

FORUM



UNLEASHING VOICE

Young Voters, Activists are Ready to be Heard

Mission to Manguzi:

Called to Africa, We Found Ourselves, by Brice Nielsen

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Memoirs of a Street Marcher:

My Activism in Retrospect, by Jose Dalisay Jr.

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Educate Early, Vote Often:

Crunching the Numbers,
with CIRCLE's Peter Levine

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FORUM

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

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THE HONOR SOCIETY OF PHI KAPPA PHI was founded in 1897 and became a national organization through the efforts of the presidents of three state universities. Its primary objective has from the first been the recognition and encouragement of superior scholarship in all fields of study. Good character is an essential supporting attribute for those elected to membership. The motto of the Society is *phiosophia krateito phótón*, which is freely translated as "Let the love of learning rule humanity."

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

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> THE HONOR SOCIETY OF PHI KAPPA PHI MISSION STATEMENT

To Recognize and Promote Academic Excellence
in All Fields of Higher Education and to Engage
the Community of Scholars in Service to Others

POSTMASTER
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VOLUME 88, NUMBER 2

As mentioned in previous issues, the *Phi Kappa Phi Forum* is undergoing changes to its look and editorial style. The first major round of changes took place in the Winter/Spring 2007 issue, including a move to a multi-topic format and subtle enhancements to the design.

T HIS ISSUE CLEARLY DEMONSTRATES that the *Forum* continues to evolve in response to your feedback. Design changes are more dramatic. Content is presented in a more engaging fashion. Pages are easier to read, with informational sidebars and graphics to help tell stories at a glance. Topics are of-the-moment. While articles are quite different from one another, all fit together to tell an overarching story of altruism and political activism in today's society.

Dr. Jose Dalisay Jr. offers us a view of what political activism and participation can mean outside the safe haven of the politically tolerant United States. Dr. Dalisay was a young, outspoken activist in the tumultuous Philippine political uprisings of the early 1970s. His ardor, fueled as he tells it by youth and an oppressive political environment, led to his imprisonment by the Philippine government.

This issue also features a fascinating interview with Joshua Levy, a young political activist, blogger, and pundit who outlines how technology is changing – largely for the better – the political process, particularly among young voters.

Those young voters are our political future, as we explore in our Q&A with Peter Levine, director of the Center for Information & Research on Civic Learning & Engagement (CIRCLE). Dr. Levine and CIRCLE track closely the political enfranchisement of America's youth and are doing fantastic work.

We also are proud to feature in this issue several of our own Phi Kappa Phi members. All have answered the call to serve others in a variety of ways.

Brice Nielsen (North Carolina State University) recently completed a one-year humanitarian stint in Manguzi, South Africa. Amanda Hardesty (The Ohio State University) rushed to New Orleans immediately after Hurricane Katrina to help. She is still there. We are proud to bring you their stories and others. This issue demonstrates that Phi Kappa Phi members are not only the best academically, but altruistically as well.

In preparing this issue, our goal was to give you, our members, what you asked for – an interesting, thought-provoking, intelligent publication of the highest quality. I hope you are as pleased with the result as we are. Please continue to provide us your feedback at editor@phikappaphi.org. We value your comments and suggestions. Thank you for being part of Phi Kappa Phi. It truly is an honor to serve you. ■



Robert B. Rogow, CPA, PhD, *Society President*

Occasionally there will be a guest writer for this page. The guest writer for this issue is Traci Navarre, director of the Society's Marketing and Member Benefits Department.
–Bob

“
While articles are quite different from one another, all fit together to tell an overarching story of altruism and political activism in today's society.
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Mission to Manguzi

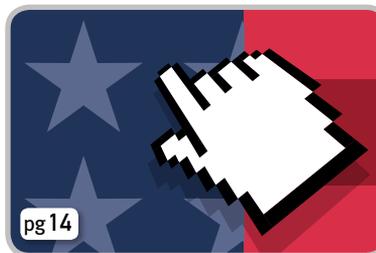
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Educate Early, Vote Often

An interview with civicyouth.org's
Peter Levine



“Clearly the collegiate athletic promoters include alumni and members of a broadly-based ‘professional sports system.’ Some intercollegiate sports look to be part of the ‘farm team’ for professional sports organizations.”

—Geoffrey Ferster, PhD, Eden Prairie, MN

■ Intercollegiate Athletics’ Opportunity to Pay for Universal Intramural Sports

My sincere compliments to Dr. Angela Lumpkin for her insightful Forum on Ethics article “A Call to Action for Faculty Regarding Intercollegiate Athletics” (*Forum* Winter/Spring 2008). Her focal issues, historical context and, and particularly the recommendations are extremely useful for Action Plans in all academic institutions. The various March Madness’ are propitious reminders and provide faculty members further justifications to ‘tame the rampant intercollegiate athletics,’ further hyped by the media and lurking professional scouts, teams, agents, etc.

Clearly the collegiate athletic promoters include alumni and members of a broadly-based ‘professional sports system.’ Indeed, some intercollegiate sports look to be part of the ‘farm team’ for professional sports organizations. Equally valid is

the desire among many students to participate in intramural sports or just keep fit. Although, nearing a ‘slippery slope,’ why not recommend stopping (or at least boycotting) intercollegiate athletic programs until the owners of professional sports teams, sports promoters and the TV networks establish a generous fund directed solely to finance university intramural sports with adequate facilities and programs for the remaining 99.9% of undergraduates, graduate students, faculty and their families? Sure this would be a bit of ‘payback’ for the publicly-subsidized stadia around the country, and would serve as an opportunity for direct health status and social benefits to all university employees and students.

Geoffrey Ferster, PhD
EDEN PRAIRIE, MN

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

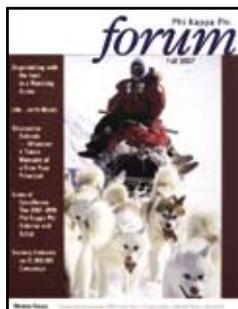
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Letters to the Editor

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■ Mary Ann Manos’ “Ethical or Unethical? Your Final Exam (In Six Easy Questions)” was an informative and provocative article.

Perhaps Ms. Manos should have asked one additional and vital question. That would be “To What Extent has a Code of Ethics Specifically and Significantly Influenced the Behavior of a Professional?” If that question is not studied or asked, the others have little or no importance.

Many industrial, commercial, management, and professional organizations have adopted codes of ethical behavior. That is good, but in and of itself it does not tell us the effect of such codes on behavior.

Albert Erlebacher
CHICAGO, IL

CORRECTIONS

▶ PAGE 7

In the figure caption for “night time image of Seoul, South Korea,” the image number should be ISS010-E-12103, not ISS015-E-10704. The *Phi Kappa Phi Forum* apologizes for the error.

MISSION TO MANGUZI CALLED TO AFRICA, WE FOUND OURSELVES

BY BRICE NIELSEN

Manguzi (so called because of its many mango trees) is a rural community located in the upper northeastern region of KwaZulu Natal, South Africa. It is a town booming with energy and invigorating to the senses. Its streets are lined with vibrant markets, vending everything from fish to pineapples to fried dough. The air is filled with the sounds of school children singing in perfect harmony and with the sputtering of worn, rusted-out 4×4 vehicles.

ITS ROADS ARE EITHER SANDY, potholed, or both. Gogos (grandmothers) and children alike carry unbelievable loads on their heads, from 25-liter drums of water to sacks of vegetables. Young women wear multicolored head wraps and saunter in lively skirts. The sun is always shining, so people carry bright umbrellas to block its boiling rays and face cloths to wipe the sweat from their brows. Manguzi, South Africa, is a magical, chaotic, vibrant place, and it currently is the place I call home.

In May 2006, my then-boyfriend, Jim, and I graduated from college with plans to volunteer with AmeriCorps for one year, and then attend medical school. I began my service year with City Year in Washington D.C., working as an HIV/AIDS educator in inner-city high schools. That same month, Jim moved to South Africa hoping to do mission work, but with no set plan. Through a unique series of events, he moved in with a Zulu family and started volunteering at a Non-Governmental Organization (NGO)

offering AIDS education called Tholulwazi Uzivikele (which means “Get Information to Protect Yourself” in Zulu). On opposite sides of the world, we both were working in the HIV/AIDS non-profit sector, both becoming passionate about the issue. Our phone calls, although brief because of outrageous international calling rates, were emotional. We found ourselves questioning the world’s response to the epidemic, the complexities of preventing infection, and our roles in fighting HIV/AIDS.



NAMIBIA BOTSWANA

ZIMBA

PRETORIA

SOUTH AFRICA

WORKCESTER

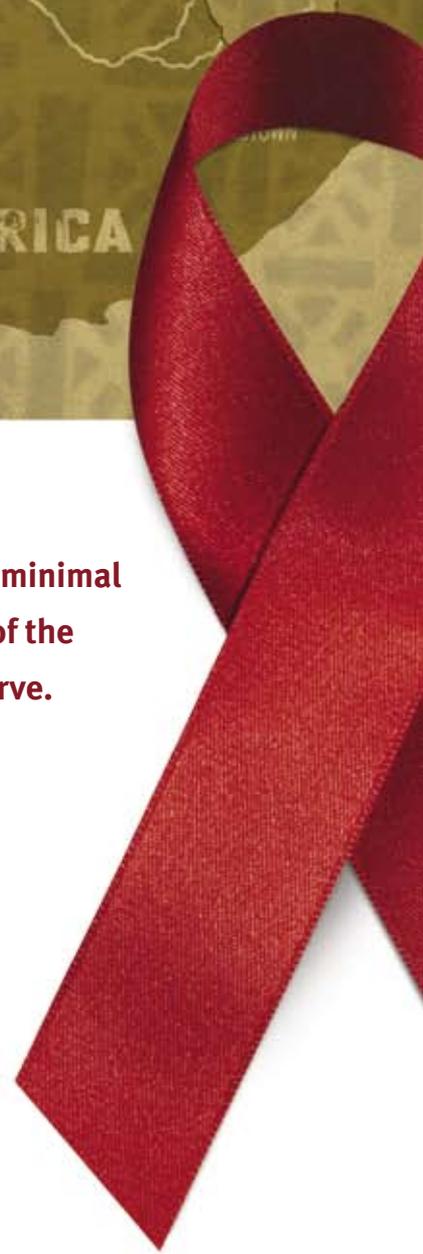
We continued working hard in our different corners of the world until the spring of 2007, when Jim received surprising news. The Tholulwazi program coordinator had to move unexpectedly, and the Tholulwazi Board of Directors offered the post to Jim and me for one year. Although our friends and families were not completely convinced that we should accept, we both truly felt called to serve in South Africa. Finally, we decided to defer one year from the University of North Carolina at Chapel Hill School of Medicine and take the post. Jim returned to the United States in May 2007, and we were married in July. Five days after our honeymoon ended, we moved halfway across the world to Manguzi.

Having a new husband, living in a new place, working at a new job, and making all new friends was a challenge, but it also was lots of fun. Jim and I moved into a round cement house, or rondavel, within a larger compound of houses in the local community. We felt blessed to live in such a nice house, with electricity and an air conditioner; however, the sporadic availability of running water was a bit of an adjustment. Our unreliable car and far-from-fluent Zulu language skills also gave us some anxiety. However, our trials were incredibly minimal when compared to those of the community we came to serve.

Although the life and energy of Manguzi are undeniable, its people suffer from unbelievably high rates of HIV infection, extreme poverty, and desperate unemployment. At the end of 2005, South Africa had 5.5 million people living with HIV and 1,000 died each day. Antiretroviral (ARV) treatment became available only in 2004 – years later than in most countries – and of those people who need it, only an estimated 33 percent actually can access treatment. ↻ ↻ ↻



Our trials were incredibly minimal when compared to those of the community we came to serve.





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Locally, Manguzi has an HIV infection rate of 28 percent among pregnant women, and officials estimate 85 percent of its population has access to treatment.

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Locally, Manguzi has an HIV infection rate of 28 percent among pregnant women, and officials estimate 85 percent of its population has access to treatment. I worked as a student in Manguzi Hospital, so to me these are not just numbers. I sat in on more than one patient appointment where a gogo, her daughter, and her granddaughter all were there to pick up their ARVs. I have seen HIV-positive infants abandoned in the pediatric ward, their mothers dead from AIDS, their fathers nowhere to be found. I have pictures of these patients in my head that can never be erased; yet the memories stir something deep inside of me, calling me to serve as a doctor to the poor.

The repercussions of this epidemic are monumental; one of the most tragic is the number of orphans it leaves in its wake. Currently, South Africa is home to 1.2 million AIDS orphans, and that number continues to rise. In Manguzi, Tholulwazi serves a population of 3,000 AIDS orphans, many of whom I've come to know. We run several programs for these children, from distributing school uniforms to delivering food parcels. My favorite program is the Memory Box Children's Camp.

Taking place over two weekends, 25 orphaned children each receive a wooden memory box in which they can store pictures or items that remind them of their deceased parents. They decorate the boxes, and also use them to store all their artwork created during the camp. In addition, they get to sleep over in the Centre, eat great food, watch movies, and bond with other kids living through similar situations. These children all have experienced tremendous sadness and confusion in their lives; it is a priceless gift to give them two weekends of pure fun.

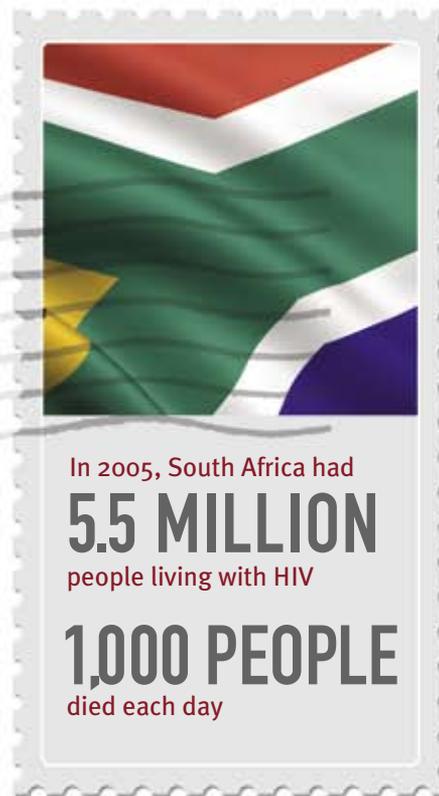
In addition to orphan care, Tholulwazi also runs a home-based care program in which 150 volunteers visit the chronically ill in their communities. The team is made up mostly of women we've trained, who travel by foot to the homesteads of the sick and dying, exposing themselves regularly to disease and harsh family situations. They receive no compensation for their efforts, yet they minister constantly, all because they have the heart to help.

Finally, our young adult care program reaches out to Manguzi's young people, with the goals of preventing HIV infection and motivating youth to make a difference in their lives and the lives of others. To do this, Tholulwazi runs Christian-based life skills courses and acts out an HIV drama at local high schools. To date, we have hosted three different groups of life skills courses, which have been extremely popular. The passion and interest I've seen in the eyes of young people enrolled in these courses are incredible, and for many the course has changed their life. One student testified to the class that, because of the course, he gave up drinking alcohol. The following weekend his friends were out drinking and driving, and were in a serious car crash. He said, "If it weren't for these life skills courses, I'd be dead." These programs encourage young people to create a vision for their lives; a future they can reach with action and discipline. In a community that suffers so immensely from HIV and poverty, Tholulwazi's life skills courses offer young people hope.

Like everything else in Africa, overseeing these programs has been both a blessing and a challenge. Through our work, Jim and I have gained leadership skills, cultural knowledge, a lot of patience, and perhaps a few gray hairs. We have submitted grant proposals, completed funding reports, and hosted donor visits. We have managed a budget of nearly \$300,000 U.S. Dollars and led a staff of 21 people. Being so young and gaining

this experience has been an amazing opportunity. Fortunately, we have had incredible mentors and friends to help us overcome obstacles and make big decisions.

However, Jim and I not only worked hard on this mission, we played hard, too. We spent several weekends at the beautiful beaches of the Indian Ocean, reading and swimming. We saw elephants and rhinos in their natural habitats at game parks, and paddled past hippos in our local lake system. During the Christmas holiday, we took a road trip from Manguzi to Cape Town and saw the entire eastern coastline of South Africa. The scenery was diverse and rich, and Cape Town was breathtaking. Our adventures also have included camping trips with friends, cycling trips to Waterfall Cave, and drives to Mozambique.



Over the past seven months, we have fallen in love with Manguzi. We love the people, the chaos, the music, and the complete disregard for time. We love the backs of pickup trucks overflowing with people, and the local dish of rice, curried chicken, butternut and beetroot. Because of our love for this environment and these people, we are even more inspired to earn our medical degrees and return to a rural, developing corner of the world to serve the poor.

As our time draws to a close here, I am anxious about leaving. Manguzi has become my home, and I am going to miss it immensely. They say 'you can never dust the sands of Africa from your feet'; I don't think I ever will. ■

BRICE NIELSEN, a 2006 North Carolina State University graduate and 2007 Phi Kappa Phi Hohenstein Fellow for the Southeastern Region, was inducted into Phi Kappa Phi in 2005. She and her husband Jim have served for the past year as program coordinators for an AIDS education organization in Manguzi, South Africa. She plans to attend medical school on her return to the United States.



Brice and Jim Nielsen

- For more updates on the adventures of Brice and Jim, please visit our blog at www.briceandjim.blogspot.com
- For more information on Tholulwazi Uzivikele, please visit our Web site at www.tuproject.org
- For more information on HIV in South Africa or around the world, please visit www.avert.org

> **Just Another Child?** Making a Difference for Bulgaria's Orphans

» Submitted by **JEFF SWIFT**

I got in the cab, told the driver my building number, and we started off. "How is work going today?" I asked. "There is no work," he answered, "Bulgaria is poor and only the rich have money." I am not surprised by this answer — it is the same one the last taxi driver gave me.

