



The

# KeyReporter

Phi Beta Kappa  
Founded 1776

Spring 2002 Volume 67, Number 3

## Fourteen Visiting Scholars Selected For Society's 2002–2003 Program

Fourteen distinguished professors have been named Phi Beta Kappa Visiting Scholars for 2002–2003. About 100 colleges and universities will host a Scholar for two days of classroom lectures and seminars, informal meetings with students, and an address

open to the public. The visits are co-sponsored by the local ΦBK chapters and interested departments. Five of the Scholars are in the humanities, five in the natural sciences, and four in the social and behavioral sciences. A list of the participating institutions and dates

of the campus lectures will be posted on the ΦBK website in early fall.

The program's history began with a report to the 1949 Triennial Council on how PBK chapters could be most useful. A Visiting Scholar Program was proposed at the 1955 Council and established a year later. Its goal—unchanged today—was to enrich the

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## ΦBK Associations Mark 125th Anniversary

During Phi Beta Kappa's first century, its ideals and mission were embodied solely in the chapters at colleges and universities. This year marks the 125th anniversary of a development that offered ΦBK members outside the academic world an opportunity to help enhance the Society's influence on American life.

There was no elaborate celebration in 1876 when Phi Beta Kappa marked its centennial. But this milestone did inspire the members of New York

City's three chapters to agree to meet occasionally as a group. Those chapters were at Columbia University, New York University, and City College.

At one of their first gatherings, in March 1877, the members approved a resolution to form a committee that would devise "a plan of making the Society more useful to its members." The resulting plan called for the creation of an Association open to all ΦBK members in the metropolitan

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Photo by Bein Mills

Christopher Dalton, a religion major at Mary Washington College, met Visiting Scholar Elizabeth Barber at a reception hosted by the Classics Club.

Hunter College in New York City will be the site of a one-day symposium this fall, sponsored by the Phi Beta Kappa Society and its Middle Atlantic District. The subject will be "Citizenship and Partisanship: Educating the Enlightened American." Discussion topics will include "Participating in a Democratic Society," "Social and Political Values in the Classroom," and "Judicial Supremacy and American Democracy."

The symposium will be held Saturday, Oct. 19, and is open to all ΦBK members and their guests. More information will appear in the summer issue of *The Key Reporter*. Interested members also may contact Professor C. Howard Krukofsky, Hunter College, 695 Park Ave., New York, NY 10021.

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# The Whale is a Fish

By John Churchill

Secretary, The Phi Beta Kappa Society

In Chapter 32 of “Moby-Dick,” entitled *Cetology*, Melville’s Ishmael disputes Linnaeus and the rest of scientific opinion on the classification of the whale. He quotes the great Swedish taxonomist’s dictum, “I separate the whales from the fish,” only to deny it. Lungs and the rest of mammalian equipage notwithstanding, Ishmael takes “the good old fashioned ground that the whale is a fish.” It is, he says, “a spouting fish with a horizontal tail.” His argument is that whales and fish share the sea as their only domicile; and so they *are* fish. “This fundamental thing settled,” he notes, we can then examine their differences from all the other fish.

To stipulate what a thing is, and then to examine its characteristics, may seem backwards. But systems of classification may have many purposes, and in Ishmael’s tale, the standing of the whale as “the great fish” overrides mere biology. The phrase places the whale in the deep, obscure, and dangerous mystery of the sea. Ishmael, and the writer of the *Book of Jonah*, could have written of “the largest of the various marine mammals,” but that lacks mythic resonance. Like “the great fish,” the phrase “the liberal arts” has great, if somewhat obscure, resonance.

This phrase, “the liberal arts,” is enveloped in a cloud of cognate terms, problems, and questions. For example, people sometimes confuse the liberal arts with the humanities, as if only the study of philosophy, history, and literature constituted liberal arts studies. That Phi Beta Kappa does not subscribe to this narrow view could hardly be plainer: Our Committee on Qualifications examines curricular offerings not only in the humanities but also in the social sciences, the experimental sciences, and in mathematics. Like the medieval trivium of linguistic studies and quadrivium of

quantitative ones, contemporary liberal arts embraces everything from Keats to Cantor. But this confusion is sufficiently widespread to warrant a discussion, now underway among college administrators, of whether institutions that have traditionally called themselves “liberal arts colleges” ought to call themselves “colleges of the liberal arts and sciences” to clear up possible misunderstanding. The other side of the argument, of course, is that the emendation gives in to the misunderstanding. And it’s not clear to those of us who are old logic instructors whether the phrase is “liberal (arts and sciences),” or “(liberal arts) and sciences.” What is a “liberal science”?

Further, does “liberal arts” connote the same thing as “liberal education”? Is one the vehicle of the other? Or is the notion of “liberal education” broader, somehow? What about “liberal learning”? One strategy would be to use the phrases “liberal learning” and “liberal education” to the exclusion of “liberal arts,” in the belief that they signify a broad style of education, available in virtually any context and in the treatment of virtually any subject matter, as long as it is conducted in certain ways toward certain ends. Is that right, or is some particular sort of content essential to liberal learning? If the latter is the case, shall we debate the content?

Finally, some people worry that the word “liberal” is misunderstood in this context, and is taken to have something to do with political liberalism. For generations, writers have been tracing the concept to ancient, medieval, and Enlightenment sources, none of which connect in any direct or exclusive way with political liberalism. But the concern persists.

