo.  
Missouri University of Science and Technology, Rolla, Mo.  
Montana State University, Bozeman, Mont.  
Montclair State University, Montclair, N.J.  
Morehead State University, Morehead, Ky.  
Murray State University, Murray, Ky.  
Muskingum University, New Concord, Ohio  
Nebraska Wesleyan University, Lincoln, Neb.  
New Mexico Highlands University, Las Vegas, N.M.  
New Mexico State University, Las Cruces, N.M.  
Nicholls State University, Thibodaux, La.  
North Carolina Agricultural & Technical State University, Greensboro, N.C.  
North Carolina State University, Raleigh, N.C.  
North Dakota State University, Fargo, N.D.  
North Georgia College & State University, Dahlonega, Ga.  
Northern Arizona University, Flagstaff, Ariz.  
Northern Illinois University, DeKalb, Ill.  
Northwestern State University, Natchitoches, La.  
Ohio Northern University, Ada, Ohio  
The Ohio State University, Columbus, Ohio  
Ohio University, Athens, Ohio  
Oklahoma City University, Oklahoma City, Okla.  
Oklahoma State University, Stillwater, Okla.  
Old Dominion University, Norfolk, Va.  
Oregon State University, Corvallis, Ore.  
The Pennsylvania State University, University Park, Pa.  
Pittsburg State University, Pittsburg, Kan.  
Plattsburgh State University, Plattsburgh, N.Y.  
Plymouth State University, Plymouth, N.H.  
Portland State University, Portland, Ore.  
Purdue University, West Lafayette, Ind.  
Radford University, Radford, Va.  
Rochester Institute of Technology, Rochester, N.Y.  
Sage Colleges, Troy, N.Y.  
Salem State University, Salem, Mass.  
Salisbury University, Salisbury, Md.  
Samford University, Birmingham, Ala.  
San Diego State University, San Diego, Calif.  
San Jose State University, San Jose, Calif.  
Shepherd University, Shepherdstown, W.Va.  
Shippensburg University, Shippensburg, Pa.  
Slippery Rock University, Slippery Rock, Pa.  
South Dakota State University, Brookings, S.D.  
Southeast Missouri State University, Cape Girardeau, Mo.  
Southeastern Louisiana University, Hammond, La.  
Southern Illinois University Carbondale, Carbondale, Ill.  
Southern Illinois University Edwardsville, Edwardsville, Ill.  
Southern Oregon University, Ashland, Ore.  
State University of New York at Binghamton, Binghamton, N.Y.  
State University of New York at Cortland, Cortland, N.Y.  
State University of New York at Oswego, Oswego, N.Y.  
State University of New York at Potsdam, Potsdam, N.Y.  
Syracuse University, Syracuse, N.Y.  
Tennessee State University, Nashville, Tenn.  
Tennessee Technological University, Cookeville, Tenn.  
Texas A&M International University, Laredo, Texas  
Texas A&M University, College Station, Texas  
Texas Tech University, Lubbock, Texas  
Texas Woman's University, Denton, Texas  
Troy University, Troy, Ala.  
Truman State University, Kirksville, Mo.  
United States Military Academy, West Point, N.Y.  
United States Naval Academy, Annapolis, Md.  
University of Alabama, Tuscaloosa, Ala.  
University of Alabama at Birmingham, Birmingham, Ala.  
University of Alabama in Huntsville, Huntsville, Ala.  
University of Alaska Anchorage, Anchorage, Alaska  
University of Alaska Fairbanks, Fairbanks, Alaska  
University of Arizona, Tucson, Ariz.  
University of Arkansas-Fayetteville, Fayetteville, Ark.  
University of Arkansas at Little Rock, Little Rock, Ark.  
University of Bridgeport, Bridgeport, Conn.  
University of California-Davis, Davis, Calif.  
University of Central Florida, Orlando, Fla.  
University of Central Missouri, Warrensburg, Mo.  
University of Connecticut, Storrs, Conn.  
University of Delaware, Newark, Del.  
University of Evansville, Evansville, Ind.  
University of Findlay, Findlay, Ohio  
University of Florida, Gainesville, Fla.  
University of Georgia, Athens, Ga.  
University of Houston, Houston, Texas  
University of Houston-Clear Lake, Houston, Texas  
University of Houston-Downtown, Houston, Texas  
University of Houston-Victoria, Victoria, Texas  
University of Idaho, Moscow, Idaho  
University of Illinois at Chicago, Chicago, Ill.  
University of Illinois at Urbana-Champaign, Urbana, Ill.  
University of Kansas, Lawrence, Kan.  
University of Kentucky, Lexington, Ky.

University of Louisiana at Lafayette, Lafayette, La.  
University of Louisiana at Monroe, Monroe, La.  
University of Louisville, Louisville, Ky.  
University of Maine, Orono, Maine  
University of Maryland, Baltimore Campuses, Baltimore, Md.  