AND THE ONE BEFORE THAT. "I really like your country," I said. "It's very pretty, the people are friendly and accepting, the history is rich..." I trailed off, and he eagerly cut in, "I don't know how much you know about our history, but Bulgaria was under the Turkish yoke for 500 years..." He continued talking for the rest of our trip. His final words as I got out of the cab were incredulous: "Our youth are running to America, and yet you come here. Why?"

Although recently admitted into the European Union, Bulgaria is burdened by one of Europe's highest orphan rates. No one comes when more than 14,000 children call for "mommy" or "daddy."

One Heart Bulgaria is an international nonprofit organization that focuses on helping this significant portion of Bulgaria's future. These children need medical care, moral support, role models, teachers, and friends. For the past 10 years, One Heart Bulgaria has been working to fill these needs with amazing success. Medical interns spend anywhere from four weeks to four months working with the orphans, giving them attention, teaching them, and being there for them. Doctors volunteer their time operating on cleft palates and treating hydrocephalus, dentists work their magic giving some lucky children something they've never had before—a dental exam. Experts provide training to Bulgaria's overwhelmed orphanage supervisors, and unpaid volunteers in America donate countless hours making people aware of the situation in which these children live.

I too came to Bulgaria to make a difference. I liked Bulgaria the moment I stepped off the plane. When we drove through Sofia I noticed the cars parked on the sidewalks, the blue "Y" on some of the cars, (a sign I later learned denoted a student driver), the old communist cars being passed by shiny BMWs, and big black cars that seemed to come straight from old mafia movies. I saw proud statues and monuments to former

heroes. I saw the small shops selling banitza, a Bulgarian pastry I quickly fell in love with. I saw the people.

My conversation with the taxi driver that day was virtually the same in every cab, and with everyone I met. Bulgarians are proud of their heritage in an almost pessimistic way. They lament all five centuries spent under the yoke of their brothers to the south. They lament their time under Communist rule, and they lament the current widespread corruption in their government. The uniformity of their lamentations is impressive — the Bulgarian mind seems to come with this jeremiad already built in. And yet, some of the most unfortunate people in Bulgaria, its orphans, haven't learned to despair yet. Instead, through One Heart Bulgaria, they hope.

One day I was playing soccer with the children living in Sveta Maria orphanage in Bulgaria's second-largest city. One of them, a dark-haired, sincere boy of about nine or 10, was teaching me how to do his favorite soccer move. He showed me how to put my right foot on the ball, spin around it with my other foot and beat the defender in one fluid motion. My motion was anything but fluid. He worked with me for a full fifteen minutes, teaching me which foot to plant in the grass and where to push the ball and how it all went together. He would smile at my mistakes and then show me how to correct them. After many tries I spun, planted, pushed, and made the move just how he taught me. He looked at me with a beaming smile, a look of accomplishment and fulfillment in his little eyes.

Bulgaria's future lies in those eyes and others like them. All these kids need is a fair shot at life and a chance. They'll take it. And over the past 10 years, they have, as One Heart Bulgaria continues to change lives one child at a time. ■



**"All these kids need
is a fair shot at life
and a chance.
They'll take it."**

JEFF SWIFT is a 2008 Phi Kappa Phi inductee from Brigham Young University, where he graduated with a degree in English. He became director of internships for One Heart Bulgaria after two years as a volunteer missionary for the organization.

> Learning How to Give and How Giving Happens

The Development Summer Internship Program at the University of Michigan Teaches Students the Business Behind Philanthropy

» Submitted by **SHELLEY MURPHY STRICKLAND**

BONO STAGES AN AID concert and launches the retail line (Product) RED to support Africa. Oprah creates a reality show on which contestants compete at giving away money. Bill Gates and Warren Buffett make headlines everywhere with their historic philanthropic partnership.

By all accounts, the current generation of college students wants to make a difference. These young people have grown up volunteering; service-learning programs where students are integrated into communities as part of the coursework and “alternative spring breaks” spent volunteering instead of partying have become commonplace.

However, young people today rarely are taught *how* to give. They know that wealthy individuals contribute to charities, but they rarely hear about the decision-making processes that influence donors’ charitable choices. While the end result of philanthropy can be seen, the process, including the role of sensitive, well-trained development professionals who facilitate the relationship between donors and institutions, is rarely on display.

To address this gap, in 2007 the University of Michigan (U-M) launched its Development Summer Internship Program (D-SIP) after a year of research, benchmarking, and planning. Program planners hope to develop the next generation of alumni volunteers and to enhance the diversity and lifelong loyalty of future donors and civic leaders.

In their research, founders of the U-M program discovered that many young people across the country were unaware that they could make a career out of making a difference. What began as an attempt to educate the best and brightest about career opportunities in development now has become an educational endeavor for the entire university, and even beyond its campus as other institutions seek to replicate U-M’s program.

D-SIP places college students, primarily rising seniors, in development offices all over campus four days a week during the summer months from May to August, and in a classroom to learn about philanthropy on a fifth day. The program did not originate from entirely altruistic motives. The development office at U-M is large and sophisticated, and its staff needed to create a pipeline to move young employees into their own program as well as those of other organizations.

The role of development officer – what once was simply called a “fundraiser” – today goes beyond merely raising money. Development positions are in high demand and offer the opportunity to work with interesting people and make a real difference on campus and in people’s lives.

Soliciting private support is no longer confined to private institutions. Even community colleges have recognized that a broader base of support is essential in these times of declining

state and federal support.¹ Increasing tuition is not always an option, especially for institutions committed to access and opportunity. This past fiscal year, for the first time, private support for U-M equaled the state’s appropriations for its flagship university.

While “giving back” is essential for many private institutions, students at many public institutions do not get the message. That lack of awareness often translates to unheeded alumni-donation requests in later years.

Through D-SIP, students learn about the role that private support has always played in public and private institutions of higher education. The D-SIP classroom experience features guest speakers. For example, Dr. Teresa Sullivan, U-M’s Provost and Executive Vice President for Academic Affairs, explains the complementary roles of private support and public dollars. Dr. Sullivan, a Phi Kappa Phi Fellowship winner who helped to reinvigorate the U-M chapter (#039), outlines the fund accounting of the University, opening students’ eyes to the endowment and how its expenditures are overseen.

The program also helps uncover assumptions. Learning why key donors contribute challenges students to wrestle with the same questions with which the public grapples – for example, would their money be better spent with small nonprofits? D-SIP helps students understand that it is necessary not only to invest in vaccinations for children in developing countries, but also to invest in the research that will cure the disease and render the vaccine unnecessary.

It is vital for young people to have a complete vision of the volunteer/philanthropy continuum. Many idealistic young people feel they must be “on the ground” to make a difference, but who raises the money to make those opportunities happen? Talented fundraisers are behind those myriad programs that provide food, care, or education locally and worldwide.

Students also learn that the act of giving need not wait until later in their lives and careers. Regardless of their resources, interns are challenged by donors to think about their own giving priorities. In fact, last year’s intern class was so inspired by meeting the donor who helped sponsor their program – an alumna who has been an active volunteer and philanthropist for more than 50 years – that they made a class donation to support the next group of interns. The program had succeeded in conveying its message: Giving is indeed a lesson that lasts a lifetime. ■

SHELLEY STRICKLAND is the graduate student vice president of Phi Kappa Phi Chapter 039. She is pursuing her doctorate in higher education at U-M, and developed the curriculum for the university’s Development Summer Internship Program (D-SIP).

See page 22 for bibliography.

> **Gravitating To the Eye of the Storm**

Drawn to New Orleans Post-Katrina, One Woman Uncovers Her Destiny

» Submitted by **AMANDA HARDESTY**

All the ceiling fans wilted, gravitating toward the space below them. Most were fragile, worn, or broken. Many struggled to remain true to their solid nature, straining to maintain their original shape, but if you looked closely, even their strongest lines had curved.

A S A VOLUNTEER VISITING A HURRICANE KATRINA-DAMAGED HOME, I was astounded by the pervasive damage: the overturned refrigerator, the mud-encrusted stuffed animals, the black mold creeping up the walls. Noticing the ceiling fan was almost an afterthought.

Volunteering in New Orleans after Hurricane Katrina altered the entire direction of my life. Along with classmates from Ohio State University, I worked with Louisiana State University's Extension Service in December 2005, assisting with agricultural relief projects. The experience was rewarding enough that I organized another trip for spring 2006. However, while the volunteer activities were virtually the same that trip, the influence on me was different. I gravitated to service in this post-Katrina environment.

As graduation approached, I often was asked why I felt so strongly that I needed to return to New Orleans. My response was this: I volunteered in December because it was possible, I volunteered in March because it was easy to do, but I returned in June because I needed to be there.

The next seven months were non-stop. I worked with the LSU AgCenter, developing the Katrina Agricultural and Coastal Resources Experience (KARE) program.¹ We focused on helping agricultural, environmental, and fisheries-related industries begin the process of recovery and rebuilding. It was invigorating to know that we could help someone return to their way of life, earning an income, even if that just meant removing debris, painting, or sorting through their flooded possessions. Wetlands restoration also was a priority; volunteers propagated and planted vegetation along coastlines throughout the region.

My role with KARE was all-encompassing; I managed every part of the volunteer program, from recruiting and housing volunteers, to arranging for their tools and supplies. My temporary position expired, but I stayed; a partner organization offered me a stipend for another three months, and I stayed even longer.

However, my gravitation to service, at first so energizing, slowly became a burden too. I lived with other relief workers; we constantly talked about the circumstances we faced. I carried in my heart stories of people I had come to know intimately.

A man tied his mother to a tree with doorbell wiring that had been a part of the home they had sheltered in less than an hour

before so she wouldn't be swept away by flood waters. She survived; he rescued his daughter and then his wife hours later as they floated on a door. An elderly woman clung to a tree, holding on to the trousers of her World War II veteran husband so the flood currents did not carry him off. For the first time in my life, I missed my family's Christmas gathering. I broke down in January, packed all I could in my little Jeep Cherokee and headed home to Ohio. I planned to return to New Orleans in March, wrap up spring break commitments, sell anything I could not fit in my car and move back home.

When I returned to New Orleans, I began documenting the progress of the region, neighborhoods, and my projects. More than a year after Katrina, many houses still were untouched; that's when I rediscovered the ceiling fans.

They had an essence that set them apart from the rest of the house. It was as though, despite their safe position above the flood, they began to feel the gravity of their situation and lost strength. I envisioned them reaching toward the surface of the water, yearning for it so they could justify the soggy weakness in their limbs. To me, the ceiling fans became redefined, witnesses to the tragedy of New Orleans.

I found myself redefined as well. I shifted from recovery to education; talks and tours became the focus of my time in the field. What I intended to be a six-week trip back to New Orleans now has lasted more than a year. My official capacity with LSU ended in December 2007. I still work with the LSU AgCenter and other volunteer groups; however, I now work with the Louisiana Seafood Promotion and Marketing Board and am enrolled online in Regis University studying organizational leadership. Today I am content to contribute to change rather than try to effect it all on my own. My various roles collectively fill my personal need to be involved in my community and synergize with others through service. These are the philosophies to which I now gravitate. ■

AMANDA HARDESTY is a 2006 Phi Kappa Phi inductee from the Ohio State University, where she graduated with degrees in Natural Resources and Environmental Science. She is the Certification Program Manager for the Louisiana Seafood Promotion and Marketing Board.

See page 22 for bibliography.

> War, Then Peace

NotAlone Supports Military Personnel and Loved Ones through Deployment, Return

» Submitted by **JAYNE ANDREWS**

War is real. Perhaps that is not the deepest observation you should expect from a recent college graduate, but it's probably the most important thing that I've learned from my job at NotAlone.

WHEN I STARTED WORKING with NotAlone last year, war was not real. War was an abstract concept to be promoted or, more commonly, protested. The idea that actual people were involved did not really occur to me on a meaningful, emotional level until it became my job to listen to and edit the stories of real soldiers from real wars.

Allow me to explain: we at NotAlone partner with organizations that wrestle with how to help both soldiers and their families cope with the psychological hardships of military deployment. We create online communities and learning workshops that allow soldiers and their families to form long-term relationships with other members, helping them to become psychologically and emotionally whole again in a safe, confidential environment after their wartime experience.

When we develop programs for our soldiers and their families, we apply the research-proven learning principles developed by Dr. John Bransford, who is a worldwide treasure among the scientific community and the author of *How People Learn*. Coping with deployment issues is essentially a learning challenge, and we teach people to cope by engaging their hearts and minds through the power of stories.

Why do we do this? Because war irrevocably changes people. Intellectually we know this, but most of us experience it only superficially. We might slap a yellow ribbon on our car or give some change to a homeless Vietnam veteran, but we rarely take time beyond those token gestures to consider the lives and stories of the soldiers and their families.

I am a program content developer at NotAlone. I spend a great deal of time immersed in the audio interviews that we collect from soldiers and families. My personal experience here has been the polar opposite of my experience at Middle Tennessee State University. The college environment can encourage students to think that our words hold real value, or that our meager experience has given us enough wisdom to deserve a voice. As an English major, I was especially talented at expounding my pointless and underdeveloped ideas about a particular literary genius's art.

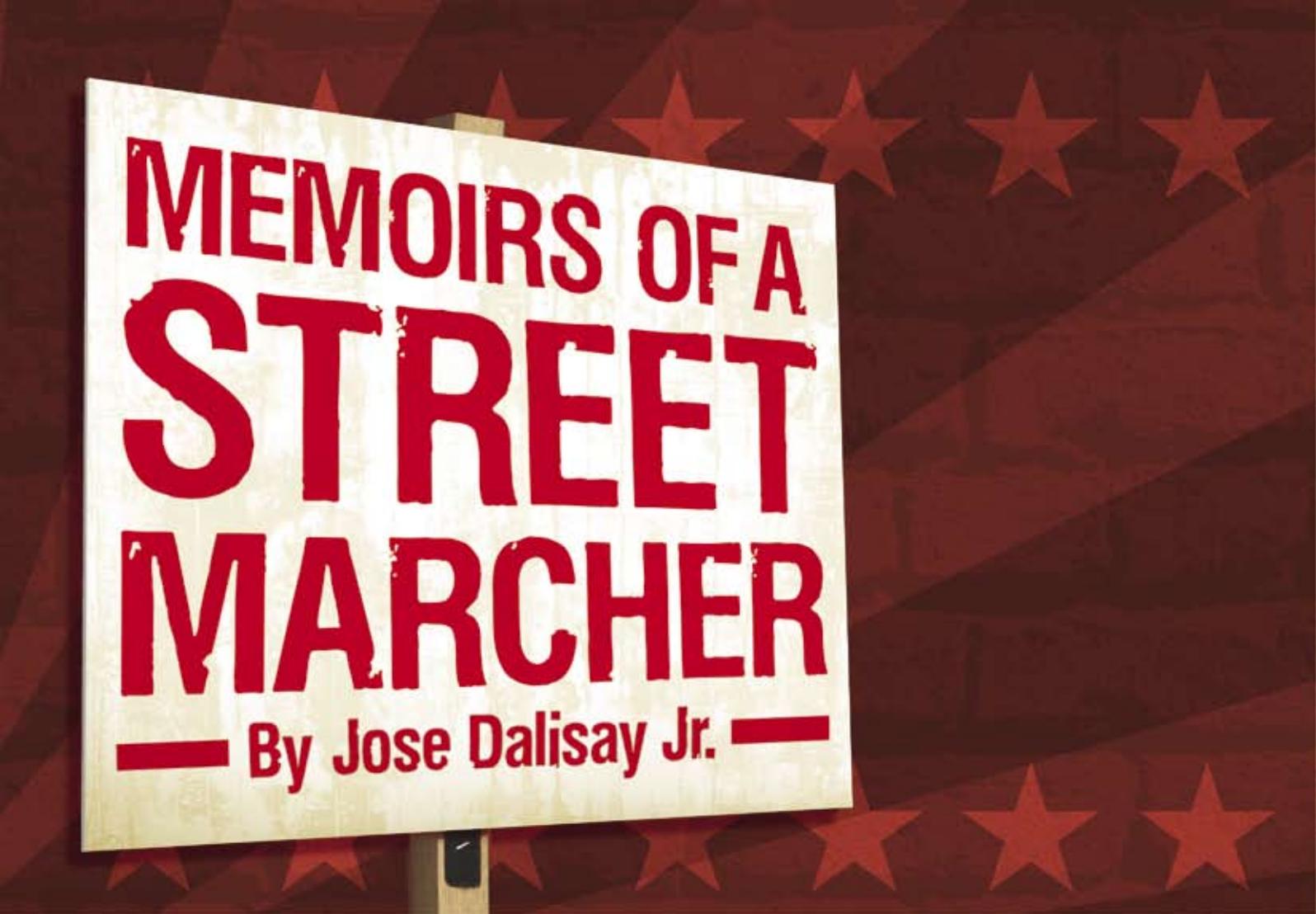
However, as a content director for NotAlone, my voice now is still. My task as an editor of soldiers' stories is to be completely silent and leave no traces of my work. The best service I can

perform for these people and their stories is simply to clarify the stories' importance and poignancy. It amazes me every day how these people, ordinary citizens, are able to cope with the most painful of situations. I cannot imagine what it would be like to receive a phone call in the middle of the night with my husband's commander on the other end of the line, asking me how quickly I could be in Germany because my spouse was hit by an improvised explosive device, or IED, and might not make it through the next 48 hours. It is beyond my comprehension to hear someone who lost both of his legs say he'd go back to Afghanistan in a heartbeat. These are people who have seen Hell on Earth during their deployment to Iraq, or they are the spouses of returned soldiers who cannot separate themselves from the nightmares of the desert.