Does it matter? Shall we, in the spirit of Ishmael’s declaration that the whale is a fish, stipulate our usage and carry on? Let me turn here in the direction of

the old complaint, “It’s just semantics.” *Just semantics?* Semantics is the study of the way our language hooks on to whatever we claim to be talking about. Semantics doesn’t change the world, but clarity about semantic relationships is essential to our understanding of the world, and that, surely, is prerequisite to responsible change.

The purpose of Phi Beta Kappa is to recognize and promote excellence in the liberal arts, and thereby to increase the influence of liberally educated persons on the public life of this country. But specifying that influence more precisely is a task as complex as it is important. It is a task that calls for sustained deliberation, for the work of many minds and many voices. It is a task whose fulfillment will be, at the same time, a clearer specification of the nature of the liberal arts whose influence we seek to discern.

Therefore, in the months leading up to the next Triennial Council in Seattle on August 6–10, 2003, Phi Beta Kappa will sponsor a series of discussions across the country. Building on alliances of chapters and associations, and relying on the involvement of Phi Beta Kappa Fellows, we will draw together people from all walks of life, both inside and outside academe, to discuss the question of the social value of the liberal arts. The format may vary from venue to venue, but the purpose in each case will be the same: to articulate the role of the liberal arts in a democratic society.

Results from these discussions will be amalgamated for presentation in the opening Symposium of the Triennial Council, and that presentation will form the basis of further deliberative refinement in the course of the Council itself. The ultimate aim is a statement, on behalf of Phi Beta Kappa, specifying what we mean when we speak of “the liberal arts,” and why we believe this cause merits our allegiance. Ishmael may have persisted in his peculiar classification of the whale because he meditated alone in a try-pot. [See “Moby-Dick,” Chapter 96, *The Try-Works*.] Our meditations, by contrast, will be social, and our conclusions the products of free and open conversations.





# Romanell-ΦBK Professorship in Philosophy Awarded to Joshua Cohen of MIT

Joshua Cohen of the Massachusetts Institute of Technology has been awarded the Romanell-Phi Beta Kappa Professorship in Philosophy for 2002–2003.

The Professorship is presented annually to a philosophy scholar in recognition of both distinguished achievement and the scholar's past or potential contribution to public understanding of philosophy. Recipients receive a stipend of \$7,500 and are expected to present three special lectures, open to the public, at their institutions.

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Cohen is a professor of philosophy and political science. His MIT lecture series will address theoretical and practical aspects of the controversy about the nature of democracy, and its relationship to the values of liberty and equality.

A Phi Beta Kappa at Yale, Cohen graduated *summa cum laude* in 1973 and earned a master's degree there the same year. He received a doctorate in philosophy from Harvard in 1979, and then joined the MIT faculty.

He has co-authored four books with Joel Rogers: "On Democracy," "Inequity and Intervention: The Federal Budget and Central America," "Rules of the Game," and "Associations and Democracy." He is editor-in-chief of *Boston Review*, president of Boston Critic, Inc., and associate editor of *Philosophy and Public Affairs*. Among his honors have been fellowships from the National Endowment for the Humanities and the American Council of Learned Societies, MIT's Levitan Prize, and numerous awards for outstanding teaching.

Candidates for the Romanell-Phi Beta Kappa awards are nominated by Society chapters; they do not have to be ΦBK members. The Professorship was established by an endowment from the late Patrick Romanell and his wife, Edna.

Secretary John Churchill has announced two changes on the national staff of the Phi Beta Kappa Society.

Susan Howard has resigned as associate secretary. She also served for six months as interim secretary after Douglas Foard retired last summer. "All of us are grateful to Susan for her contributions to Phi Beta Kappa," Churchill said, "especially during the Society's 225th year. And we wish her success in her future endeavors."

Cameron Curtis has been promoted from executive assistant to director of Society events and alumni relations. She will play a key role in planning such events as the 40th Triennial Council in August 2003. She is also in charge of national support for the ΦBK Associations. Current and prospective Association members may reach her at [ccurtis@pbk.org](mailto:ccurtis@pbk.org), or by phone at (202) 265-3808.

Phi Beta Kappa members were saddened to learn of Patrick Romanell's death at age 91 on Feb. 3 in Tucson, Ariz. He was the H.Y. Benedict Professor of Philosophy emeritus at the University of Texas at El Paso.

In addition to his long career at the University of Texas, Romanell taught at Brooklyn College, Barnard College, Wells College, the University of Texas Medical School in Galveston, the University of Arizona, the University of Oklahoma at Norman, the University of Ecuador, the University of Panama, and the University of Turin, Italy.

Romanell published widely—in English, Spanish and Italian—on a variety of subjects. They included naturalism, the philosophies of Giovanni Gentile and Benedetto Croce, the influence of medical training on John Locke's empiricism, and Mexican culture. He was a pioneer in medical ethics, and introduced medical philosophy into the curriculum at the UT School of Medicine at Galveston.

A philanthropist as well as a scholar, he funded the Romanell-ΦBK Professorship and the American Philosophical Association's annual Patrick Romanell Lecture in Philosophical Naturalism. He also endowed a lecture series in medical ethics and a graduate scholarship in naturalism at the University of Buffalo.

Born in Bari, Italy, in 1912, Romanell became a U.S. citizen as a teenager. He graduated *magna cum laude* from Brooklyn College and earned master's and doctoral degrees at Columbia University.