University of Maryland, College Park, College Park, Md.  
University of Maryland Eastern Shore, Princess Anne, Md.  
University of Maryland University College, Adelphi, Md.  
University of Massachusetts, Amherst, Mass.  
University of Memphis, Memphis, Tenn.  
University of Miami, Coral Gables, Fla.  
University of Michigan, Ann Arbor, Mich.  
University of Minnesota, Minneapolis, Minn.  
University of Mississippi, Oxford, Miss.  
University of Missouri-Columbia, Columbia, Mo.  
University of Missouri-Kansas City, Kansas City, Mo.  
University of Missouri-St. Louis, St. Louis, Mo.  
University of Montana, Missoula, Mont.  
University of Montevallo, Montevallo, Ala.  
University of Nebraska at Kearney, Kearney, Neb.  
University of Nebraska at Omaha, Omaha, Neb.  
University of Nevada, Las Vegas, Las Vegas, Nev.  
University of Nevada, Reno, Reno, Nev.  
University of New Mexico, Albuquerque, N.M.  
University of New Orleans, New Orleans, La.  
University of North Alabama, Florence, Ala.  
University of North Carolina at Charlotte, Charlotte, N.C.  
University of North Carolina Wilmington, Wilmington, N.C.  
University of North Florida, Jacksonville, Fla.  
University of North Texas, Denton, Texas  
University of Oklahoma, Norman, Okla.  
University of the Pacific, Stockton, Calif.  
University of the Philippines, Quezon City, Philippines  
University of Pittsburgh at Greensburg, Greensburg, Pa.  
University of Pittsburgh at Johnstown, Johnstown, Pa.  
University of Puerto Rico, Mayaguez, Puerto Rico  
University of Puget Sound, Tacoma, Wash.  
University of Rhode Island, Kingston, R.I.  
University of South Alabama, Mobile, Ala.  
University of South Carolina Upstate, Spartanburg, S.C.  
University of South Florida, Tampa, Fla.  
University of Southern California, Los Angeles, Calif.  
University of Southern Maine, Portland, Maine  
University of Southern Mississippi, Hattiesburg, Miss.  
University of Tampa, Tampa, Fla.  
University of Tennessee, Knoxville, Tenn.  
University of Tennessee at Martin, Martin, Tenn.  
University of Texas at Arlington, Arlington, Texas  
University of Texas at Austin, Austin, Texas  
University of Texas at Dallas, Richardson, Texas  
University of Texas at El Paso, El Paso, Texas  
University of Texas Medical Branch at Galveston, Galveston, Texas  
University of Texas-Pan American, Edinburg, Texas  
University of Texas at San Antonio, San Antonio, Texas  
University of Texas at Tyler, Tyler, Texas  
University of Toledo, Toledo, Ohio  
University of Tulsa, Tulsa, Okla.  
University of Utah, Salt Lake City, Utah  
University of West Alabama, Livingston, Ala.  
University of West Florida, Pensacola, Fla.  
University of West Georgia, Carrollton, Ga.  
University of Wisconsin-Eau Claire, Eau Claire, Wis.  
University of Wisconsin-Green Bay, Green Bay, Wis.  
University of Wisconsin-Madison, Madison, Wis.  
University of Wisconsin-Milwaukee, Milwaukee, Wis.  
University of Wisconsin-Platteville, Platteville, Wis.  
University of Wisconsin-River Falls, River Falls, Wis.  
University of Wisconsin-Stevens Point, Stevens Point, Wis.  
University of Wisconsin-Whitewater, Whitewater, Wis.  
University of Wyoming, Laramie, Wyo.  
Utah State University, Logan, Utah  
Utah Valley University, Orem, Utah  
Valdosta State University, Valdosta, Ga.  
Villanova University, Villanova, Pa.  
Virginia Commonwealth University, Richmond, Va.  
Virginia Military Institute, Lexington, Va.  
Virginia Polytechnic Institute and State University, Blacksburg, Va.  
Washington University, Topeka, Kan.  
Wayne State College, Wayne, Neb.  
Weber State University, Ogden, Utah  
Wesleyan College, Macon, Ga.  
West Virginia University, Morgantown, W.Va.  
West Virginia Wesleyan College, Buckhannon, W.Va.  
Western Carolina University, Cullowhee, N.C.  
Western Illinois University, Macomb, Ill.  
Western Kentucky University, Bowling Green, Ky.  
Western Michigan University, Kalamazoo, Mich.  
Western Oregon University, Monmouth, Ore.  
Western Washington University, Bellingham, Wash.  
Westfield State University, Westfield, Mass.  
Westmont College, Santa Barbara, Calif.  
Widener University, Chester, Pa.  
Winthrop University, Rock Hill, S.C.  
Wright State University, Dayton, Ohio  
Youngstown State University, Youngstown, Ohio



For more information, go online to  
[www.phikappaphi.org/chapters](http://www.phikappaphi.org/chapters).