Currently, NotAlone is working on a multimillion-dollar deal with a major soldier-focused nonprofit, and we hope our partnership with this organization will bring major changes to the military community. We're planning to change the lives of up to 450,000 people and become the most efficient and trusted resource when it comes to dealing with traumatic brain injury or Post Traumatic Stress Disorder. We will bring these problems out into the open so that people know it is safe to discuss them. Most important to those of us who work with these heroes every day is the fact that, finally, soldiers and families will know that they are NotAlone. ■

JAYNE ANDREWS is a 2007 Phi Kappa Phi inductee from Middle Tennessee State University, where she graduated from the Honors college with a degree in English literature.

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Coping with deployment issues is essentially a learning challenge, and we teach people to cope by engaging their hearts and minds through the power of stories.
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MEMOIRS OF A STREET MARCHER

— By Jose Dalisay Jr. —

I wasn't even out of high school when I joined the Philippine Left. In the late '60s, that term covered all shades of red; I started on the safe side of pink, with a group called the National Union of Students of the Philippines, which advocated social and political reform strictly through peaceful, parliamentary means.

AND THEN I JOINED the first massive student-led demonstration against President Ferdinand Marcos on Jan. 26, 1970. Police truncheons were wielded, tear-gas canisters thrown, and — like thousands of others — I quickly became radicalized, signing up with a much more militant youth organization as soon as I entered college in 1970.

Beyond the Philippines, it seemed as if the whole world was on fire. We drew our inspiration from the students of the Sorbonne, of Berkeley, of Beijing (then still Peking), of Hanoi. As I've written elsewhere, we believed that we were lending our young but ardent voices to the oppressed millions who could not speak. We laid our schooling on the altar of this new faith: many skipped classes, some (like me) dropped out of school altogether, and many sought ways of balancing a life between the inflexible expectations of parents and the irresistible claims of activism.

We were not Communists — not yet, for that was a high status to be earned, and only whispered about — but “national democrats,”

almost literally the marching forces of the Left. People had long and involved arguments over who was truly Left and who was not. We devoured a plethora of works by Mao Tse-Tung, chiefly his red-covered *Quotations* and a booklet of morale-boosting selections called *Five Golden Rays*. One of those golden rays was “Serve the People,” which became the motto of a generation that would be known in the Philippines as First Quarter Stormers.

While devout Catholics went to weekly or daily Mass, student activists went to fairly regular marches, rallies, and demonstrations. These “demos” served as proving ground, pulpit, battle zone, and killing field. The revolution had to be sustained, and there was no lack of immediate issues to be protested: rising prices, the presence of U.S. military bases in our country, the militarization of the countryside, rampant corruption, strikebreaking, even the aesthetics of the traditional beauty pageant. We found common cause with the Viet Cong and the Chinese Red Guards; in the early 1970s, Jane Fonda and Donald Sutherland even flew in to join a protest against the Vietnam War.

A typical demo took place early in the afternoon. Hired buses would pick up the marchers from their schools; they would meet usually at Quezon City's Welcome Rotunda, and from there, march on to Plaza Miranda or to Liwasang Bonifacio across the Pasig River. Sturdy shoes – or Viet Cong-style rubber sandals cut out of tires – were required; denim jeans, a T-shirt (often silkscreened with a slogan), and a placard or a streamer completed the marcher's outfit. A select few would carry homemade "pillbox" bombs – matchboxes stuffed with nails and gunpowder filched from firecrackers – albeit only for defensive purposes.

Demonstrators had some reason to anticipate a confrontation. Often as not the demos would end in violence; when the banners rose, so did the rhetoric and the stakes. The demos often ended with a call to proceed to Malacañang Palace or the U.S. Embassy – either of them within easy walking distance for the seasoned street marcher. There, phalanxes of riot police would be waiting; challenges would fly across the breach, then teargas canisters, then bullets, and then the demo would turn into a billowing of smoke and a flight of suddenly unshod feet across the asphalt and into the city's many burrows.

Young people died in those marches. One day I marched behind a group of high school students. They came from my old high school, and I was glad to see that others had followed our lead. The march rounded a bend in the street, then suddenly – *boom!* – a boy crumpled to the ground about ten meters ahead. When someone tried to lift him up, his brain fell out of its cavity, gutted by a bomb tossed by a security guard. His name was Francis Sontillano, and there would be many more like him. One All Saints' Day I counted the names of all the people I knew who had died during the Storm – on the street, out in some rice field, on a mountainside – and it came to 21 names, most of them comrades in their late teens and early 20s.

Declared by a desperate Marcos in 1972, martial law would put a stop to these marches, though not completely. In 1973, a few days short of my 19th birthday, I was arrested for subversion and spent the next seven months in prison, an experience I would recount in my first novel, *Killing Time in a Warm Place*, published in 1992.

Upon my release, I got a job, got married and started a family, went back to school, and thought my street-marching days were over. But we would march again against Marcos on a long stretch of a highway called Epifanio de los Santos Avenue in 1986, crying "People Power!" It felt good, even picnic-like, again, especially

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The Philippines continues to suffer under many of the same conditions we were up in arms about in 1970.

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when the dictator fled. But neither that first "EDSA" revolt or the one that followed in 2001, deposing yet another president, would succeed in solving problems rooted in centuries of exploitation and oppression.

Ironically, the Philippines continues to suffer under many of the same conditions we were up in arms about in 1970: abject poverty, rampant corruption, social injustice, and the pernicious rule of a privileged few. Also ironically, much of the charm and the power of the far Left has gone, diverted, perhaps rightly so (no pun intended), to the safer, narrower – or should I say more focused – causes of Non-Governmental Organizations (NGOs) engaged in issues ranging from the environment, women's issues, migrant labor, education, genetically-modified organisms, the digital divide, and other 21st century concerns. Instead of dying in the hills, we've found good reasons to wage our wars in the classrooms and on the Internet.

Today, nearly 40 years after my first street march, I sometimes worry that the only kind of power we know is that which runs the batteries on our cellular phones and laptops. Then again, I wonder if this is what revolutions are finally all about. ■

Parts of this essay have previously appeared in *Kasaysayan: The Story of the Filipino People* (Manila: Asia Publishing, 1998).



JOSE Y. DALISAY JR., PHD, was born in Romblon, Philippines in 1954.

He graduated from the Philippine Science High School in 1970. After dropping out of college to work as a journalist, followed by a period of imprisonment under martial law in 1973, he graduated from the University of the Philippines in 1984 (AB English, cum laude), and then received an MFA from the University of Michigan (1988) and a PhD in English from the University of Wisconsin-Milwaukee (1991) on a Fulbright-Hays grant.

He teaches English and Creative Writing as a full professor at the University of the Philippines, where he also serves as coordinator of the creative writing program and as an Associate of the UP Institute of Creative Writing. After serving for three years as chairman of the

English Department, he assumed the post of Vice President for Public Affairs of the UP System from May 2003 to February 2005.

He has published 15 books of his stories, plays, and essays, with five of those books receiving the National Book Award from the Manila Critics Circle. In 1998, he was named to the Cultural Center of the Philippines (CCP) Centennial Honors List as one of the 100 most accomplished Filipino artists of the past century.

Among his distinctions, he has won 16 Palanca Awards in five genres (entering the Palanca Hall of Fame in 2000); five Cultural Center of the Philippines awards for playwriting; and Famas, Urian, Star and Catholic Film awards and citations for his screenplays. In 2005 he received the Premio Cervara di Roma in Italy for his work in promoting Philippine literature abroad.

BEYOND “BOXERS OR BRIEFS?”

New Media Brings Youth to
Politics Like Never Before



In 1992, the country was taken aback by the vision of then-presidential candidate Bill Clinton answering the age-old “boxers or briefs” question with a straight face while fielding questions from young voters in a series of televised “town hall” meetings.

THESE PSEUDO-INTIMATE GATHERINGS were heady stuff for voters feeling marginalized by domestic politics – an opportunity to feel that the common American once again had the government’s ear in our political discourse.

The carefully vetted Q-and-A sessions also played another role: they were the first modern instance of politics as “infotainment,” a phenomenon now almost de rigueur in today’s near-constant scrabble of candidates, pundits, and every other Joe who can get face time on the nightly cable news shows.

However, in coffee shops, university libraries and local campaign headquarters across the nation, a movement is taking place, tearing the veil between politics and young American voters. It is called “New Media,” and it is changing the political landscape for good.

“What we’ve seen in 2008 is an explosion of the possibilities of town hall discourse,” says Joshua Levy, a writer, editor, activist, and political junkie who monitors the crossroads of technology and politics. He writes for a number of online political sites and is associate editor of www.personaldemocracy.com, an online melting pot of political perspective and opinion that transcends party affiliation.

“Say I’m home watching Barack Obama speak to a roomful of college students,” Levy explains. In past elections that might be as involved as he could get. But today, “because I’m streaming the speech on my computer, I also can participate, asking questions via Instant Message or participating in real-time polls.

“Now you have all these young people who can participate in the process rather than just watching and going to vote every four years,” he says.

Tools such as Facebook, MySpace, Twitter, and YouTube allow individuals to become part of the larger political process just by using their laptop or PDA.

“Built into these applications is an awareness of group activity and networked communications,” Levy says. “That’s how you organize people for politics, advocacy groups, or anything where you want to build groups of people and create community awareness. But instead of networking with a few dozen people, you can quickly grow groups to thousands, or even hundreds of thousands of people, because of the way information on these sites spreads like wildfire.”

Levy said young people instinctively understand they are networking in a larger sphere, but may take it for granted and not consider the political ramifications of their actions.

“They may not even know that they are engaging in politics when they ‘friend’ Barack Obama on Facebook or MySpace,” Levy says. “But I think they most certainly are, and are increasing political awareness among their network through that act.”

Young voters’ blend of idealism, politics, and savvy social networking has made them a very attractive demographic in this election cycle. According to www.civicyouth.org, youth turnout has

been much higher in the 2008 primaries than in recent years. In some states, youth turnout has tripled or quadrupled. More than three million young Americans¹ voted on Super Tuesday, and studies by the Center for Information & Research on Civic Learning & Engagement (CIRCLE) show that young voters usually become repeat voters.²

Young adults are linked through social network technology to a degree that should give campaign managers shivers of delight. Facebook, one of the Web’s top social networking sites, has more than 69 million active users;³ YouTube, the popular online video-sharing site, is estimated to have nearly 60 million users.⁴ So reaching those young potential voters is like having the keys to the kingdom – or the White House.

In the 2008 elections, Levy said, some technology has been more useful than others.

For example, Twitter, a free, phenomenally-popular Instant Messaging tool, has now become a factor in the political process.

“Twitter is huge among activists and political junkies,” Levy says. “It’s the most important technology of this campaign.”

Twitter messages are called “tweets.” Because www.twitter.com had nearly a million users at the end of March 2008,⁵ and statistics show that most Twitter members send multiple tweets a day,⁶ if even a fraction of those tweets center on the presidential election or other political and social issues, the numbers arguably are worth politicians’ attention. ➔ ➔ ➔

Facebook:
69 MILLION
Active Users



YouTube
60 MILLION
Active Users



Get Involved

www.twitter.com

www.facebook.com

www.youtube.com

www.myspace.com

www.personaldemocracy.com

www.techpresident.com

www.CIRCLE.com

www.civicyouth.com

www.barackobama.com

www.hillaryclinton.com

www.johnmccain.com

www.ronpaul.com

Looking for more resources? Just Google:

and get started!



JOSHUA LEVY is a writer, filmmaker, and Web strategist whose work explores the intersections of technology, politics, and activism. He is Associate Editor of Personal Democracy Forum and TechPresident, two Web sites that cover how technology is changing politics, and is a commentator on the use of the Web in the 2008 election. Levy's analysis and his work at TechPresident.com has been featured in the *New York Times*, *Washington Post*, *The Huffington Post*, *Salon*, NPR, ABC News, and AOL Politics, among others.

He has an MFA in nonfiction media from Hunter College, New York.

Share

Favorite

Flag

For a political junkie or pundit, Levy says, the Twitter community is invaluable this election cycle, allowing an almost real-time view of the larger political landscape.

There's even a Twitter sub-site called www.politweets.com, which "mashes" all the tweets in the Twitter universe about each candidate into a cross-cultural, bipartisan snapshot, provided by the people who only a decade ago tended to be marginalized in the political process: ordinary Americans.

Facebook and MySpace, as well as blogs, also get Levy's vote as integral parts of the political dialog young voters have begun.

To date, more than 894,000⁷ members of Facebook have 'friended' Obama. In a little more than 24 hours, three million-plus people logged on to watch his 38-minute YouTube speech rebutting comments by his former pastor, Jeremiah Wright.

Obama, Levy says, is using the tools available to him more effectively than any other candidate in this campaign: "Despite the wealth of tools available and the novel ways of engaging the public and supporters, [Clinton and McCain] just don't do it. Obama is the only candidate who really understands that the important stuff happens online."

That fact doesn't mean, however, that the talking heads of television political coverage will fade away anytime soon. While the Internet is growing in importance to the national political dialog, Levy believes it remains a David to traditional media's Goliath:

"Although I would argue the Internet is not a media equivalent to television, it's a platform" that's growing more important every day, Levy says. "It doesn't mean print, television, or radio journalism will go away, but the way we interact with it today will change, and increasingly that's going to happen by traditional media adapting to the Internet."

Sixteen years after Bill Clinton's undergarment preferences first came to light in the electoral process, Josh Levy was a mere 14 years old. What does he think of the impact New Media has made on politics since then?

"It's a kind of gift to candidates and voters, who now can participate in politics in a much more natural way, the way that offline politics have always worked," Levy says. "Looking back at 1992, it makes all that stuff look really quaint. Today we're not only reclaiming the kind of purity people have been wanting and looking for, we've gone even further than we could have imagined." ■

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See page 22 for bibliography.

▼ Keeping Candidates Accountable Through New Media

OUT ON THE STUMP, CANDIDATES DO A LOT OF TALKING.

They tackle issues, make promises, maybe sling a little mud. But to paraphrase the famous Vegas promise, what happened on the campaign stayed on the campaign, with the exception of the few quotes or soundbites that made it on the evening news.

That's not to say a candidate didn't cause a flap once in a while, but often a good press secretary could squash a scandal before it really got going.

Today, things have certainly changed on the campaign trail. Or in Joshua Levy's words, 'Today, YouTube giveth, and YouTube taketh away.'

"It's kind of a 'perfect storm' of circumstances and peers," Levy says. "If they get the right message out that starts spreading in a viral way, and if there's a national climate for the conversation, an interest groups' message can be catapulted to the fore of the discussion. But if that happens, candidates have to be held accountable."

➤ And that's where YouTube literally comes into the picture.

Since its inception in 2006, the online video-sharing Web site YouTube has grown to an estimated 60 million users. Because technology now enables users to network among their home computers, cell phones and PDAs – as well as those of all their friends – keeping a lid on campaign slipups and skating by glib-tongued promises has become exponentially more difficult. Here are just some candidates' viral video gaffes and the number of YouTube users who've seen the slip:

2008: MITT ROMNEY, former presidential candidate, Mormon, and certified so-not-hip guy. Taking a photo with a group of young African-Americans at a Martin Luther King Day parade, he asks his uncomfortable audience, "Who let the dogs out?" **YouTube views: 274,738**

2006: SEN. GEORGE ALLEN (R-VA), seen as almost a shoo-in to re-election against opponent Jim Webb, derails his own campaign by calling a Webb campaign volunteer of Indian heritage "macaca." When the video aired, viewers looked up the meaning of the slur, and his campaign, for all intents and purposes, was over. **YouTube views: 367,488**

2007: PRESIDENTIAL CANDIDATES in New Hampshire. Members of LIVEFREE, the New Hampshire Marijuana Policy Initiative, ask each presidential candidate if he or she would imprison doctors who prescribe medical marijuana, or arrest those patients who smoke it. Clinton's answer is supportive, Obama's noncommittal. But many candidates react rudely or not at all, earning them a failing grade on the LIVEFREE presidential scorecard (www.granitestaters.com/candidates).

With the YouTube evidence there for all to see, it's hard to explain some candidates' reaction to questions that, right or wrong, come from the people they'd be working for as president. **YouTube views: 28,600 (John Edwards) – 280,149 (Mitt Romney)**

"This group made those videos and injected them into the national consciousness," Josh Levy says about the LIVEFREE videos. "You had a lot of people watching them, a lot of people writing and blogging about them, and suddenly candidates had to explain their actions. You still have to rely on a lot of good old-fashioned blood, sweat, and tears to get these things out there, but now people have the tools to do it," he continues. "The smart candidate understands you can't just dismiss these things. You will be held accountable, and you now have to have this conversation with your constituents in a way you didn't have to before. Ultimately, I think that's good for voters."

“
You still have to rely on a lot of good old-fashioned blood, sweat, and tears to get these things out there, but now people have the tools to do it.
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EDUCATE EARLY, VOTE OFTEN

Civic Education Group Looks to Create Politically-Active, Educated Young People

» Interview with **PETER LEVINE**

As the country draws close to what will be a historic presidential election, candidates and consultants alike view one segment of the population — the nation's youth — as a key component to success in November.

Young voters, generally regarded as those between the ages of 18-25, are becoming increasingly active in both local and national politics, and are being courted and conferred with more than ever before. The *Phi Kappa Phi Forum* staff chatted with Peter Levine, director of the Center for Information & Research on Civic Learning & Engagement (CIRCLE) to find out what is moving this convergence of young voters and modern politics.

PKP: On your Web site, you say that many young voters are less educated about government and policy, yet their numbers are growing in active voluntary service such as canvassing and on-campus campaign activities. How do you explain that? Are they becoming more active as they learn about politics and issues, or are they being “given” their opinion by others, then told to pursue it?

PL: Since the 1990s, we have seen major increases in youth volunteering and community service. Many schools and colleges have created service courses and clubs. Some school districts, and even one whole state, Maryland,

require community service for graduation. Meanwhile, colleges, universities, and employers are saying that they want to see service on applicants' résumés. Some of the service activities that students perform are trivial or entirely driven by their teachers' interests. Nonetheless, I think that a substantial number of kids perform service that confronts them with serious issues and broadens their perspectives. That is certainly a form of learning.