# Visiting Scholars

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intellectual atmosphere of the participating institutions, and to enable undergraduates to meet and talk with accomplished scholars in diverse disciplines. Five professors visited 29 campuses during the inaugural academic year. Since then, 466 Scholars have made nearly 4,000 visits.

The Scholars were selected by the Society's Committee on the Visiting Scholar Program. The committee includes 13 senior scholars, representing a variety of academic fields, who are familiar with prominent men and

women in their disciplines. Although they are not required to be members of Phi Beta Kappa or its Senate, Chair Helen F. North is both. A committee member since her election to the Senate in 1991, she and her colleagues work closely with Kathy Navascués of  $\Phi\text{BK}$ 's national staff.

Four committee members are former Visiting Scholars. North participated in 1975–76, returning from the American School in Athens in the fall, and from the American Academy in Rome the next spring, to make her campus visits. Navascués said that this level of commitment is typical, noting that after last Sept. 11, “we had a professor ‘on the

road’ the following weekend—as soon as the airports re-opened.”

North succeeded Werner Gundersheimer as committee chair three years ago. She already understood the program's value, based on her own participation and observing it as a professor at Swarthmore College. “I believe that providing this service to the chapters,” she said, “is the second most important thing that Phi Beta Kappa does, second only to the acceptance of new chapters and the election of new members.

“A campus visit often has an electrifying effect, and even more important, a unifying one. It brings together

## The Phi Beta Kappa Visiting Scholars for 2002–2003:

**Joyce Appleby**, *professor emerita of history, UCLA*

Past president of the Organization of American Historians and the American Historical Association; author of “Ideology and Economic Thought in 17th Century England,” “Capitalism and a New Social Order,” “Liberalism and Republicanism in Historical Perspective,” and “Inheriting the Revolution: The First Generation of Americans.”

**Harry Berger, Jr.**, *professor emeritus of literature and art history, and a fellow of Cowell College, University of California, Santa Cruz*

Author of “The Absence of Grace,” “Fictions of the Pose: Rembrandt Against the Italian Renaissance,” “Making Trifles of Terrors: Redistributing Complicities in Shakespeare,” and “Imaginary Audition: Shakespeare on Stage and Page.”

**Richard J. Bernstein**, *Vera List Professor of Philosophy, New School University*

Past president of the Metaphysical Society of America and recipient of five distinguished teaching awards; author of “Freud and the Legacy of Moses,” “The New Constellation: The Ethical-Political Horizons of Modernity/Postmodernity,” and “Radical Evil: A Philosophical Interrogation.”

**John I. Brauman**, *J.G. Jackson–C.J. Wood Professor of Chemistry and cog-*

*nizant dean for natural sciences, Stanford University*

Member of the National Academy of Sciences, fellow of the American Academy of Arts and Sciences and the American Association for the Advancement of Science, and chair of the senior editorial board of *Science*.

**Mihaly Csikszentmihalyi**, *Davidson Professor of Psychology and director of the Quality of Life Research Center, Claremont Graduate University*

Fellow of the American Academy of Arts and Sciences, the American Psychological Society, and the National Academy of Education; author of “Flow: The Psychology of Optimal Experience,” “The Evolving Self,” and “Creativity.”

**Carolyn J. Dewald**, *associate professor of classics, University of Southern California*

Blegen Professor at Vassar College in 2001–02 and recently a research fellow and senior lecturer at the Center for Hellenic Studies in Washington, D.C.; author of the introduction and notes to the Oxford translation of Herodotus's “Histories.”

**David L. Donoho**, *professor of statistics, Stanford University*

Fellow of the Institute of Mathematical Statistics, member of the National Academy of Sciences, recipient of a MacArthur fellowship and the Presidents' Award from the Committee of Presidents of Statistical

Societies; research in statistical decision theory and statistical methodology, wavelet analysis, signal processing, and image processing.

**Philip Gossett**, *Reneker Distinguished Service Professor, University of Chicago*

Past president of the American Musicological Society and recipient of its Albert Einstein Award; author of “Anna Bolena’ and the Maturity of Gaetano Donizetti,” “Divas and Scholars: Performing Italian Opera,” “The Works of Giuseppe Verdi,” and “Edizione critica delle opere di Gioacchino Rossini.”

**William P. Reinhardt**, *professor of chemistry and adjunct professor of physics, University of Washington*

Fellow of the American Physical Society, the American Association for the Advancement of Science, and the Institute of Physics (UK); research on gaseous quantum fluids (Bose-Einstein condensates), computer simulation of thermodynamic properties of complex systems, and “special functions” of mathematical physics.

**Jane S. Richardson**, *James B. Duke Professor, Duke University*

Member of the National Academy of Sciences and recipient of a MacArthur fellowship; research in the 3D structure of protein molecules, including their description, determinants, folding, evolution and control.

**Rogers M. Smith**, *Browne Distinguished Professor of Political Science, University of Pennsylvania. Formerly Cowles Professor of Government at Yale University*

Author of “The Unsteady March: The Rise and Decline of Racial Equality in America,”



everyone interested in the liberal arts; allows a rare opportunity for interaction among faculty, students and the Visiting Scholar; often involves the administration; and calls attention to the importance of high standards and academic integrity. This program is of truly vital importance for the promotion of the liberal arts in America.”

North said that every chapter submits a report after hosting a Visiting Scholar, “and the enthusiasm, gratitude and satisfaction in the results are such that if we had any doubts about the value of the program, they would be swept away. We hear from Visiting Scholars as well, and they too are grate-



*Helen F. North*

ful for the unique experience that Phi Beta Kappa has provided for them.”

Navascués said that in selecting the participating chapters, priority is given to those outside major metropolitan areas that do not have extensive resources for similar programs, and to

those whose requests could not be honored in a previous year. She said the Visiting Scholars’ stipends and expenses are funded by the national office, in addition to a small service fee from the host chapters, which are responsible for the Scholar’s accommodations. Also a bequest from the Updike Foundation supports two visits.

North’s experiences as a Visiting Scholar included some memorable non-academic ones, “such as being approached by a long-lost second cousin when I spoke at the dedication of a new library at Dartmouth; being taken to visit a stable full of quarter horses by the chapter secretary at South Dakota, a fellow horsewoman; and having the chimes mistress at Wellesley ask me what I would like to have her play during my visit, which was over St. Patrick’s Day, and called forth some beautiful Irish music.”

“Civic Ideals: Conflicting Visions of Citizenship in U.S. History,” “Citizenship without Consent,” and “Liberalism and American Constitutional Law.”

**Richard Sutch**, *Distinguished Professor of Economics and director of the Center for Social and Economic Policy, University of California, Riverside*

U.S. Representative to the executive committee of the International Economic History Association, past president of the Economic History Association; co-author of “Reckoning with Slavery” and “Economic and Social Impacts of Computing and Telecommunications.”

**Yi-Fu Tuan**, *J.K. Wright and Vilas Research Professor Emeritus, University of Wisconsin-Madison*

Honored by the Association of American Geographers, corresponding fellow of the British Academy, *d’Honneur* of the International Geographical Congress; author of “Who Am I? An Autobiography of Emotion, Mind, and Spirit,” “Escapism,” and “Passing Strange and Wonderful: Aesthetics, Nature, Culture.”

**Michael S. Turner**, *Rauner Distinguished Service Professor, University of Chicago*

Member of the National Academy of Sciences, fellow of the American Physical Society, on scientific staff at Fermi National Accelerator Laboratory, recipient of American Astronomical Society’s Warner Prize; research on earliest moments of creation.

Published poets are invited to submit their work for the second annual Phi Beta Kappa Poetry Award, established by a grant from the Joseph and May Winston Foundation. The winner will be awarded a bronze medal and \$10,000, and each of four finalists will receive \$2,500. All five will read from their work at a public program this fall in Washington, D.C.

The 2002 judge will be Yusef Komunyakaa, a professor in the Council of Humanities and Creative Writing Program at Princeton University. He first attracted national attention with “Dien Cai Dau,” a collection of poems chronicling his experiences as a journalist in Vietnam.

A chancellor of the Academy of American Poets, he won a Pulitzer Prize in 1994 for “Neon Vernacular.” Among Komunyakaa’s other honors are fellowships from the National Endowment for the Arts, the Thomas Forcade Award and the Kingsley Tufts Poetry Award; the William Faulkner Prize; and the Morton Zabel Award from

the American Academy of Arts and Letters. He earned degrees at the University of Colorado at Boulder, Colorado State University, and the University of California at Irvine. In 1998 he became an honorary member of Phi Beta Kappa’s Alpha Iota Chapter at Harvard University. His work has been featured in nine recordings and seven performance works.

Entries for the  $\Phi$ BK Poetry Award may be submitted by the authors, their publishers, agents, or other representatives. They must be published in English between June 1, 2001, and May 31, 2002. The poets must be U.S. citizens or legal residents of the United States. Entries must be received by the Society’s national headquarters, in care of Cameron Curtis, by Monday, July 1.

The Winston Foundation fosters excellence in the liberal arts. The  $\Phi$ BK Poetry Award was established by Allan and David Winston to honor their late parents. Their father, Joseph, was a Phi Beta Kappa Fellow and a lover of poetry who often hosted literary salons.



# ΦBK Associations

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area. Among the leaders of the group was Elihu Root, who later served as secretary of war and secretary of state under President Theodore Roosevelt, and in 1912 received the Nobel Peace Prize.

The Phi Beta Kappa Association of New York City elected its first officers



President Lois Urban, left, presents the 40th anniversary handbook of the Sarasota-Manatee, Fla., Association to Margaret Bates, Steven Osterweis, and Norma Compton.

on April 28, 1877. Two months later, about 100 ΦBK members attended the Association's first official function: a reception at Delmonico's, a popular Manhattan restaurant. While this was primarily a social gathering, it represented a significant step in establishing the Society's presence beyond the campus, in the wider community where most members worked and lived.

The potential of the Associations concept was evident in the first *Phi Beta Kappa Handbook and General Address Catalogue*, published in 1900, which listed 10,665 members. A century later, the total membership is close to 500,000.

When the 10th Phi Beta Kappa Council met at Columbia in 1910, the New York Association hosted a reception for the 115 delegates. One of this Council's achievements was to approve a proposal creating a quarterly publication for the entire membership. The first issue of *The Phi Beta Kappa Key* appeared that November. In later years, different formats and distribution systems were tried, and in 1936

*The Key Reporter* was launched. With a circulation of 470,000, it has become a vital link between members and the national headquarters, and the major medium for news about the Associations.