At the same time, I wish that we also taught more about politics, law, and social issues in our regular academic courses. Civics classes have not kept up with the growth of service programs. Still, excellent service experiences are very helpful, especially when they are combined with research and reflection, and they certainly have become more common.

PKP: Does the youthful political activism you're studying seem part of a personal long-term trend – a young person becomes politically active early and remains politically active for the long term – or something students dabble in as part of their journey of self-discovery?

PL: A lot of evidence suggests that we are “dyed in the wool” as citizens in our teenage years and our twenties. Habits and attitudes that we form early on seem to stick. For example, Kent Jennings and his colleagues have followed a single high school class since the 1960s; those who were most active in student groups still are most active today. Similarly, people who vote once tend to vote again.

PKP: Are political entities tailoring their messaging and outreach efforts according to race, gender, or sexuality? Why? How?

PL: Politicians and political parties always target specific demographic groups with at least some of their messages. For example, they will use a different radio ad on a station that is popular among young African-Americans than on a station that reaches primarily young whites. However, if anything, I think politicians today are less likely to segment the youth population than they were in the past. Today's youth are the most diverse cohort in American history and are relatively tolerant and familiar

with blurred cultural identities. I see a lot of political messages that deliberately mix musical styles or show diverse groups of young people.

PKP: Is new media changing the paradigm? Is it because it's targeted? The kids don't feel marketed to? Explain Obama's Web site and it's tremendous success this campaign, or Ron Paul's grassroots, youth-heavy, impassioned campaign.

PL: The most interesting part of the new media environment, sometimes called “Web 2.0,” encompasses all the forms of media that users can harness to easily and cheaply make and share content. They can make a video and post it on YouTube or create a website on Facebook in a few minutes. Neither service charges a penny. As a result, some young people – even a few pre-teens – have become very significant producers of news and opinion.

I think the story of Senator Obama and the Internet is less about what his campaign has done and more about what independent kids have done to support him. For example, he has more than 894,000 ‘friends’ on Facebook. His Facebook presence started with some independent students who liked him. Also, he has been helped by very popular videos that have been distributed “virally” on the Web. There is no evidence that his campaign had anything to do with these videos, which demonstrates that the political and media environment have become much more accessible. Campaigns are less important and supporters are more so.

These products may seem more authentic to young people because they don't involve expensive, professional marketing techniques. On the other hand, we find that students are quite respectful of professional journalism. They don't presume that blogs and other amateur products can replace professional news.

PKP: How does money change the picture – funded campaigns and media efforts vs. grassroots efforts? Some professional campaign efforts pose as grassroots, and some truly start that way. What draws youth to one or the other? How can interested youth tell the difference?

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I think that young Americans are in more danger of being cynical than naïve. They understand that you cannot take what you see on television or the Internet at face value. But we have to believe something, or we cannot act.

”

RESOURCES

CIRCLE Web site

www.civicyouth.org

Peter Levine's blog

www.peterlevine.ws/mt

Public Agenda

www.publicagenda.org/issues/issuehome.cfm

Vote Gopher

www.votegopher.com/

◎ Young People in the Numbers

- There were more than 32 million young residents in the United States in 2006, the majority of whom were male.
- Nationally, 18–25 year-olds make up 14 percent of the population of eligible voters in the United States; 18-29 year-olds make up 21 percent of the voting eligible population. (CPS 2006)
- In 2006 there were 70 million 0–17 year-old residents, almost as many as the Baby Boomers (77 million).
- Nearly 20 percent of all young Americans were either immigrants or the children of immigrants in 2006.

NOTE: Unless otherwise noted young people are defined as 18–25 year olds.
SOURCES: 2006 Youth Demographic and Immigrant Youth Demographics

TABLE 1

Super Tuesday Presidential Primary Participation in 2008

18–29 YEAR-OLD CITIZENS

Super Tuesday Primary	Youth Turnout Rate	Youth Turnout Rate in 2000	Turnout Rate of Age 30 and Over	Overall Turnout Rate	Number of Youth Who Voted	Youth as Share of All Voters
AL	19%	N/A	36%	32%	135,597	13%
AR	11%	N/A	29%	25%	48,112	9%
AZ ¹	7%	N/A	25%	21%	59,267	7%
CA	17%	13%	32%	29%	873,508	14%
CT	12%	7%	22%	20%	51,436	10%
GA	21%	7%	34%	31%	281,724	14%
IL	18%	N/A	37%	32%	377,996	13%
MA	25%	11%	40%	37%	231,022	14%
MO	21%	7%	35%	32%	190,863	14%
NJ	18%	N/A	32%	29%	187,889	11%
NY	12%	12%	20%	18%	311,833	13%
OK	14%	4%	33%	29%	82,609	13%
TN	15%	3%	30%	27%	139,831	12%
UT	15%	N/A	29%	25%	66,248	16%

¹Participants were age 17-29

Source: The share of primary voters is obtained from the state's respective Republican and Democratic National Election Pool exit polls conducted by Edison/Mitofsky. The numbers of votes cast are obtained from the CNN.com (2/6/2008; vote counts represent at least 95% of precincts reporting.) Estimated voter turnout is obtained by taking the estimated number of votes cast and dividing it by the estimated population of 18-to 29-year-old citizens and citizens over the age of 30 from the Current Population Survey (2007). ID, KS, MT, WV and NM are not included in Table 1 because they only held a Democratic or a Republican contest. AK, CO, ND, and DE are not included because they did not have exit polls for both races. MN was not included because no vote tally was available.

PL: Here is a paradox: the Internet is a powerful tool for fundraising, and young people are much more likely to give small political donations today than they were in earlier years. However, the money that campaigns raise online is not spent online, where costs are low. It is spent on old-fashioned TV and radio ads and mass mailings. That fact suggests that the real political game is still in the old media, although New Media has broadened candidates' base of funders.

It is hard to tell the difference between online campaigns – political, social, or otherwise – that are spontaneous outpourings of popular opinion and those that are well-funded and professionally designed. I don't think that young people are as savvy as they like to believe they are. Consider the Product (RED) campaign, which asks consumers to buy products that will help to fund an end to AIDS in Africa. This idea is very popular; many college students have participated. But in focus groups, we found that many students who bought Product (RED) items knew nothing about its objectives or sponsors, which are corporations. I'm not saying that anything is wrong with this campaign, but I wouldn't participate unless I knew a fair amount about it.

PKP: What do you feel is the key to developing an aware, active, engaged young voter? Where should that young person look for information to develop his or her knowledge?

PL: People young and old can access a wonderful supply of information and guidance. The Public Agenda Foundation is just one example of an organization that provides unbiased primers on current issues. Young people themselves also are producing their own filters of information such as Vote Gopher, an open-source Web site created by college students that allows interested voters to compare the candidates' positions on various issues.

It's impossible for any citizen to monitor all the issues carefully enough. We all rely to some extent on trusted intermediaries such as parents, unions, religious congregations, political parties, editorial news pages, and associations. The challenge for young people is that many of the old intermediaries are in severe decline – unions and newspapers, for

example. And some others, such as political parties, have lost their bond of trust with the public. Some young people are responding by building their own communities, often online. But it's tough for them to replace the whole set of intermediaries that we have lost.

PKP: Would most schools and communities get a passing or failing grade when it comes to promoting civic awareness, responsibility, and inquiry?

PL: Because they are so heavily influenced by pressures from politicians, parents, colleges, employers, and other outsiders, I don't like to assign grades to schools. They generally do the best they can. I would give *us*, as a nation, pretty poor grades for providing civic education. Our strongest students do fine; they know enough, they are confident, and they act in their communities. For those, however, who are not on a track to attend college, we provide very little civic education. Those students are the least likely to experience class discussions of current events, service opportunities, use of the news media in school, and so on. As a result, there are very big gaps in political knowledge between our most successful and least successful students – much bigger than the gaps in other countries.

PKP: How has political involvement changed since you were in school?

PL: Today we have many new ways to express opinions, from running a blog to buying “fair trade” goods. Because of the Internet, it is easier to form groups with people who share rare interests and concerns. The ratio of celebrity gossip to hard news has worsened on TV and at the newsstand. Today, political campaigns and interest groups have more money and more sophisticated techniques to communicate than ever before.

PKP: What are you seeing today that thrills you in terms of political activism in youth? What drives you crazy?

PL: I am thrilled by the energy, enthusiasm, creativity, and idealism of our engaged young people.

Nothing about them really drives me crazy, but I think that young Americans are in more danger of being cynical than naïve. They understand that you cannot take what you see on television or the Internet at face value. But we have to believe *something*, or we cannot act. ■

YOUTH TURNOUT

Percentage of citizens (not residents) who voted in recent presidential elections.

18–24 YEAR OLDS

	White Americans	African Americans	Native Americans	Asian Americans	Latinos
1992	52%	41%	37%	32%	33%
1996	38%	34%	25%	35%	24%
2000	38%	36%	30%	28%	26%
2004	50%	47%	37%	36%	33%

18–29 YEAR OLDS

	White Americans	African Americans	Native Americans	Asian Americans	Latinos
1992	55%	45%	36%	37%	39%
1996	41%	39%	28%	34%	28%
2000	42%	42%	30%	32%	29%
2004	52%	50%	35%	32%	36%



PETER LEVINE, PHD, (www.peterlevine.ws) is Director of CIRCLE, The Center for Information & Research on Civic Learning & Engagement. CIRCLE is part of the University of Maryland's School of Public Policy, but will move to Tufts University's Jonathan Tisch College of Citizenship and Public Service in 2008. Levine graduated from Yale in 1989 with a degree in philosophy. He studied philosophy at Oxford on a Rhodes Scholarship, receiving his doctorate in 1992. From 1991 until 1993, he was a research associate at Common Cause. In the late 1990s, he was Deputy Director of the National Commission on Civic Renewal, chaired by Senator Sam Nunn and William Bennett. He is a member of the Deliberative Democracy Consortium's steering committee (www.deliberative-democracy.net), a co-founder of the National Alliance for Civic Education (www.cived.org), and former chair of the Executive Committee of the Campaign for the Civic Mission of Schools (www.civicmissionofschools.org). Levine is the author of *The Future of Democracy: Developing the Next Generation of American Citizens* (University Press of New England, June 2007), three other scholarly books on philosophy and politics, and a novel. He also co-edited *The Deliberative Democracy Handbook* (2006) with John Gastil and co-organized the writing of *The Civic Mission of Schools*, a report released by Carnegie Corporation of New York and CIRCLE in 2003 (www.civicmissionofschools.org).

See page 22 for bibliography.

■ Beyond “Boxers or Briefs?” New Media Brings Youth to Politics Like Never Before

- ¹ classified as those voters aged 18-29 by CIRCLE — the Center for Information & Research on Civic Learning & Engagement
- ² Special Report: *Young Voter Mobilization Tactics* by Young Voter Strategies and CIRCLE (www.civicyouth.org)
- ³ <http://www.facebook.com/press/info.php?factsheet>
- ⁴ <http://siteanalytics.compete.com/youtube.com+hotornot.com+videobox.com/?metric=uv>
- ⁵ 949,582 public users on March 25, 2005, according to www.twitdir.com
- ⁶ <http://twitterfacts.blogspot.com/2008/01/whats-cost-of-twitter.html>
- ⁷ <http://www.freerepublic.com/focus/f-news/2027147/posts>

■ Gravitating to the Eye of the Storm

- ¹ KARE was formed as a partnership between the LSU Agricultural Center and marketumbrella.org, a non-profit community organization housed at Loyola University.

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■ Income, War, and Elections

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■ Why We Must Teach Evolution In The Science Classroom

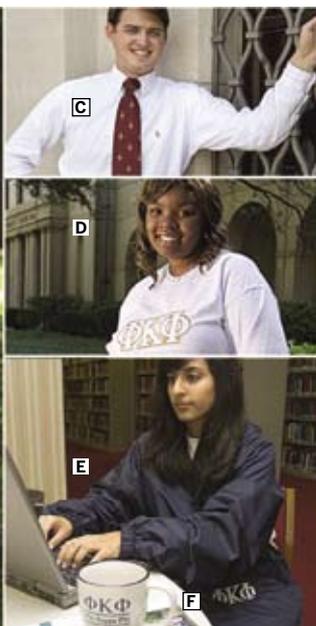
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- ⁴ *Journal of Science Teacher Education* 18:699.
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[D] Long-Sleeve T-Shirt\$27

99% lightweight cotton t-shirt in ash gray or navy features the embroidery of the Society's logo in medium gray and the Greek letters in blue and gold. Available in unisex sizes S-XL. (1 lb)

(navy) Item #APP12 (lt gray) Item #APP13

[B] Women's Cut T-Shirt\$17

Pre-shrunk 100% cotton women's cut t-shirt features the embroidered Phi Kappa Phi logo in the upper left corner. Offered in pale blue, pink, navy, or gray and available in women's sizes S-XL. (1 lb)

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(navy) Item # APP06 (pale blue) Item #APP08

[E] Anorak\$49

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[H] Honor Cord*\$10

Braided navy and gold cords, ending in fringed tassels. (1 lb) Item # REC10

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Gold satin stole with the Greek letters and Society key embroidered in a striking navy blue. (1 lb) Item #REC20

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CIVIC EDUCATION IN AMERICA’S PUBLIC SCHOOLS: Developing Service- and Politically-Oriented Youth

» Submitted by HELEN JANC MALONE



Civic education in our nation’s public schools should serve to instill democratic values and principles, develop critical thinking and problem-solving skills, engage students in debates on a variety of issues, and provide them with enriching service learning and community opportunities that help develop service- and politically-oriented youth.¹

ALTHOUGH SOME SCHOOLS ARE ACCOMPLISHING these civic goals, the majority of our youth are not receiving the support they need to become engaged citizens. Data about youth’s civic knowledge, political participation, and service engagement indicate that more work needs to be done. Recent findings show adolescents’ engagement in public affairs has dropped to an all-time low – a scant 5 percent.^{2,3}

Even more tragic is the disparity between minority and lower-income students and their wealthier, white counterparts in terms of gaining access to a quality civic education and opportunities for service and political engagement in their communities.⁴ Today, there are 70 million children and adolescents in the education pipeline, compared to 77 million Baby Boomers.⁵ It is inconceivable to think today’s youth, the core stakeholders in our communities, are marching toward our collective future with limited tools to make informed, balanced decisions for themselves, us, and future generations.

As educators work to create improved civics curricula and out-of-school time service opportunities, researchers warn that narrowly focusing civic education on a lone social studies class, confining civic opportunities to a single extracurricular activity, or placing selected students as token representatives on a school board is insufficient to develop civic-minded, altruistic youth.⁶ In other words, youth civic engagement rarely results from an occasional class or activity to which the student feels little personal connection.

To create service- and politically-oriented youth, schools and out-of-school time practitioners have a responsibility to engage in praxis-based learning that considers students’ social and cultural contexts, taps into individuals’ interests and skills, and gives them space to explore and grow.⁷ The earlier we start to encourage civic engagement among students, and the more integrated the civic education is in the local context, the more engaged students are likely to be in civic affairs as adults.⁸



FOR FURTHER TOPIC EXPLORATION, VISIT:

Bill of Rights Institute
www.billofrightsinstitute.org

**Campaign for the
Civic Mission of Schools**
www.civicmissionofschools.org

**Center for Information &
Research on Civic Learning
& Engagement (CIRCLE)**
www.civicyouth.org

National Alliance for Civic Education
www.cived.net

**National Center for
Learning and Citizenship**
www.ecs.org/nclc

National Collaboration for Youth
www.collab4youth.org/ncy

Praxis-based education promotes a connection between students’ external and internal environments, building on students’ understanding of civic education content through hands-on activities, service learning opportunities, and enrichment programs. It recognizes the connection between youth, their community, and society.⁹ Promising programs of this sort are flourishing across the country. For example:

- > **CITIZEN SCHOOLS:** Located in six states, this after-school program provides apprenticeship opportunities for middle school students, helping them develop leadership and academic skills and actively engaging them in their communities. www.citizenschools.org
- > **FIRST AMENDMENT SCHOOLS:** This national reform initiative, currently operating in more than 100 schools, serves to transform instructional practices in order to promote the rights and responsibilities of citizens. www.firstamendmentschools.org
- > **CONSTITUTION HIGH SCHOOL:** Established in 2006, this Philadelphia school’s interdisciplinary study of historical facts, research writing, civic engagement, problem-solving, and public presentation promotes civically-engaged youth. www.constitutioncenter.org/highschool/Home
- > **GIRAFFE HEROES PROGRAM:** This curriculum, available to schools and youth groups, recognizes “people who stick their neck out for good.” It combines service learning, character education, and civic education to foster active citizenship and academic excellence. www.giraffe.org
- > **FACING HISTORY AND OURSELVES:** Created in 1976, this international program engages students in a broad examination of racism, prejudice, and anti-Semitism, in order to promote a more informed citizenry. www.facinghistory.org
- > **MOCK TRIAL, CONSTITUTIONAL RIGHTS FOUNDATION:** Each year over 8,000 California youth participate in a mock trial designed to help them better understand our judicial system. Its success has spawned mock trial programs in schools across the country. www.crf-usa.org/law_government/mock_trial.html

These and other examples of programs and school practices have been shown to develop strong commitment in youth toward civic participation, including voting, community service, and volunteering.¹⁰ Praxis-oriented learning instills civic responsibility in youth, nurturing their ability to assist their communities and to make a difference.¹¹

As service-oriented educators, we are making steady progress. Many states have adopted a service learning graduation requirement. Others are combining school curricula with after-school activities to promote civic goals. However, as we continue to improve our civic education systems, both locally and nationally, we need to recognize that these activities are not just résumé builders. They are the essential learning objectives youth should be able to access to develop into civically-engaged adults. This year, as the national media focuses on grassroots strategies targeting young voters in the upcoming presidential election—MTV’s Rock the Vote, Facebook polls, and a variety of Web sites—we need to recognize that civic engagement is not just about voting once every four years, but involves an array of service- and politically-oriented responsibilities and actions all students should practice on a daily basis to help their families, peers, communities, and the nation. ■

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See page 22 for bibliography.