Between World War I and World War II, the Society's officers put new emphasis on its role as a champion of the liberal arts and sciences. The words of President Edward Birge at the 1922

Triennial Council have a striking contemporary ring: "Today the tendency towards vocational training is so great that there is urgent need for an active coherent organization, both within the colleges

and outside of them, of the forces that stand for liberal education. Can a better center be found for such an organization than Phi Beta Kappa?"

Financial problems led the Society to hire a professional fund-raising firm in the 1920s in an attempt to enlarge its endowment. Ironically, the most enduring result of this effort wasn't financial: it was a dramatic increase in the number of Associations to nearly 60. They were such valuable affiliates of Phi Beta Kappa that as early as 1892, they had been invited to send observers to the Triennial Councils. The 1934 constitution gave them full delegate status.

World War II disrupted ΦBK's impressive network of Associations, but gradually old ones regrouped and new ones were organized. The Phi Beta Kappa Senate created a Committee on Associations to monitor and support their expansion. Committee members, appointed by the president, include the chair and secretary of the Conference of Association Delegates. These two officers, *ex officio* members of the

Committee on Associations, are elected by each Triennial Council to represent the Associations at Senate meetings.

The importance of the Associations led to a historic milestone at the 35th Triennial Council at San Antonio in 1988: the delegates voted to change the formal name of the organization from "The United Chapters of Phi Beta Kappa" to "The Phi Beta Kappa Society."

Three years later, when the Triennial Council met in Washington, D.C., the participants agreed that Association delegates could vote on the new campus chapters proposed by the Committee on Qualifications.

There will be about 70 Phi Beta Kappa Associations by the end of this 125th anniversary year. The summer issue of *The Key Reporter* will include a current roster, with contact information for officers, to help 2002 graduates and other ΦBK members locate the Associations closest to them.

ΦBK members who live in areas where there is no Association can learn how to organize one by contacting Cameron Curtis at national headquarters. She can be reached by mail, at [ccurtis@pbk.org](mailto:ccurtis@pbk.org), or by calling (202) 265-3808.

## Members Can Update Addresses Online

Phi Beta Kappa members can update their names and addresses in the Society's records online, ensuring that these are always current.

Go to <http://www.pbk.org/members/info.htm>. You will be asked for your login name, which includes your first name, last name, and the last two digits of the year you were elected to the Society, with no spaces in between. Next add your password—the six or seven digit number on your *Key Reporter* mailing label. The site will provide further instructions.

Those with questions may contact Membership Services at [info@pbk.org](mailto:info@pbk.org), or by calling national headquarters, (202) 265-3808.





# Letters to the Editor

The last few *Key Reporters* have had several intriguing articles and letters about a "liberal arts" education. Having gone to college in the '60s, '70s, and '80s, I have a very negative connotation of "liberal arts," especially applied to education. However, I also recognize that the connotation I have may not properly reflect the denotation of others. So this is a request to define the term and concept.

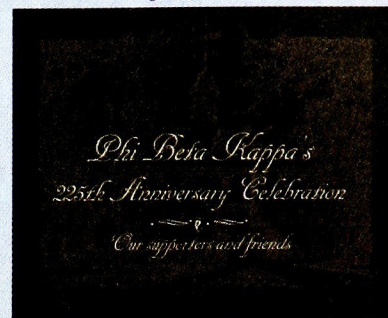
I was raised to think that a liberal or someone trained (not educated) in liberal arts would still have a basic education in mathematics, physics, and history, with some knowledge of chemistry, biology, and philosophy. With that basic knowledge, these people would then be free to develop "artistic" talents. That is not what I have observed in the last 40 years, especially

in an academic environment, i.e., liberals and those trained in liberal arts are ignorant if not downright opposed to learning the essentials. I was taught that a Phi Beta Kappa key recognized superior academic achievement in the basics, along with contributing to other facets of the educational experience.

I received a degree in physics. I observed in college and the working world that people whose basic education was in mathematics, science, or engineering were fully able to enjoy and express themselves in artistic endeavors. The main difference with those who did not have this basic education was that these people (supposedly with a liberal arts education) were incapable of rationally discussing what

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## Honoring Special Donors



A new commemorative brochure honors Phi Beta Kappa members who made special contributions to help underwrite the Society's 225th anniversary celebration at Williamsburg, Va. Because of a printer's error, the name of Harvey L. Zuckman of Rockville, Md., was omitted. He is also a Sustaining Member of  $\Phi$ BK. Copies of the brochure may be requested from the director of development.

## Nominations Invited for Sidney Hook and Service to the Humanities Awards

Phi Beta Kappa members are invited to make nominations for two Society honors: the Sidney Hook Memorial Award and the  $\Phi$ BK Award for Distinguished Service to the Humanities.

The Sidney Hook Award commemorates the career of a Society member who was renowned as a philosopher and teacher until his death in 1989. The award was established in 1990 with \$60,000 from the John Dewey Foundation, and received a \$10,000 bequest this spring from the estate of Kris Martin.

Nominees should be scholars who have achieved distinction in teaching undergraduates, have made significant contributions to their disciplines through published research, and have demonstrated leadership in the cause of liberal arts education.

The award will be presented at the closing banquet of the Society's next Triennial Council in August 2003. The recipient will receive \$7,500 and will be invited to address the delegates. Past winners have been Leon Laderman,

John Hope Franklin, Carolyn G. Heilbrun, and Natalie Zemon Davis.