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HELEN JANC MALONE is a doctoral student at the Harvard University Graduate School of Education. Prior to her doctoral studies, Mrs. Malone worked in Washington, DC, building a nexus among policy, research, and practice in the areas of: comprehensive school reform, out-of-school time learning, student leadership development, and civic education.



INCOME, WAR, AND ELECTIONS

» Submitted by **JURGEN BRAUER**

In October 2005, I wrote a column on labor earnings in the United States, with data through 2004. As I write this, data for almost three more years are in, through the third quarter of 2007.

WITH THE ECONOMY STALLING, AVERAGE EARNINGS won't get any better during the remaining months of the Bush administration. So, let's have an updated look at the numbers. (For comparability, all numbers are adjusted for the general decline in average hours worked as well as for general consumer price inflation, with 2007 as the year of comparison.)

In the opposite figure, the bottom line represents inflation-adjusted hourly earnings of non-supervisory manufacturing workers. Since 1960, their income has increased by 14.4 percent, from \$15.06 to \$17.23. Over 48 years, this averages to 0.3 percent per year, nothing much to write home about. However, manufacturing employment, barely more than 10 percent of all employment today as compared to 28 percent in 1960, really is no longer the place to look for the average American worker.

More relevant is the dashed line (second from bottom). This line captures all private and government workers' wages and

salaries, converted to an hourly equivalent. The increase over 48 years is 55 percent, or about 1.1 percent per year – still not much. Now include the hourly value of employer contributions to pension and health funds (but not employers' social security contributions, which are taxes). This yields the dotted line, with an increase of 70.7 percent, or not quite 1.5 percent per year. Finally, one needs to adjust for a known overstatement in the way the government computes consumer price inflation, yielding the top line. Now the increase in average total compensation is a much more realistic 3.5 percent per year, entirely in line with average U.S. non-farm business productivity.

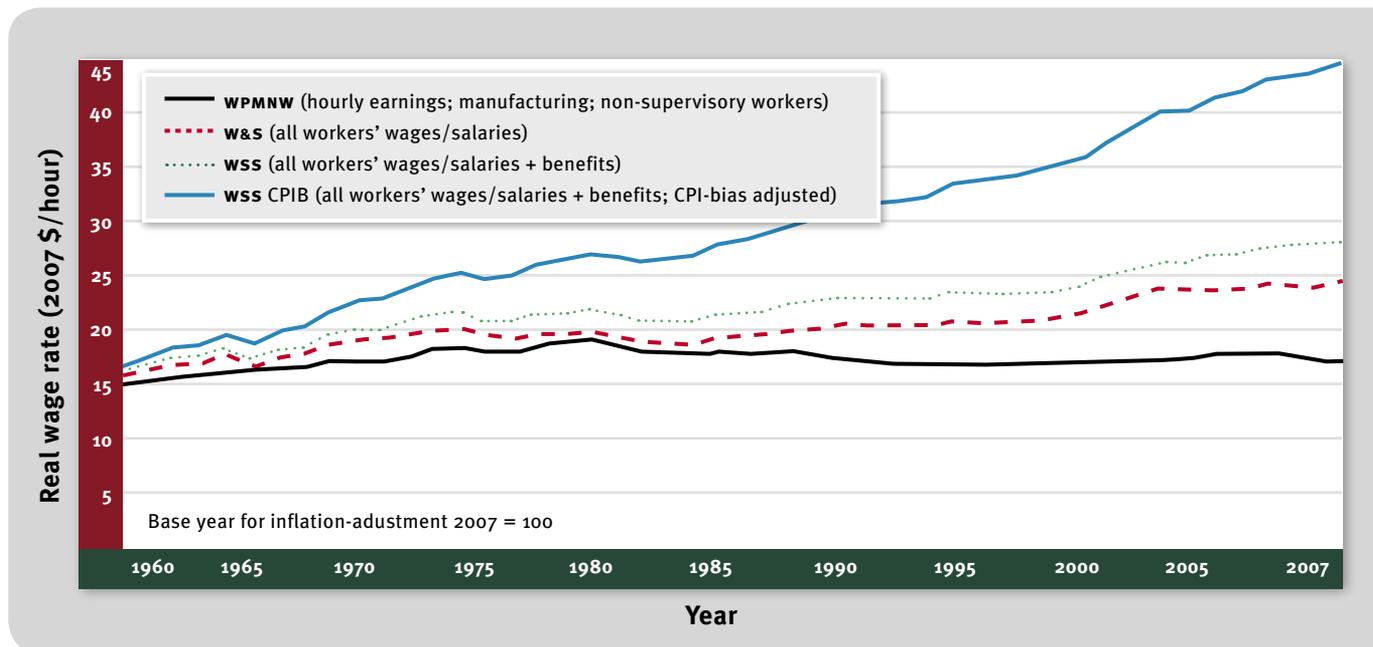
This figure is as it should be and tells us that the inflation-bias adjustment works pretty well. So far, so good. But there is at least one oddity in the data. Since 2001, productivity increased by 15.5 percent, but the average worker received only 10.6 percent more wages, salaries, and benefits in



inflation-bias adjusted terms. Much of that was eaten up by the higher dollar value of employer-paid pension and insurance costs, rather than by take-home pay. In the figure, the dashed line (without benefits) is essentially flat since 2001, whereas the dotted line (with benefits) has increased. Thus, the even steeper rise of the top line results mainly from increases in benefit values, rather than to increases in take-home pay. Take-home pay, however, is what workers live on.

We have seen such stagnation before, for example during the second Reagan and first Clinton terms. However, combine the current wage situation with the stock market gyrations of the early 2000s and the mortgage-lending crisis of 2007-08, which continues

“
How is “everyman”
expected to meet his bills,
much less put away a little
money for a rainy day?
”



to play out. Add four-dollar-plus per gallon gas and higher food prices to boot, and it is easy to see that the United States is off to a rocky start in the twenty-first century. Under these circumstances, how is “everyman” expected to meet his bills, much less put away a little money for a rainy day?

For the upcoming presidential election, all these concerns will once again make the economy a dominant issue. What I, and probably most economists, will listen for are feasible plans to put our economy on a long-term path toward sustained (and sustainable) economic growth. This would include things such as health, education, and personal safety over which, in constitutional terms, the President actually has little say. Therefore, it is more likely that the candidates will debate short-term but less relevant economic-stabilization schemes, over which the President does have some influence.

But even the one area over which the President has decisive influence – foreign and security policy – can be usefully discussed if it is couched in terms of economics. The “Three Trillion Dollar Wars”¹ we currently are fighting in Afghanistan and Iraq – countries which are not exactly military powerhouses – come at a cost roughly equivalent to this fiscal year’s entire U.S. federal government budget. Much of that astounding bill will come due down the road as the hidden costs of war, such as long-term disability payments for permanently injured servicemen and women, add up in staggering numbers.

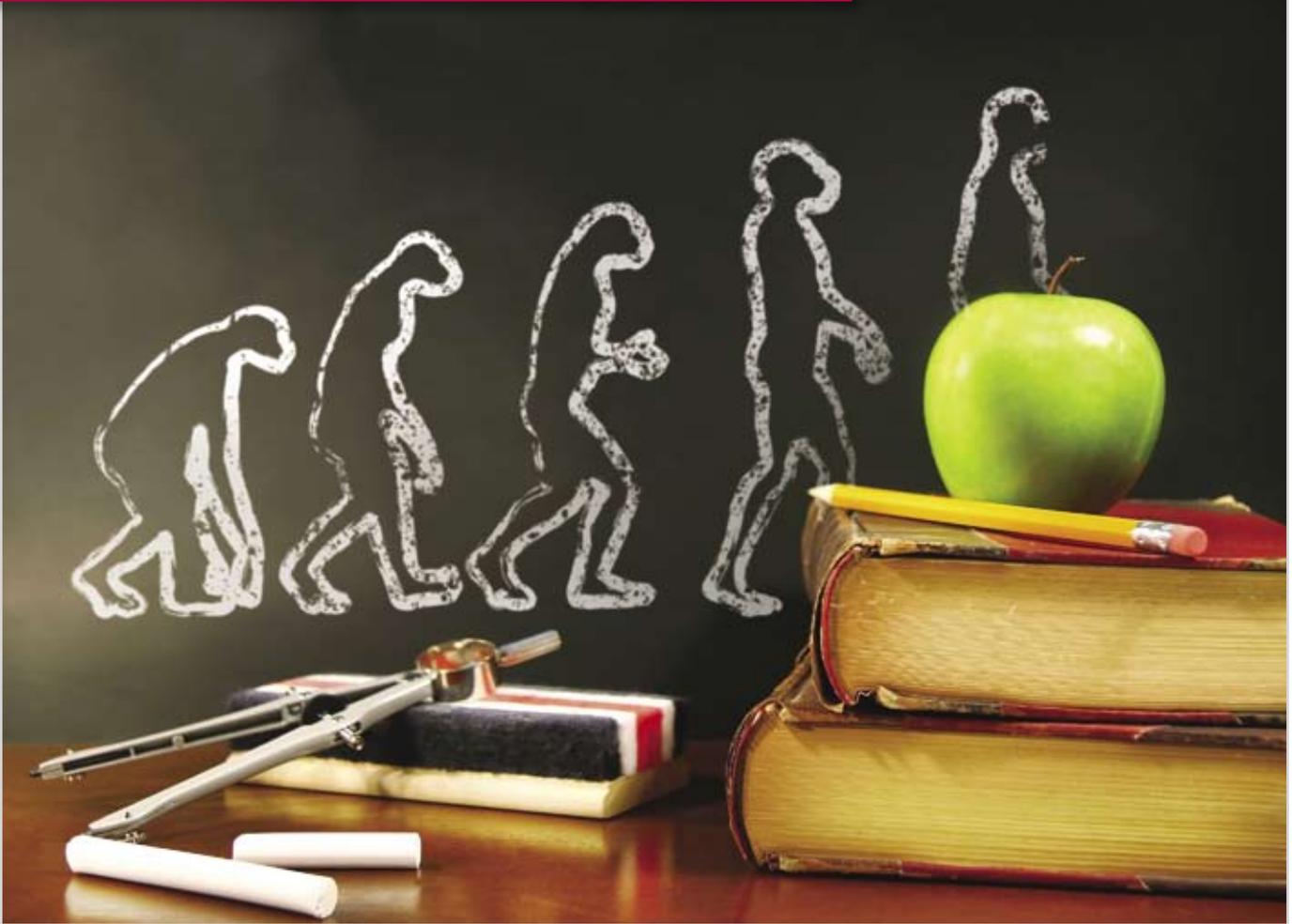
For the upcoming elections, then, consider economics front and center. Listen carefully, and vote well. ■

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See page 22 for bibliography.



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is Professor of Economics in the James M. Hull College of Business, Augusta State University, Augusta, Georgia. His most recent book, co-authored with Hubert van Tuyl, is *Castles, Battles & Bombs: How Economics Explains Military History* (Chicago, IL: The University of Chicago Press, 2008).



WHY WE MUST TEACH EVOLUTION IN THE SCIENCE CLASSROOM

» Submitted by **LAURA LORENTZEN**

I don't remember when I first learned about the theory of evolution, but nowadays I find myself reading of it a great deal in the popular press and hearing it discussed in the media. As my daughter enters elementary school, I find myself anxious to discuss with her teachers what they will cover in science class and where in their curriculum they plan to teach evolution.

OUR COUNTRY HAS LAWS THAT SEPARATE church and state. Public institutions like schools must be neutral on the subject of religion, as required by the Constitution's First Amendment. Our courts have mandated that creationism is not an appropriate addition to the science curriculum in public schools; yet supporters of intelligent design press to have antievolutionary discussions enter the science classroom. Creationists even advocate that, when teaching evolution, educators should add the disclaimer that it is "just a theory." → → →

Let's consider why all of us as educated persons, scientists and nonscientists alike, should take note of what science is taught – and not taught – in our public schools. In common language, a theory is a guess of sorts. However, in scientific language, a theory is “a set of universal statements that explain some aspect of the natural world... formulated and tested on the basis of evidence, internal consistency, and their explanatory power.”¹ The theory of evolution meets all of these criteria.

On the opposite side of the argument, “intelligent design fails on both basic tenets of a scientific theory; design cannot be observed, and it cannot be tested,” writes Mary Crowley in the New York Academy of Sciences *Update* magazine.²

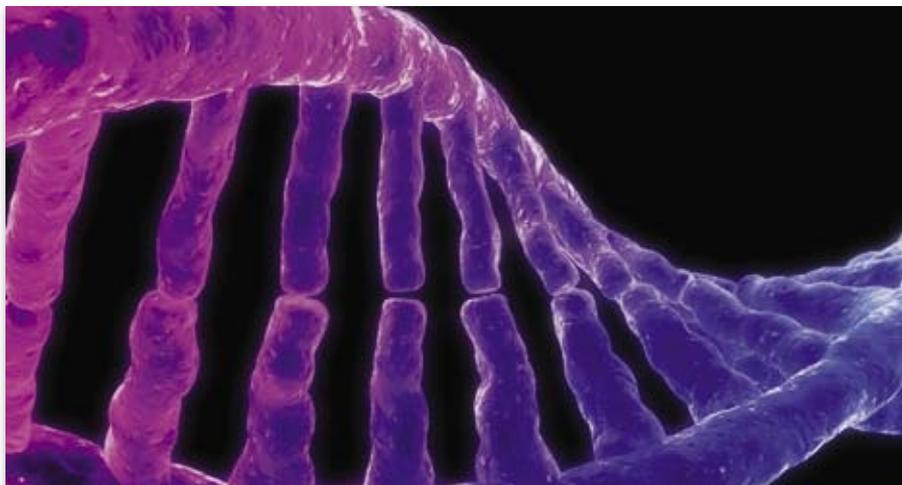
The National Science Teachers Association (NTSA) argues the importance of teaching evolution in one of its own, most fundamental, writings – its position statement: “If evolution is not taught, students will not achieve the level of scientific literacy they need.” The NSTA recognizes that evolution is a major unifying concept across multiple disciplines of science, and the National Science Education Standards, updated in 1996, recommend evolution as a means to “unify science disciplines and provide students with powerful ideas to help them understand the natural world.”³ Indeed, the evolutionary perspective is vitally important in modern molecular and cellular biology, not to mention biomedicine – for example, the nature of disease and targeted treatments – and other scientific disciplines.

As we discuss fundamentals of science education for students, let's also discuss how we prepare our teachers for their role in the science classroom and broader educational system. Are we sufficiently preparing them to teach evolution? Are we equipping them with the knowledge and resources to withstand an onslaught of antievolutionary pressure from the public? Some support, such as various published materials available from the National Academy of Sciences, exists. However, much more is needed in terms of information and public education. For example, Nehm and Schonfeld's 2007 study of more than

40 pre-certified secondary biology teachers in New York City showed that, even after a semester-long graduate evolution course, the majority of science teachers “still preferred that antievolutionary ideas be taught in school.”⁴ As our “science teachers are an important ‘missing link’ between scientists’ understanding of evolution and the general public’s ignorance of, or resistance to, the idea,”⁵ we must do more.

The curriculum taught in our science classrooms should be that which is based on measurable, quantifiable fact. Nonscientific content has its place as well, such as philosophy or religion classes. Let's just be certain that evolutionary theory is a standard feature of our science classroom lesson plans so that we ensure our students' literacy, competitiveness, and futures in the global world of scientific study. ■

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See page 22 for bibliography.



“The curriculum taught in our science classrooms should be that which is based on measurable, quantifiable fact. Nonscientific content has its place as well, such as philosophy or religion classes.”



LAURA LORENTZEN, PhD, is associate professor & chairperson, New Jersey Center for Science, Technology & Mathematics Education at Kean University, Union, New Jersey. While her doctorate is in the biomedical sciences, her master's degree research was determining the molecular evolutionary relationship among lower metazoan animals.



URINETOWN: THE MUSICAL — Unique Delights and Sobering Truths

» Submitted by **SYBIL HUSKEY**

I currently am completing the choreography for *Urinetown: The Musical*, the irreverent 2002 Tony Award-winning show whose off-putting title belies its musical and textual complexity and camouflaged but thoughtful subject matter.

THIS CHEEKY THEATRICAL FARE, inspired by works of Bertolt Brecht and Kurt Weill and referencing musicals such as *Les Misérables* and *West Side Story*, capitalizes on stock characters and delights in poking fun at everything, including its own conventions.

However, beyond the gags and giggles, this humorous satire addresses serious social and environmental issues. Playwright Greg Kotis got the idea for *Urinetown* when he ran out of money in France and had to choose between buying food and paying for the use of a public toilet to relieve himself. Capitalizing on the

notion of having to “pay to pee,” and seeing “water as a metaphor for power,” he developed his “mythical/metaphysical” *Urinetown*, where the affluent are pitted against the downtrodden.

The dramatic conflict stems from “a water shortage so awful that private toilets have become unthinkable,” and public amenities have been taken over by greedy corporate types who use political graft and police brutality to fill their coffers and control the masses. Love interests and family loyalties are amusingly played out against a background of social revolt and personal sacrifice. But with all the delightful talking and singing about peeing, sobering truths make this musical comedy much more than bathroom banter. ☺☺☺

As preposterous as the Urinetown “pay-to-pee public amenity” may seem, the global scarcity of water mitigates the exaggeration and gives heft to the show’s theme. Environmentalist Jeffrey Sachs notes in “Common Wealth: Economics for a Crowded Planet” that most of the world’s animosities involve access to natural resources. Despite the hoopla about Kingpin Oil, he contends that water, more essential for life and consequently in far greater demand by the world’s population, is at the center of most disputes and violence. As hard as it is to imagine, 1.2 billion people on this planet do not have safe drinking water and 2.6 billion have no access to basic sanitation – not even for a fee!

Though the United States has, for the most part, reliable drinking water and dependable sewage systems, drought and increasing populations in the American West and Southeast have drawn political and legal attention to this precious commodity. With six states taking water from the Colorado River for 30 million people, persistent jockeying takes place for reservoir management and water allotments. In the Southeast, three states vie for the water from Georgia’s Lake Lanier, and the ramifications of reservoir releases affect everything from nuclear plants to endangered species.

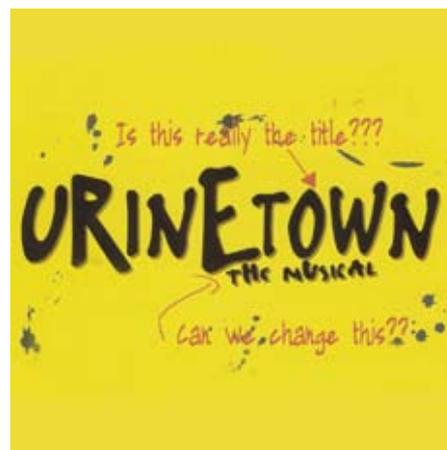
“The Politics of Water,” a recent editorial in The Charlotte Observer, underscores the controversy between water conservation efforts and financial bottom lines. The article chastises the city’s water utility for a rate increase “to address a budget shortfall created primarily by mandatory water restrictions.” Just like the poor in Urinetown, “residents on limited budgets will be taking yet another blow with these water rate hikes.”

The Urine Good Company of Urinetown makes life miserable for those who scrounge to get “pennies for a pee.” UGC’s corporate greed, combined with illegal and inhuman tactics used to control the poor, would appear to be theatrically outrageous were it not for equally unbelievable, but real, corporate scandals that have disadvantaged the average Joe while lining the pockets of the CEOs. Given the egregious messes created by Enron Corporation, Countrywide Financial and Bear Stearns, the greedy goons of Urinetown seem more real than theatrical.

And the plight of the musical’s poor cannot help but conjure up the horrific images of Hurricane Katrina victims. This national disaster that shed a bright light on “concentrated poverty” and government inefficiency underscores Oscar Wilde’s notion of “life imitating art/art imitating life.” Unfortunately, the real-life poor may not have Urinetown’s Bobby “Strong” to sacrifice for the collective good, or “Hope” Cladwell to lead the common folk to better times.

“As preposterous as the Urinetown ‘pay-to-pee public amenity’ may seem, the global scarcity of water mitigates the exaggeration and gives heft to the show’s theme.”

I expect that, after having to pay to use the restrooms at intermission, viewers not only will think about the value of water but also will leave the theatre singing, “It’s a Privilege to Pee.” This show makes the audience laugh, think, and maybe shed a tear for the people of Urinetown... and for us all. ■



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



SERVANTHOOD IN THE 21ST CENTURY

» Submitted by **JAMES E. CHRISTENSON**

How many of today's young people anticipate careers as servants? Surprisingly, most. We hear every day that ours is a service economy. Manufacturing jobs have been greatly reduced. Service jobs are increasing. While those working in the service sector may not think of themselves as "servants," the most effective ones are, indeed, servants in the best sense of the word. ⇌⇌⇌

WHETHER THESE SERVANTS ARE KNOWLEDGE WORKERS, architects, or waiters, the object of their work is to provide a service that will be of benefit to others. To the extent their work is useful to others, they thrive. If not useful or not done well, they wither.

An altruistic person looks out for the welfare of others, which mirrors the position description of a servant. There are times when one wishes that certain retail clerks, congressmen, and, yes, CEOs would take their servant role more seriously, vigorously seeking to improve the welfare of their customers, constituents, employees, and stockholders. The best of the lot do so.

I want to share an example of university employees fully appreciating and fulfilling their servanthood role. At one major university, all unionized facilities support employees and their supervisors and managers had been trained in what is sometimes called “total quality service.” This training consisted of reinforcing the policy that their basic task was to make students, faculty, and staff members comfortable – on the premise that people who have their basic needs satisfied can concentrate on higher level, creative activities.

These employees were trained and encouraged to make decisions themselves, without waiting for a supervisor’s approval. They were shown how to be proactive in reaching an understanding of the needs of those they supported, so they could completely satisfy those needs that were reasonable. Supervisors were taught to coach more than supervise.

In the specific case of the custodial department, workers in large buildings were given the chance to form self-directed work teams. If they volunteered to do this, they would be given weekly training in a wide variety of necessary skills over a twelve month period. At the end of this period, if they had mastered the skills, worked well together as a team, and still wished to become a self-directed team, a commissioning ceremony was held. Those whom they served were invited to the ceremony. Team members were encouraged to tell the audience what they had been through, and what it had meant to them personally. In some cases, the training was life-changing. In all cases, the teams’ work was better than before and the faculty, staff, and students were pleased with the change.

In this union environment, the decision of one building’s self-directed custodial team was particularly interesting. They took it upon themselves to survey those they served, to find out when it would be most convenient for housekeeping tasks to take place.

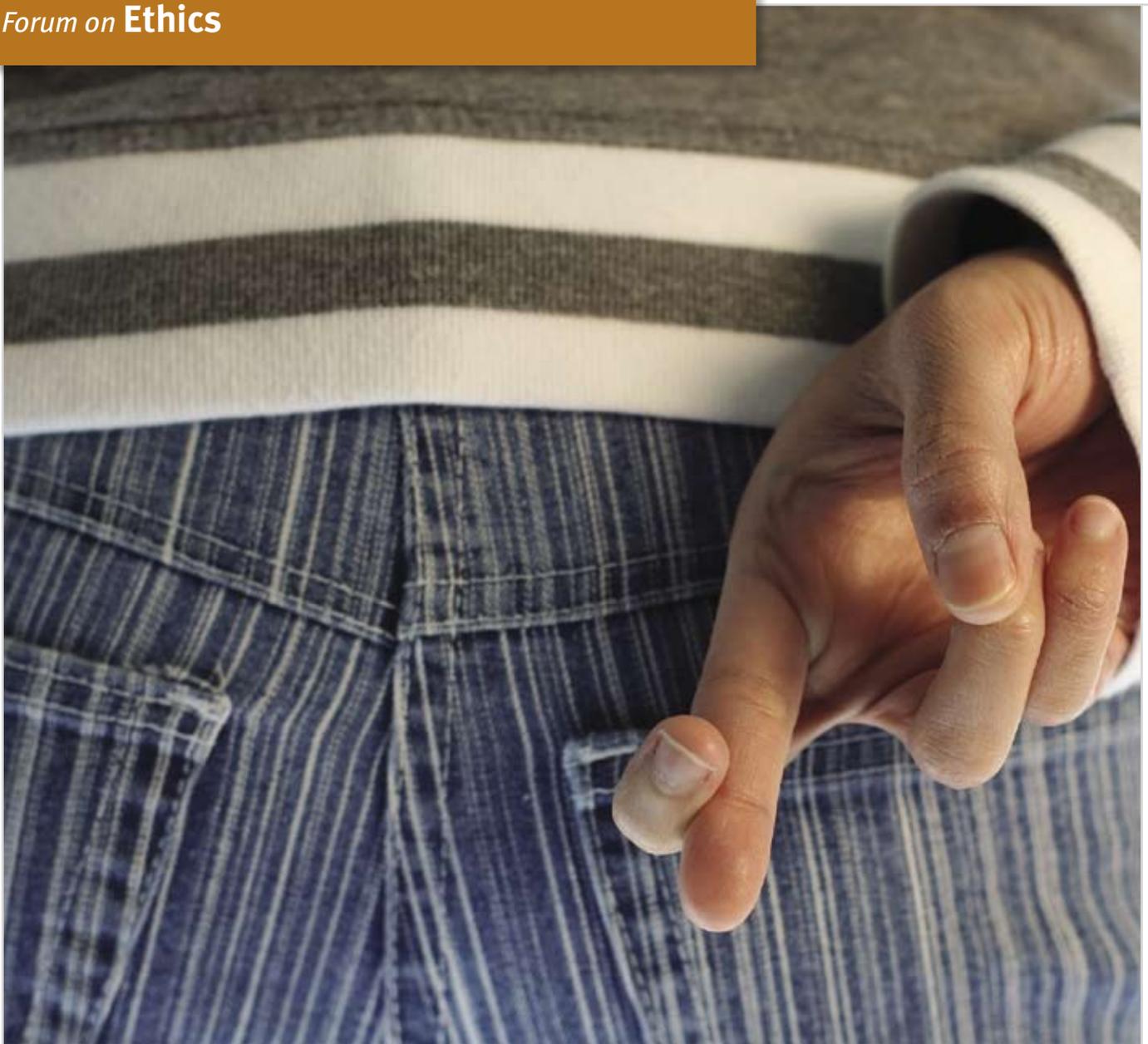
The results of the survey suggested that most custodians’ hours would need to be radically different. With no apparent hesitation, they changed their hours to match the needs of the faculty, staff, and students in their area. They didn’t concern themselves with their own comfort or special privileges according to union seniority. Placing the needs of those they served ahead of their own, they showed themselves to be thoughtful servants.

Most of us have experienced the work of true servant-leaders at some point in our lives. But in an organization that works well together and works to meet and exceed the reasonable expectations of its customers or clients, there clearly are servants at every level. Servanthood is alive and well in the 21st century. ■

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In an organization that works well together and works to meet and exceed the reasonable expectations of its customers or clients, there clearly are servants at every level.
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JAMES E. CHRISTENSON, a professional engineer, retired in 2000 after forty years of leading and managing organizations devoted to the planning, design, construction, operation, and maintenance of facilities for the federal government and for four universities. He is the author of “Field Notes: Commentaries on Leadership and Facilities Management.”



THE MORAL COMPASS OF BI-POLAR ETHICS

» Submitted by **MARY ANN MANOS**

WHO ARE WE REALLY?

The combination of natural disasters and dire need seems to bring out the best in us. That “best” in the American spirit includes flashes of brilliance and caring, supporting those in deep need by extending our time, talents and treasures toward those whom we do not know. ↻↻↻

THE MOST RESPECTED HUMAN PROFESSIONS of medicine, ministry and education are often based on this innate response. Generosity of spirit, of course, has been part of the human experience since time began. Many of the most notable figures in the study of ethics have written about such human generosity. In fact, some have predicated entire governments upon such pro-social characteristics.

For example, in Plato's "Republic," the plan for Utopia (or, more precisely, Kallipolis) is founded on the leadership and goodness of the "philosopher-king," who acts as the guardian of all that is best and good in society. This leader serves as the living embodiment of the cardinal virtues of prudence, temperance, fortitude, and justice. Justice, the capstone of Plato's Republican society, guides the relationship of the other virtues, orchestrating harmony in the city-state.

Plato's work underlies the moral foundation of "justice" for Immanuel Kant and his "Categorical Imperative," which says there is a single moral obligation, derived from duty. Categorical imperatives, simply put, consist of "doing the right thing," or a form of moral law. In Kant's construct, humans' natural instinct is to act in a moral or "good" way; if all humans follow their instincts for goodness, their actions could lead to an absolute, universal moral law. Is it possible our very natures contain an awareness of, and appreciation for, justice and temperance?

Lawrence Kohlberg, a former Harvard professor, constructed a hierarchy of moral stages as a result of considerable thinking about moral problems. He found that progress through the stages of moral thought does not vary by culture, and all people go through six delineated stages of moral thinking. His construct is that one's ethical behavior depends on one's stage of moral development. However, he cautions that all people do not necessarily rise to the two highest levels – social contract, or Stage 5, or Stage 6, the highest level of universal ethical principle. He declines to correlate moral stages with chronological age but suggests that by age 20 most people likely have achieved their moral peak. At that point, Kohlberg reasons,

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Sadly, many Americans can cycle between an outwardly moral persona and an inward sense of entitlement at the speed of light – faster if profit fuels the motivation.

”

actions, or ethical responses, are predicated on the moral stage one has achieved, and completely altruistic behavior does not necessarily occur, even if the opportunity exhibits itself.

Kohlberg clearly drew a line between moral thought and moral behavior. Can we? Is it possible to understand an altruistic moral motivation and yet not act accordingly?

While tragedy often can result in selfless, even heroic action, the combination of natural disasters and dire need also can bring out the worst in us. That worst in the American spirit may include looting, mob action, insurance or government fraud, graft, and euthanasia of the powerless. Ever heard of "entitlement syndrome?" This collection of behaviors, as displayed by the spoiled and greedy across all cultures, socioeconomic strata and positions of power, is a sense of being "owed" something. It contradicts a culture of merit, culminating in that miserliness of spirit that also has always been part of the human experience. It describes a person who is inwardly focused, selfishly insisting "I deserve to be given what I want." The polar opposite of altruism, entitlement is the cancer of boardrooms and faculty lounges, the fuel for so-called "helicopter parents," and the end state of a "me first" morality. Justice, sans blindfold, looms with an outstretched hand, saying "gimme."

Sadly, many Americans can cycle between an outwardly moral persona and an inward sense of entitlement at the speed of light – faster if profit fuels the motivation. What circumstance tips us toward altruism or egoism? Is it our innate self? Our perception of self by others? Or does it just depend on the circumstances? The larger question we might ask, then, is "who are we, really?" ■



MARY ANN MANOS, PhD, is a profession of education at Bradley University. Dr. Manos is a thirty-year veteran of the classroom and a National Board Certified teacher. She is the author of several books and articles dealing with teacher education and public school law.

Book Review Editor's Note

Questions of deception and ethics are often in the air during political campaign season. Here are two books on the general area, one written by a Phi Kappa Phi and the other reviewed by a Phi Kappa Phi. Next issue: two works by Phi Kappa Phi authors.

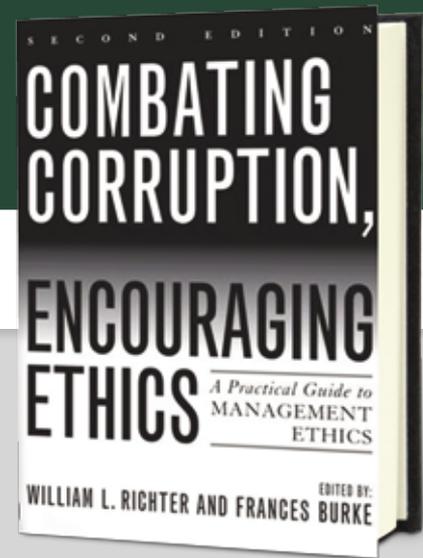
—Neil Luebke, PhD

> Combating Corruption, Encouraging Ethics:

A Practical Guide to Management Ethics (Second Edition)

William L. Richter and Frances Burke, eds. Lanham, Maryland: Rowman & Littlefield Publishers, Inc. in cooperation with the American Society for Public Administration, 2007. 304 pages. \$34.95 paperbound.

Ethics can be seen as a set of ideas—concerns, rules, principles, virtues, values, and decision processes—that allow people to live together and successfully pursue their common and individual interests. Its origins may be divine intervention or human insight and its expressions have been refined and transmitted throughout history in societies and social institutions.



ETHICS ALLOWS US TO DECIDE NOT just what is the case but what should be the case—what is right or wrong, good or bad, worthy or unworthy of human action or aspiration.

In *Combating Corruption, Encouraging Ethics: A Practical Guide to Management Ethics*, editors Richter and Burke are furthering this important human activity at a time of definite need. The 2007 National Business Ethics Survey (www.ethics.org) indicates that unethical actions in business, professional, and not-for-profit organizations have returned to disturbing pre-Enron levels. Fifty-six percent of employees surveyed saw conduct that violated their organization's ethics standards, policy, or the law. This high rate of misconduct, plus a low level of management awareness (two in five employees do not report it), and the absence of fully developed ethics and compliance programs (only one in four companies) equals a treacherous ethics landscape for organizations, employees, and the public. Previous surveys have shown that not-for-profits and public entities have as many problems as businesses.

The editors' response to this environment is to examine the ethical challenges of a specific area of practice—the work of public servants at all levels of government and not-for-profit organizations. This is an effective strategy since the problems and

ethical guidance in any area of work usually arise from the actual circumstances and ways of thinking common to that activity. Occasional recourse to the more abstract concerns of how human morality as a whole should operate are helpful to guide decision-making at work and to provide a broader perspective. The book provides insights into both.

For the concrete concerns, the reader experiences a wide but carefully selected set of readings on the challenges public administrators face: the obligations created by public responsibility and accountability; the new challenges of globalization; the ethical problems of fraud, waste, and corrupt practices; graft, bribery and conflicts of interest; lying, cheating, and deception; privacy, secrecy, and confidentiality; and abuse of authority and “administrative evil.” Each problem is illuminated by essays, anchored by a brief case and questions for discussion, and extended by a list of further readings. The practical concerns of public administrators are illuminated in the final section by a discussion of tools and strategies a manager can use to encourage ethical and discourage unethical behavior when “the angels are missing.” A reader's view of his/her work as a public administrator would certainly be affected by reflection on this material. → → →

“Ethics allows us to decide not just what is the case but what should be the case—what is right or wrong, good or bad, worthy or unworthy of human action or aspiration.”

Addressing the more theoretical level, the editors provide a brief discussion and readings on several traditional approaches for making ethical decisions: cultivating virtues or character traits, judging by the best consequences, and judging by ethical principles such as the golden rule, justice, or treating others as ends rather than merely as means. While not extensive, this discussion is clear and is helpful in suggesting that all three approaches can be used without contradiction. The editors give an intriguing list of reasons why people fail to act ethically.