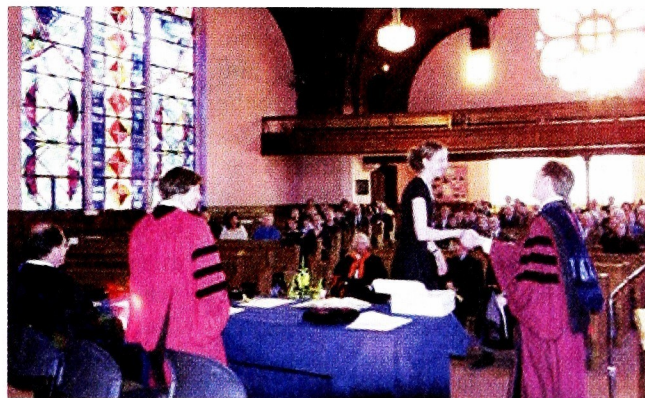
The Award for Distinguished Service to the Humanities also will be presented at the 2003 Council. It was established three decades ago with a \$25,000 gift from Mr. and Mrs. William B. Jaffe. He became a  $\Phi$ BK member at Union College and maintained a lifelong interest in the Society. The recipient will receive the Jaffe Medal and \$2,500.

Past winners have been Barnaby C.

Keeney, Howard Mumford Jones, Louis B. Wright, the National Humanities Center in memory of Charles Frankel, its first director, Dumas Malone, Robert Lumiansky, Daniel J. Boorstin, John H. Sawyer, Sidney R. Yates, Joseph Epstein, and Richard J. Franke.

The  $\Phi$ BK Senate's Committee on Special Awards will select the recipients of both awards. Letters of nomination, with the candidate's curriculum vitae, may be sent to the  $\Phi$ BK Special Awards Committee at the Society's national office, in care of Cameron Curtis, ccurtis@pbk.org, fax 202 986 1601. The deadline is Friday, July 12.

*Allegheny College Chapter president Glenn Holland, right, congratulates new member Dawn McIlvried at initiation ceremony during the chapter's 100th anniversary celebration. At left are officers Ron Harrell and Elizabeth W. Ozorak.*







## Among Our Key People

**Editor's Note:** *John Huntington "Hunt" Harris II (ΦBK Pomona, 1971) of Moline, Ill., sets an impressive example for those who strive to live a meaningful life. Early success in business enabled him to start a second career at age 39 in philanthropy and community service. Confronting cancer and the death of a son, he has maintained his commitment to a personal philosophy that emphasizes learning and giving.*

Entering Pomona in 1967, I had no idea what I wanted to study. The beauty of the college's broad liberal arts curriculum was that I was exposed to many different areas. I discovered an affinity for economics, which became my major. In my senior year I was accepted by the Stanford Graduate School of Business, but I decided to take a break from academia to explore the "real world."

In September 1971 I joined Star Forms, Inc., a small Iowa company started by my father, which printed business forms. I was soon in charge of administration and saw the need to computerize our operation. Having had no exposure to computers in college, I took a crash course and jumped into the fray. I designed and programmed all of our systems at night and ran the computer and administrative departments during the day. The study discipline that had carried me through Pomona was invaluable in the painstaking process of writing and debugging computer code. The knowledge of systems, programming, and databases positioned me to use the spreadsheets developed for PCs.

By 1978 I realized that to advance in my career, I must return to academia, and I was accepted in Stanford Business School's Sloan Program for 1978-79. At age 29, I was the youngest of 43 managers there from around the world. The experience and insights that my fellows brought to the classroom helped me to grow enormously.

Most of us view leadership as an innate personality trait. But at Stanford I learned that leadership could be developed through courses in interpersonal and organizational dynamics, negotiation, listening skills, and teamwork. When I left Stanford, I

returned to Star Forms as president and began the most exhilarating years of my business career.

By 1979 the company had changed its emphasis from custom business forms to stock computer forms. Technology costs had dropped dramatically, and small businesses were adding computers like wildfire. We became specialists in stock computer forms, and established eight U.S. manufacturing locations and over 30 warehouse locations. We created the largest and most efficient distribution system for our products in the country; between 1979 and 1988, revenues grew from \$20 million to more than \$140 million.

In 1985 a group of my fellow managers and I joined the venture capital arm of Prudential Insurance to purchase Star Forms from my family. We could see the coming of low-priced laser printers that use sheet papers produced directly at the paper mill. We thought our move would bring size and economies of scale to help us survive. Unfortunately, we were a bit naïve. Big companies and small entrepreneurial firms work in very different ways. Less than two years after the sale of our company, I left Star Forms and began a seven-year "retirement" at age 39.

When Star Forms was sold, my wife and I used some of our proceeds to establish a family foundation. One of my first volunteer jobs was to chair the 1989 United Way campaign; we were particularly proud of a challenge match we made to encourage individual gifts of \$1,000 or more. Our initial \$25,000 grant in 1987 has been increased to \$30,000. In 1986, 86 people contributed \$105,000; in 2000, more than 1,000 people contributed \$1.9 million. In 1992 we founded the Alexis de Tocqueville

Society chapter at our local United Way to encourage individual gifts of \$10,000 or more. Today more than 30 people give over \$10,000 each.