The book may find its greatest use in public administration classes and as a resource for Human Resource trainers. The thoughtful introductory essays and the careful editing of the readings to eliminate the unnecessary will also make the book inviting to any public administrators who wish to reflect upon and improve their profession in addition to working in it. My only complaint about this very useful book is that its title may not direct it into the right hands. A corporate manager buying it without a careful reading of the back jacket may be surprised to learn that this “Practical Guide to Management Ethics” is written specifically for public administration managers. Public administrators on the other hand may miss its wisdom because they are unaware it is directed toward them. If this was a marketing decision by someone in the beleaguered publishing industry trying to ensure the widest possible audience, it fails the best consequences test, and the principle of treating others as ends by providing information they need to choose what they value. ■

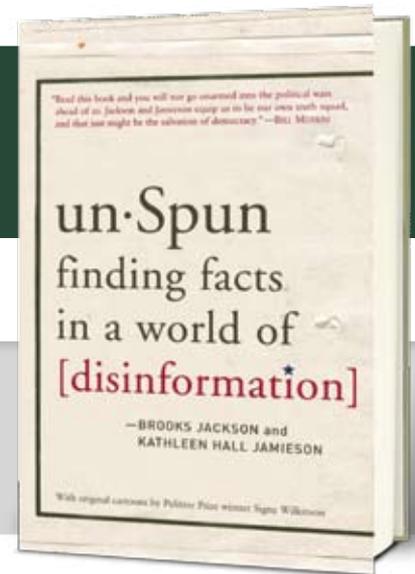
Reviewer **J. BROOKE HAMILTON III** is the Milam & Steen/Regents Professor of Business Administration and Associate Professor of Management in the B.I. Moody III College of Business Administration of the University of Louisiana at Lafayette. His areas of research are business and professional ethics and clinical ethics. Principal editor William L. Richter is a member of the Kansas State University chapter of Phi Kappa Phi.

> un·Spun:

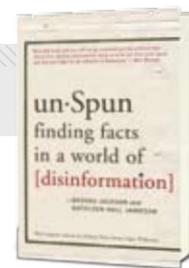
Finding Facts in a World of [Disinformation]

Brooks Jackson and Kathleen Hall Jamieson. New York: Random House Trade Paperbacks, 2007. 208 pages. \$12.95.

The paperback *un·Spun* is the everyman’s guide to avoid suffocation in a world of misleading ads, self-righteous politicians, and non-thinking citizenry.



THE AUTHORS IMMEDIATELY DEFINE “spin” as a polite word for deception and assert that “spin paints a false picture of reality by bending facts, mischaracterizing the words of others, ignoring or denying crucial evidence, or just ‘spinning a yarn’—by making things up.” With example after example, they illustrate how voters and consumers need to recognize spin when it is used against them because, if they don’t, they risk not only making poor decisions at the voting booth or in purchasing but simply spending their lives running around with false notions in their heads. → → →



The work is authored by two of the most trusted names in political journalism. Kathleen Hall Jamieson is the author of 15 books and the director of the Annenberg Public Policy Center at the University of Pennsylvania. Brooks Jackson runs the Annenberg Public Policy Center's award-winning Web site www.FactCheck.org, a nonprofit agency devoted to examining the factual accuracy of U.S. political campaign advertising.

Jamieson and Jackson seek to arm readers with the tools to recognize and avoid spin so that they can find the solid facts necessary to make proper judgments. For the most part, the authors argue that "context" and common sense are the keys to being able to sleep at night. Yet many Americans do not know how to acquire the requisite skills. Acknowledging that virtually everyone uses "spin," the authors state that politicians and advertisers often use it knowingly to deceive the public by ignoring evidence that does not favor their point of view and by avoiding the tough problems/questions by spinning away and hoping the voters and consumers just won't notice. The authors suggest that the audience can become

"unspun" by recognizing spin, understanding its nature, and learning techniques to test it. One of the answers they suggest: use the Internet, especially FactCheck.org. While cautioning that the Internet has its faults and ought to be approached critically, they note that one can use it to find reliable information with just a few keystrokes.

The authors provide a number of steps to use in confronting spin and to open our eyes to how often we encounter it. Using examples from industry, health care and politics (Bayer's Aleve, Tropicana orange juice, Listerine, oil company profits, and numerous politicians), they show how the public can be

misled. President Bush is not immune from their attacks, nor are John Kerry, Bill Clinton, the 9/11 Commission, bin Laden, and virtually all politicians and political groups. Being observant comes in the form of warning signs used as chapter divisions, "If it's Scary, Be Wary" (use of fear), "The Dangling Comparative" (better), "The Superlative Swindle" (biggest ever), "The Blame Game" (Katrina), "Eye Candy" (words vs. photos), and "The Implied Falsehood" (9/11).

But amidst all the clamor, the authors reassure us that "facts can save your life" and that letting bad information go unchallenged can lead to dire consequences.

And while facts are important, we need to know which facts are important and how to tell the difference between evidence and random anecdotes. Personal experiences seldom give us a full picture, and most of us are not aware of our limitations and self-bias. The authors provide a checklist that can help us learn what is important: Study the situation and learn who stands behind the information. Does the source have an ax to grind? What

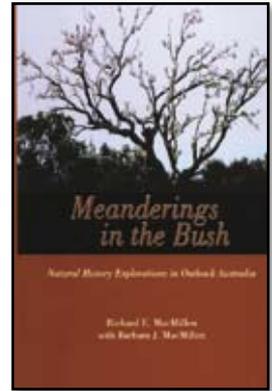
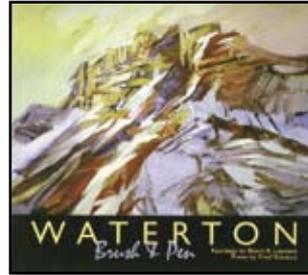
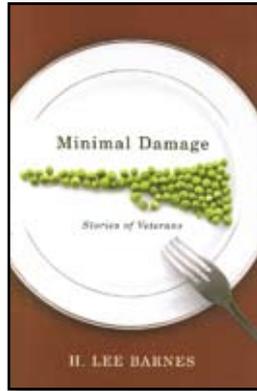
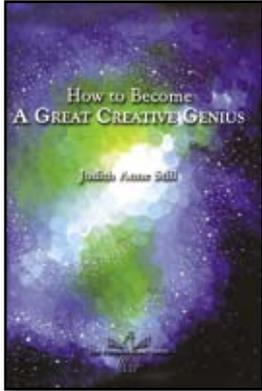
method was used and how old are the data? What assumptions are made and how much guesswork was involved? Their final rule: "be skeptical, but not cynical."

If you want to know where to turn in this age of frustration, double-talk, and misleading information, then *un•Spun* is the book you have been waiting for. In its few hundred pages, you are provided the armor by which you can learn survival techniques that work for you and your family. With practice, one can actually have fun and learn to be a more informed citizen and to amaze your family at the same time. One can make profits not only at the ballot box but at the cash register as well. ■

"If you want to know where to turn in this age of frustration, double-talk, and misleading information, then *un•Spun* is the book you have been waiting for."

Reviewer **GIL FOWLER, PHD**, Professor of Journalism at Arkansas State University (Jonesboro), is in his second term as Vice President of the South Central Region of Phi Kappa Phi. He is a past president of the journalism honor society Kappa Tau Alpha.

Phi Kappa Phi Bookshelf



■ How to Become a Creative Genius

Judith Anne Still

How to Become a Creative Genius offers possible answers to questions about genius—its sources, its characteristics, and its power over human destiny. The author, Judith Anne Still, reveals findings from her investigation of what personal qualities creative people have, and she outlines ways in which ordinary human beings can develop these qualities.

.....
Judith Ann Still was inducted into the University of Southern California chapter of Phi Kappa Phi in 1964.

■ Minimal Damage: Stories of Veterans

H. Lee Barnes

Minimal Damage contains seven stories and a novella that depict veterans of several wars in search of dignity and purpose in a civilian life that has no need for men who were soldiers. Psychically scarred, in emotional crisis, pushed to the fringes of society, or in battle with their memories, these men find themselves living “like warts on America’s ass.”

.....
H. Lee Barnes was inducted into the University of Nevada-Las Vegas chapter of Phi Kappa Phi in 1989.

■ Waterton: Brush & Pen

Paintings by Brent R. Laycock; Prose by Fred Stenson

In *Waterton: Brush & Pen*, painter Brent Laycock captures the quiet coulees and prairie panoramas of the foothills to the forest havens, alpine meadows, soaring peaks, and wind-whipped water of Waterton Lakes National Park. Accompanying Laycock’s paintings are fourteen essays by Fred Stenson, recounting his personal experience of the Waterton area along with reflections on the history and geography of this spectacular, out-of-the-way place.

.....
Brent R. Laycock was inducted into the Brigham Young University chapter of Phi Kappa Phi in 1999.

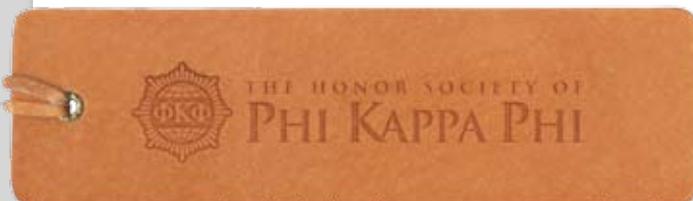
■ Meanderings in the Bush:

Natural History Explorations in Outback Australia

Richard E. MacMillen with Barbara J. MacMillen

Meanderings in the Bush describes the research journeys of Dr. Richard MacMillen and his wife, Barbara, in central Australia between 1966 and 1992. Much of the couple’s field work takes place in the arid central section of the continent, an area especially challenging to its inhabitants. Each chapter gives an account of the scientific objective for a trip and the adventures they encountered while collecting data. Final chapters provide a description of the adaptations of various species of wildlife in the desert outback and a discussion of the impact by humans on the area and its animal inhabitants.

.....
Barbara J. MacMillen was inducted into the Southern Oregon University chapter of Phi Kappa Phi in 2003.





➤ Three Phi Kappa Phi Members Named Rhodes Scholars

THREE PHI KAPPA PHI MEMBERS were named as 2008 American Rhodes Scholars. The Rhodes Scholarships, the oldest international fellowships, were initiated after the death of Cecil Rhodes in 1902 and bring outstanding students from many countries around the world to the University of Oxford. The first American Scholars were elected in 1904.

REPRESENTING PHI KAPPA PHI ARE:

Jason G. Crabtree, *United States Military Academy*
Reed T. Doucette, *University of Southern California*
Joseph S. O'Shea, *Florida State University*

➤ Four Phi Kappa Phi Members Named 2008 Truman Scholars

SELECTED ON THE BASIS of leadership potential, intellectual ability, and likelihood of "making a difference," four Phi Kappa Phi members were represented among the 2008 Truman Scholars.

Each scholarship is valued at \$30,000 and is to be used for graduate study. Additionally, scholars are provided an advantage for priority admission and supplemental financial aid at some premier graduate institutions, leadership training, career and graduate school counseling, and special internship opportunities within the federal government.

Established in 1975 by Congress, the Truman Scholarship Foundation honors the thirty-third president and exists to award scholarships to college students who plan to attend graduate school in preparation for careers in government or elsewhere in public service.

THE FOUR PHI KAPPA PHI MEMBERS ARE:

Candace Renee Lewis,
University of Alaska-Anchorage

Jeffrey Alan Wright,
University of Wisconsin-Madison

Cortney Ann Timmons,
Oklahoma State University

Kelly Marie Zahalka,
United States Naval Academy

➤ Member Receives NSF Fellowship

RHONDA GRAVES (*Florida Atlantic University*) has been awarded a \$90,000 National Science Foundation fellowship to pursue doctoral study in biological anthropology. Graves graduated from Florida Atlantic University in 2005 with a degree in anthropology and social science and a minor in business, and completed her MS in May. Her interests include how evolutionary processes have affected the human skeleton.



➤ Twenty-Five Members Named 2008 Goldwater Scholars

OF THE 321 GOLDWATER SCHOLARSHIPS awarded for the 2008-2009 academic year, twenty-five Phi Kappa Phi members were on the list.

Goldwater Scholars are selected on the basis of academic merit from a field of 1,035 mathematics, science, and engineering students nominated by the faculties of colleges and universities nationwide. The one- and two-year scholarships, awarded to undergraduate sophomores and juniors, will cover the cost of tuition, fees, books, and room and board up to a maximum of \$7,500 per year.

THE TWENTY-FIVE PHI KAPPA PHI MEMBERS NAMED GOLDWATER SCHOLARS ARE:

Brittany Agius, *University of Alabama-Huntsville*
 Mary Bird, *Virginia Commonwealth University*
 Craig Buckley, *Ohio State University*
 William Carlson, *Kansas State University*
 Sahba Charkhzarrin, *Ball State University*
 Christopher Dove, *Truman State University*
 Tyler Drombosky, *Youngstown State University*
 Shannon Edd, *Clemson University*
 Tyler Gibson, *University of Oklahoma*
 Ryan Going, *North Carolina State University*
 David Healey, *Brigham Young University*
 Michelle Higgins, *Kansas State University*
 Lauren Jackson, *North Carolina State University*
 George Khoury, *Pennsylvania State University*
 Taoreed Lawal, *University of Alabama-Birmingham*
 Andrew Lutas, *Pennsylvania State University*
 Justin Poelma, *University of Southern Mississippi*
 Kristin Potts, *Pennsylvania State University*
 Nabil Thalji, *Louisiana State University*
 Rachel Thomas, *University of Arkansas*
 Spencer Tofts, *University of Delaware*
 Ryan Watkins, *Clarkson University*
 Eric Weber, *University of Wisconsin-Eau Claire*
 Carla Valenzuela, *University of Maryland*
 Christine Zgrabik, *Ohio State University*

More Notable News

LINUS ABRAHAM, PHD (*University of Minnesota*), has been named dean of the College of Communication at African University Ghana. Abraham, a professor of visual communication and cultural studies, has taught at Iowa State University and the University of Minnesota. He also is a documentary filmmaker. Among his films is *Barbara's Dollhouse*, a documentary on the collection of historical black dolls in the United States.

REBECCA BEESON (*University of New Mexico*) was awarded the 2008 Teacher Excellence award by The International Technology Education Association Feb. 22, in Salt Lake City, Utah. The Teacher Excellence Award is one of the highest honors given to Technology Education classroom teachers and is presented in recognition of their outstanding contributions to the profession and to their students. Candidates for the Teacher Excellence Award must be characterized as providing learner-centered, Technology Education instruction of high quality, relevant to a study of technology.

EFFIE BOURAS (*Arizona State University*) was selected to receive the \$5,000 Morfessis Family Scholarship Fund sponsored by the Helios Education Foundation for the Spring 2008 semester. This scholarship was named in honor of Dr. Ioanna Morfessis, Founding Director of the Helios Education Foundation, and honors students who have demonstrated the highest potential for impact and contribution to research as well as overall student success. Bouras' research focuses on the study of Landscape Urbanism, which is an approach to Urban Planning that reverses the figure-ground relationship by looking toward environmental context to inform urban planners.

KAITLYN BOYES (*State University of New York Cortland*) was awarded a State University of New York (SUNY) Chancellor's Award for Student Excellence in April. The award honors seniors in the SUNY system who integrate academic excellence with accomplishments in leadership, athletics, community service, creative and performing arts, or career achievement. Boyes has been an event manager and president of the Student Government Association at SUNY Cortland, all while maintaining a 3.9 GPA.

ROBERT F. BROMBER, PHD (*University of Maryland*), was elected to the board of the Inter-American Institute for Diplomacy (IAID). The Institute sponsors the Washington Model Organization of American States (WMOAS). The IAID is a legally incorporated entity that is currently seeking status as a civil society organization within the OAS. The WMOAS is actively supported by the Organization of American State Department of International Relations. Bromber is the academic director for African American Studies, History, and Political Science at the University of Maryland University College. ➔ ➔ ➔

Member News

PAIGE BROWN (*Louisiana State University*) was nominated by Louisiana State University (LSU) for the H. Boyd McWhorter Scholar-Athlete Post-Graduate Scholarship. Brown, a senior diver from Baton Rouge, Louisiana, has earned a 3.91 grade point average, majoring in Biological Engineering. She has received LSU's Wally Pontiff, Jr., Academic Excellence Award twice, given to the top LSU male and female scholar-athlete, and she also has earned the Richard L. Bengston Scholarship and the Carl H. Thomas Memorial Scholarship, both given by the Department of Biological Engineering at LSU. Brown placed third at the 2007 SEC Championships in the platform competition and was a U.S. Diving National Championship qualifier in the platform the last three years.



NICOLE CADE (*Ithaca College*) has been named the 2008 Empire 8 Athletic Conference Senior Scholar-Athlete, an award that honors one male and one female student-athlete who best exemplify what it means to be a dedicated scholar and athlete over the course of four-year collegiate careers. Cade is a member of the Ithaca College softball team and was named as the inaugural winner of the Empire 8 Conference's Pitcher of the Year in 2007. She is majoring in accounting with a minor in mathematics.

KATHLEEN CHAFEY (*Montana State University*), professor emeritus at Montana State University's (MSU) College of Nursing, has received the 2008 Woman of Achievement Award from Bozeman Business and Professional Women. The award recognizes the important contributions of women and was presented to Chafey during a ceremony at the Bozeman Public Library on March 4. Chafey is director of the Caring for Our Own Program and president of the MSU Chapter of Phi Kappa Phi.

ALICIA DEMINO (*University of Wyoming*) received the \$1,500 Carl Oslund Scholarship from the Wyoming Engineering Society (WES). She is an electrical engineering major and a member of Tau Beta Pi. She has been an officer for the Society of Women Engineers and the Joint Engineering Council. DeMino also has spent three semesters with the UW Wind Ensemble as concert master and recently completed an internship with the Institute of Telecommunication Sciences. The Oslund Scholarship was established by the family of Carl Oslund in his memory.