I also became active in Junior Achievement, serving as chairman in 1989. In 1990 I became the founding chairman of the Junior Achievement Quad City Area Business Hall of Fame, and our foundation funded a mobile exhibit featuring local business laureates as role models for schoolchildren. (The Quad Cities include Moline and Rock Island, Ill., and Davenport and Bettendorf, Iowa.) In 1993, our foundation funded an international partnership with the emerging Junior Achievement program in Estonia. We have mutually benefited from educational and cultural exchanges, and have made lifelong friendships with some extraordinary people there. I also served on a national task force that led to the formation of Junior Achievement International. When a banking collapse in Estonia wiped out the reserves of our Junior Achievement friends in 1998, our foundation and several local businessmen raised \$25,000 to enable them to continue operating.

At Star Forms, the use of computers gave us a competitive edge. In the nonprofit world, I was struck by the inefficiency resulting from a lack of computerized systems. I implemented a computerized accounting system for Junior Achievement, and developed a computerized accounting and membership tracking system for our church. Our family foundation funded the first computer lab at a local high school, and over the next several years we made almost \$400,000 in grants for computers in the school system. As a result, standardized test scores have shown a remarkable increase.

Although our foundation, with about \$6 million in assets, is small by national standards, it is one of the larger donors in our community. In the early 1990s, several other corporate and private givers and I helped found the Quad Cities Contributors Council in response to the many grant requests that each of us received. The council established a standard grant request





procedure, and hired an independent reviewer to assess such factors as a project's financial feasibility, strength of management and board, and duplication with other programs. We serve as a clearinghouse for capital and endowment campaigns in the area. The council helps grantors make informed decisions, and helps grantees become more efficient by modifying bloated or redundant programs.

Among all my business and volunteer experiences, the one in which I take the most pride is the creation of a unified hospital system in the Illinois Quad Cities. Just as I retired in 1988, two adjacent hospitals in my hometown of Moline merged to form United Health System. I was asked to join the board, and a year later I became chairman.

When we prepared to build a new physical plant, it became clear that our plan would create millions of dollars worth of redundant buildings and fuel competition between our system and another in Rock Island, Ill., a five-minute drive away. Meeting with the chair of the rival system and our two CEOs, we agreed to merge the two institutions into the Trinity Health System. The merger has saved the community tens of millions of dollars in capital costs, and has produced operating savings of millions of dollars a year. The Joint Commission of Health Care Operations recognized Trinity's quality improvement efforts with a national award equivalent to the Malcolm Baldrige Award in business and industry.

My "retirement" period also found me gravitating toward the stock and commodities markets. My background in computers and analytical bent convinced me that I could develop a system that would outperform the markets. But I learned that it is much easier to develop a system than it is to have the discipline and courage to follow it over the long run. The stress of day trading with high stakes is subtly debilitating. The mind and body do a good job of suppressing the stress, but it remains with you day and night. I didn't lose my shirt, but I didn't show much of a return.



*John Huntington Harris II*

Nonetheless, I might still be trading if I hadn't been diagnosed with cancer of the tongue, tonsils, and lymph nodes of the neck in 1994. I immediately stopped trading and concentrated on surgery and radiation treatments at the Mayo Clinic. The treatment was successful, and I have been cancer-free for over six years. Traumatic events can stimulate personal growth, and this was true in my case. I was overwhelmed by the outpouring of prayers and encouragement during my recovery.

In 1995 two Star Forms associates and I bought a small company, Isabel Bloom, L.L.C., which makes handcrafted concrete sculptures. Since then our sales have tripled. We continued the firm's family-oriented culture, and expanded its role in the community by helping charities and other nonprofit organizations raise hundreds of thousands of dollars. For example, for the past seven years we have designed a sculpture for the local "Race for the Cure" benefit, contributing about 600 to be sold, with the proceeds going to cancer research. We also have supported an organization called Quad City Arts, as well as the Quad City Symphony.

During the same period, my family experienced a tragedy that will forever haunt us. At age 17, our youngest son, John, a bright, creative young man who seemingly had the world at his feet, became addicted to prescription drugs. Our family lived through John's two years of attempts to overcome his addiction, but in April 2000, after seven stays in various treatment centers

and weeks in jail, he succumbed to an overdose of a prescription painkiller. Now our anger has subsided and the bad memories have begun to fade. John is with us in our hearts.

As I get older, one of the questions I ponder most is how to achieve balance in life. For me, the YMCA triangle of body, mind, and spirit has been most helpful. Ever since college, I have exercised five or six days a week. When I had cancer, my body was ready to fight it and my recovery was relatively fast. I encourage everyone to make a lifelong commitment to fitness. It takes discipline, but the reward is a better quality of life that will ultimately make academic and other pursuits more productive.

Nurturing the mind is a never-ending process. As technology changes at an accelerating rate, we must learn and relearn how to use powerful new tools. But job-related learning is only the beginning. I look back at my undergraduate days and wish I had taken many courses that I'd overlooked. As I listen to a symphony, I feel ignorant of music history and theory. When I visit an art museum, I wish I had taken more courses in the visual arts. Visiting a foreign land, I want to know more about its history and culture. I look forward to the day when I can return to a campus to audit courses that I missed as an undergraduate.

Nurturing the spirit is the third leg of the triangle. Daily prayer and meditation help me grow spiritually. There was a time when I found it sacrificial to give, as if I were losing part of myself. I have learned that rather than making one poorer, giving makes one richer.