CYNTHIA L. GIBSON (*Mississippi State University*) was recently honored with the university's "Spirit of State" award. "Spirit of State" recognizes students who have excelled in campus involvement and service to the university and have had a significant effect on their peers and the broader campus community. Gibson, a business administration major, was awarded the "Spirit of State" in part because of her commitment to help fellow students through tutoring. Gibson also is parliamentarian of Mississippi State University's chapter of the Society for Advancement of Management, a student club that serves as a working model of a real business organization with the goal of enhancing campus chapter activities by helping develop managerial and leadership skills.



GLENNA GOODACRE (*Texas Tech University*) was honored on May 8, by the Museum of Albuquerque as this year's Notable New Mexican. Goodacre, a sculptor, is widely known for sculpting the relief of Sacagawea on the Millennium Dollar coin and for such works as the Vietnam Women's memorial on the National Mall in Washington, D.C. She also was featured in a half-hour PBS documentary covering her life and work, which premiered at the awards ceremony.



O. FINLEY GRAVES, PHD (*University of Mississippi*), has been named dean of the University of North Texas's College of Business,

effective April 1. Graves has served as interim dean since Aug. 2007. Before that, he served as associate dean for academic affairs for the college and was chair of and a full professor in the department of accounting.

SUSAN JANE HARPER RENEAU (*Western Illinois University*) will retire soon after thirty-one years of teaching music and computer technology in central Illinois public school classrooms. She earned an M.S. in Education and an M.S. in Instructional Technology and Telecommunications from Western Illinois University. She and her husband live and farm near Lewistown, Illinois.



KRISTEN HASTRUP (*Auburn University*) was awarded the 2008 H. Boyd McWhorter Scholar-Athlete Post-Graduate Scholarship. The H. Boyd McWhorter Scholar-Athlete Post-Graduate Scholarship has been presented by the Southeastern Conference since 1986 to the league's top male and female scholar-athletes. Hastrup, a senior swimmer from Fresno, California, has earned a 4.0 grade point average, majoring in Biomedical Sciences. She is a two-time member of the SEC Academic Honor Roll and has earned Auburn University Academic Top Tiger honors three times. She earned first-team *ESPN The Magazine* Academic All-American honors and is a three time College Swimming Coaches Association of America Academic All-American.



JON KARAFIN (*Ithaca College*) Living yeast cultures generated electricity for the lights, sound, and motion of artist Jon Karafin's 25-foot-tall, 2-ton biomedical sculpture in Rochester, New York, in Dec. 2007. The sculpture, which was featured in *Ripley's Believe It or Not*, was made in collaboration with the Rochester After School Academy where the artist developed a youth program to teach inner-city kids the basics of art, science, and technology through advanced fuel cell production.

HELEN E. KARR (*California State University-Fresno*) was named the State of California Legislature's "Woman of the Year 2007" in recognition of outstanding service and dedication to the people of the State of California. She also was named the San Francisco Law School Student Bar Association's "Alumni of the Year 2007" and was given the Elder Financial Protection Network's "Sentinel Award 2007." Karr is currently employed part-time as a legal research assistant by the State Bar of California Office of Media and Information Services. She also is employed part-time as an Elder Abuse Specialist in the San Francisco District Attorney's Office, Elder Abuse Unit.

AMBER LACHAPPELLE (*State University of New York Plattsburgh*) was awarded a State University of New York (SUNY) Chancellor's Award for Student Excellence in April. The award honors seniors in the SUNY system who integrate academic excellence with accomplishments in leadership, athletics, community service, creative and performing arts, or career achievement. Lachapelle is a senior biochemistry major with a math minor.



WENDELL H. MCKENZIE, PHD (*North Carolina State University*), has established a permanent endowment in the North Carolina Agriculture Foundation, Inc., to encourage and reward superior academic achievement among senior undergraduates in genetics. He established the endowment on the occasion of his retirement. The income of this endowment will be used to provide merit scholarships for undergraduate students enrolled in the Department of Genetics in the College of Agriculture and Life Sciences at North Carolina State University. McKenzie is a former national president of Phi Kappa Phi.

DAVID MCLAUGHLIN (*State University of New York Oswego*) earned the State University of New York (SUNY) Chancellor's Award for Student Excellence, the highest student recognition through the State University system. McLaughlin, a double major in accounting and economics, also earned Oswego's Richard Hyse Outstanding Achievement Award and the History Freshman Achievement Award. He is a student vice president of Phi Kappa Phi. He was cited for outstanding service in the Volunteer Income Tax Assistance program, preparing free tax returns for community members, and helped teach in the community partnership Smart Money program.



Member News



MICHAEL MEARS, JD (*Mississippi State University*), has been named associate dean for Academic Affairs at Atlanta's John Marshall Law School, effective June 1. There, he has served as associate professor of law and teaches Advanced Evidence and Advanced Criminal Procedure. Mears has written extensively on legal issues dealing with the criminal justice system and has concentrated his most recent research and publications on issues dealing with race and the death penalty in Georgia. His most recent article, "The Georgia Death Penalty: A Need for Racial Justice," will be published in the spring edition of the *John Marshall Law Journal*.

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DR. JAMES L. MOORE III, PHD (*Ohio State University*), received the Division E Distinguished Scholar Award in Counseling on March 25, during the American Educational Research Association conference in New York. The selection committee admired and appreciated the contribution made by his research on African American males' career trajectory in engineering.

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HEIDI REEDER, PHD (*Boise State University*), has been named by the Carnegie Foundation for the Advancement of Teaching as the Idaho Professor of the Year. Reeder is an associate professor in the Department of Communication in the College of Social Sciences and Public Affairs. Reeder and other state winners were honored with a reception in Nov. 2007 in Washington, D.C.

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ROD A. RISLEY (*Mississippi State University*) has been elected to serve a second term as chair of the Mississippi Humanities Council. Risley is executive director of Phi Theta Kappa, the two-year college honor society.

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ROBIN L. SCOTT, MBA (*East Tennessee State University*), has published her first book, *The Strength of Love* (Publish America) and has had her second book *From Ashes to Beauty* (Publish America) accepted for publication. Scott received her MBA from Milligan College and takes great joy in writing inspirational romance for readers old and young based on Christian foundations of love and faith.

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KAITLIN SMITH (*State University of New York Cortland*) was awarded a State University of New York (SUNY) Chancellor's Award for Student Excellence in April. The award honors seniors in the SUNY system who integrate academic excellence with accomplishments in leadership, athletics, community service, creative and performing arts, or career achievement. Smith, who will graduate with a 3.98 GPA, is the founder and president of SUNY Cortland's Colleges Against Cancer and the chair for its Relay for Life. During her time at SUNY Cortland, she has helped raise more than \$136,000 for the American Cancer Society.

SHANNON SMITH (*Morehead State University*) has been named a Henry Clay Intern by the Kentucky Society of Washington, one of only three internships awarded to Kentucky students. This competitive internship, based in Washington, D.C., provides an opportunity for promising students to be placed in an office of a member of the Kentucky congressional delegation or an office of the executive branch. Smith was the 2007 MSU Geography, Government, and History Outstanding Student and a 2007 Canadian Parliamentary Intern. She is the captain of Morehead State University's soccer team and recently received the Ohio Valley Conference's academic Medal of Honor.

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STUART SUMIDA, PHD (*California State University San Bernardino*), received the Wang Family Excellence Award for 2008 as California State University's outstanding faculty member in the fields of natural sciences, mathematical and computer sciences, and engineering. He is one of four California State University faculty members—each representing different academic disciplines—along with one administrator, to receive the annual award, each of which is accompanied by an award of \$20,000.

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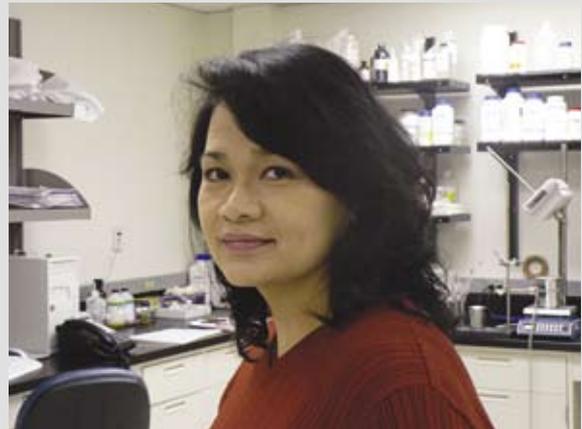
MARJORIE VOGLEY (*University of Maryland*) was elected president of the Maryland Occupational Therapy Association and assumed the office as of Jan. 1.

Submissions

See page 47 for information on submitting your news.

TRAVIS VRBAS (*Kansas State University*) has been named as CFO, Treasurer, and Assistant Secretary by Brooke Corporation. Vrbas has been with Brooke Corporation since March 2003. Since joining the company, he has been responsible for the Sarbanes-Oxley compliance of the company and its subsidiaries and has worked closely with the company's external auditors during quarterly reviews, SOX testing, and year-end audits. Since Jan. 2004, Vrbas also has served as a liaison to the CFO with respect to the Company's SEC filings and other accounting matters.

MICHAEL WOLFE (*University of Tennessee-Knoxville*) has been nominated by the University of Tennessee (UT) for the H. Boyd McWhorter Scholar-Athlete Post-Graduate Scholarship. Wolfe, a senior from Bartlesville, Oklahoma, has earned a 3.67 grade point average, majoring in Mechanical Engineering. He is a three-time member of the SEC Academic Honor Roll (2007-08 honor roll released later in spring), was the Ed America Scholar of the Year at UT in 2005-06, and earned the UT Athletics Board Highest GPA for a Junior. Athletically, he was voted his squad's "Best All-Around Swimmer" twice and earned Olympic Trials qualifying times in the 100 and 200 backstroke as well as the 100 and 200 butterfly. ■



EMILY JAVIER ZSHORNACK-TOPACIO (*University of the Philippines*) was named the Director of Operations for MediQuest Therapeutics, Inc., a biopharmaceutical company in Bothell, Washington. She recently received a Master of Arts in Organizational Leadership from Gonzaga University in Spokane, Washington.

In Memoriam

> **LEONA H. HEISEY** (*Lock Haven University of Pennsylvania*), passed away March 24 at the age of eighty-four.

She was a librarian for thirty-nine years at Lock Haven University. She received her degree from the former Lock Haven State Teachers College in 1945. She also served as chapter president of the Lock Haven University chapter of Phi Kappa Phi.

> **JAMES E. JONES, JR.** (*The Citadel*), passed away March 6 at the age of seventy-two.

Jones, a member of the Class of 1958, served three terms on The Citadel's board and was elected chairman in 1992 through 1997, guiding the college as it opened its doors to women. He also served as president of the Greenville Citadel Club, the Citadel Alumni Association, and the Brigadier Foundation. Jones was a businessman and entrepreneur, working in the oil business, the banking industry, and commercial real estate. He was named the Alumni Association Man of the Year in 1986. In 1979 he received The Citadel Board of Visitors Palmetto Medal Award. In 1996 he was inducted into Phi Kappa Phi, and in 2000 he received an honorary degree from The Citadel and was awarded the Governor's Order of the Palmetto.

> **DR. RICHARD D. WALTERMIRE** (*Washington State University*), passed away March 11 at the age of seventy-seven.

He received his bachelor of arts degree from the University of Montana at Missoula in 1954. In 1957 he received his bachelor of arts degree in biological sciences and his doctor of veterinary medicine from Washington State University School of Veterinary Medicine. He was a veterinarian in California for forty years.

> **JAMES A. WYSS** (*University of Wisconsin-Platteville*), passed away April 15 at the age of sixty.

He was a city attorney and personnel director in Manitowoc, Wisconsin. He served in the U.S. Air Force from 1967 to 1971. Upon his discharge, Wyss earned his bachelor of science degree in criminal justice, psychology, and sociology in 1975 from the University of Wisconsin-Platteville, graduating summa cum laude.

Augusta State Chapter Celebrates Student Success

➤ What began as a small effort in 1999 by three Phi Kappa Phi faculty members to highlight student research at Augusta State University has grown into an annual conference that celebrates student success and scholarly endeavor.



ABOVE: This year's Student Research and Fine Arts Conference at Augusta State University featured a variety of paper topic categories such as *Homeland Security, Novels and Newspapers, Women Then and Now, Environmental and Human Health, and Politics and Poetry.*

ECONOMICS PROFESSOR AND THEN-PRESIDENT of the university's chapter of Phi Kappa Phi, Jurgen Brauer, along with Steve Hobbs, psychology, and Gary Stroebel, chemistry and physics, wanted to give undergraduate and graduate students, regardless of discipline, the opportunity to present original research in a conference setting. Thus was born the Phi Kappa Phi Student Research Conference. The first conference was held in 2000; seventeen presentations and a poster session were presented.

"We wanted to showcase what our students could do by the time we are almost finished with them (or they with us!)," says Dr. Brauer. "Also, we wanted to create a forum where faculty and students could view each others' work across the disciplinary boundaries. What better way to do this than within the structure of an interdisciplinary honor society?"

The one-day conference, now called the Student Research and Fine Arts Conference, is held each March. It features student research through presented papers, posters, multimedia presentations, symposia (multiple presentations on a highly integrated topic), and fine arts presentations such as musical performances, art, dramatic scenes, and readings of original creative writing. The conference includes a plenary lecture and ending reception.

“

We wanted to create a forum where faculty and students could view each others' work across the disciplinary boundaries.”

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The program of presentations each year is competitively selected based on anonymously reviewed abstracts. The number of students participating in the conference has grown each year, with the 2008 conference featuring eighty-one student authors and twenty-four faculty sponsors.

"As a member of the university's chapter of Phi Kappa Phi, I am enormously pleased by the growth in the number of students participating in the Student Research and Fine Arts Conference," says President William A. Bloodworth Jr. "Undergraduate research is one of the things that we are most proud of at Augusta State, and this conference showcases the exceptional scholarly student work that is being accomplished here." ■

Submissions

> Member News

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

Member News

The Honor Society of Phi Kappa Phi
7576 Goodwood Blvd.
Baton Rouge, LA 70806

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

> Phi Kappa Phi Bookshelf

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

Phi Kappa Phi Bookshelf

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.

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Riches, Responsibility, Reward

» By DAVID WORLEY, PHD, *Indiana State University* | Phi Kappa Phi member since 1995

A CEO about to depart on a long trip called three of his best employees into her office and gave them each responsibilities.

To the first, she gave the responsibility to manage a multi-million dollar account. To the second, she gave the responsibility for a \$10 million account. To the third, she gave the responsibility of managing a \$1 million account. Each was given instructions to manage the account with foresight, wisdom, and skill in order to benefit the company.

The CEO took her long journey and eventually returned. Her first order of business on return was to call the three employees in to provide a briefing on the state of the three accounts to which they had been assigned. The first employee reported, "As you instructed, I have managed the multi-million dollar account with care and I am pleased to report that I have, in your absence, doubled the amount of the account." The CEO was, as you can understand, highly pleased and commended the employee, granting him a promotion and a handsome bonus for his good work. The second employee came to the CEO's office and briefed her. She said, "As you requested, I have managed the account you entrusted to me with care and I am happy to report that I have increased the \$10 million account

to \$15 million, gaining a profit of \$5 million for the company." Again, the CEO was very pleased and granted the employee a promotion and a proportional bonus. The third employee entered the CEO's office and reported, "The \$1 million you left me to manage remains at \$1 million; the company suffered no losses." The CEO was very displeased with the third employee and discovered with inquiry that the employee had been so afraid of losing any of the company's capital that he had managed the account with the sole aim of maintaining the status quo. He was fired and his account was turned over to the first employee who had responsibility for the multi-million dollar account.

Some of you may hear echoes of another parable in this story since it bears a striking resemblance to one that was told by Jesus centuries ago. I have updated it, but kept to the spirit of the original story so that we might draw some insights. Let me briefly outline three for your consideration:

1 THIS STORY REMINDS US OF OUR RICHES. Our riches are not just material wealth, although compared to the world's population, most of us are remarkably materially wealthy. We all have been immeasurably blessed with opportunity and options, as well as obstacles. When was the last time you counted your blessings?

2 THIS STORY REMINDS US OF OUR RESPONSIBILITIES. We are enriched to invest. We are called upon to be stewards or caretakers of that with which we have been entrusted. As George Eliot, the Victorian novelist asked: "What do we live for if not to make the world less difficult for each other?" When was the last time you used your riches to help someone else?

3 THIS STORY REMINDS US THAT WE WILL BE REWARDED. There is a mystery and a miracle about giving from the heart, so that you cannot help but be rewarded. I, like many others, have found that even when you invest in others, the returns are remarkable, humbling, and enriching. The returns often come in the form of heart warming notes, cards, hugs, or smiles of deep appreciation. When was the last time you knew the joy of giving only to be surprised by receiving? ■





THE HONOR SOCIETY OF PHI KAPPA PHI

Member Benefits

For more information, please visit PhiKappaPhi.org

Scholarship and Award Opportunities

Fellowships

\$380,000 awarded each year to members entering their first year of graduate or professional study.

Study Abroad Grants

\$50,000 awarded each year to undergraduates seeking knowledge and experience in their academic fields by studying abroad.

Literacy Grants

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

Love of Learning Awards

\$25,000 available each year to members in need of funding for post-baccalaureate studies and/or various career development opportunities.

Emerging Scholar Awards

\$15,000 awarded annually to rising sophomores studying at Phi Kappa Phi member institutions.

Phi Kappa Phi Scholar and Phi Kappa Phi Artist

\$10,000 awarded once a triennium to a Phi Kappa Phi Scholar (\$5,000) and Phi Kappa Phi Artist (\$5,000) who have demonstrated the ideals of the Society through their activities, achievements, and scholarship.

Chapter Awards

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

Other Member Benefits

Career Connection service for members to post résumés and search newly-listed position openings

Subscription to the *Phi Kappa Phi Forum* magazine

E-zines that focus on topics such as job search techniques, presentation skills, and post-graduate study

Virtual seminars on educational and career-related topics

Member verification letters and logo graphics for résumé use

Personalized press releases

Exclusive Phi Kappa Phi merchandise

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