Most Americans have been tremendously blessed, and we have a responsibility to do the best we can with these blessings. I encourage all new college grads to get involved with their community, to volunteer, and to share their resources. I encourage parents to set an example of generosity and volunteerism for their children. The role of higher education should not be just teaching facts and critical thinking, but also introducing students to their responsibilities as citizens of a world where not everyone is as blessed as they are.



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~ Sven Birkerts, Lecturer in English at Mount Holyoke College, for "Love's Wound, Love's Salve" (*Best Literary Criticism*; Autumn issue).

~ Andrew Levy, Cooper Professor of English at Butler University, for "The Anti-Jefferson" (*Best Work by a Younger Writer*; Spring issue).

~ Brooks Haxton, Professor of English and Director of the Creative Writing Program at Syracuse University, for "Boaz Asleep," a translation of Victor Hugo's "Booz Endormi" (*Best Poem*; Autumn issue).

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## Phi Beta Kappa in the News

*The San Francisco Chronicle* (Feb. 22) published an article about journalist Daniel Pearl, who was murdered by terrorists in Pakistan: "Bay Area residents who knew slain Wall Street Journal reporter Daniel Pearl from his undergraduate days at Stanford University and a short stint in the local media market remembered him yesterday as a brilliant student and promising journalist."

"A member of Phi Beta Kappa, Pearl received a communications degree in 1985 with distinction and honors. 'It was difficult not to know him,' said Henry Breitrose, a Stanford professor who at the time was chairman of the Communications Department. 'He was a person with enormous presence. He was not the sort of student who sat in the back of the classroom and hid.'

"Breitrose, who handed Pearl his diploma on graduation day, said he was shaken and depressed by the news of his former student's death. 'He was a person with all the earmarks of someone who is going to be a serious professional,' he said."

The March 4 issue of *The New Yorker* published "The Orator of the Dawn" by Lyndon Johnson biographer Robert A. Caro. He described Hubert Humphrey's emergence as a national figure at the 1948 Democratic National Convention:

"When, fifteen months earlier, sophisticated Eastern liberal leaders had gotten their first look at Humphrey, during an [Americans for Democratic Action] conference in Chicago, he had been unimpressive, with his somber black suit, a Phi Beta Kappa key dangling ostentatiously from a gold chain across his vest, and a penchant for farmyard anecdotes so corny they made the Ivy Leaguers wince. Then he rose to speak. Decades later, Joseph Raugh, a Harvard graduate and a founder of the A.D.A., could still recall how 'dazzled' he had been by the young mayor's passion and sincerity, how he had brought the audience to its feet, applauding and cheering, and how, during the long evening of talk which followed, he had won their hearts."

**A**n important aspect of Phi Beta Kappa's history is covered in a comprehensive article by Caldwell Titcomb, professor emeritus at Brandeis University and secretary of its  $\Phi$ BK chapter. "The Earliest Black Members of Phi Beta Kappa" was published in the Autumn 2001 issue of *The Journal of Blacks in Higher Education*. The Society's national headquarters does not maintain records on members' race or ethnicity.

Titcomb notes that black Americans began to earn college degrees in the 1820s. The first were Alexander Lucius Twilight at Middlebury in 1823; Edward Jones at Amherst and John Brown Russwurm at Bowdoin in 1826; and Edward Mitchell at Dartmouth in 1828.

The first black student elected to  $\Phi$ BK, Titcomb reports, was George Washington Henderson at the University of Vermont. Born a slave in Virginia, he was inducted into the Society in 1877. The first black woman member was Jessie Redmon Fauset, the only black student in her classes at Philadelphia High School for Girls. Denied admission to Bryn Mawr College because of her race, she attended Cornell University, where she was elected to  $\Phi$ BK in 1905 and became its first black alumna. W.E.B. Du Bois later hired her as literary editor of *The Crisis*.

The first historically black college to apply for a  $\Phi$ BK chapter was Howard University, which began its efforts in 1911. A chapter was established there and at Fisk University in 1953. Morehouse College's chapter was founded in 1968. The newest chapter at a predominantly black institution is at Spelman College, authorized by the Triennial Council in 1997.





# ΦBK in Popular Culture and Literature

The syndicated comic strip "Shoe" on March 30 pictured the owl-like title character sitting at a lunch counter in his usual scruffy tweed jacket, complete with elbow patches. He said to the waitress, "You make great coffee, Roz." She replied, "I should. I graduated Phi Beta Cuppa."

*Contributed by Autumn Backman,  
New York, N.Y.*

In Michael Chabon's "The Amazing Adventures of Kavalier & Clay," which won a Pulitzer Prize in 2000, Sheldon Anapol, owner of Empire Comics, bemoans the lack of respect for comic books:

"Once, years before, Anapol had cherished hopes of playing the violin in the New York Philharmonic, and there was a part of him, albeit deeply buried, that had never completely resigned itself to the life of a dealer in whoopee cushions. As Empire Comics' sales figures had climbed, and the towering black cyclones of money came blowing in out of the heartland, Anapol, out of this residual ambition and a perverted sense of guilt over the brainless ease with which colossal success had been achieved, had grown extremely touchy about the poor reputation of comic books among the Phi Beta Kappas and literary pooh-bahs whose opinions meant so much to him. He had even imposed upon [an editor] to write letters to *The New York Times* and *The American Scholar*, to which he then signed his own name, protesting the unfair treatment he considered those publications had given his humble product in their pages."

*Contributed by Mary E.  
Niforopulos, Minneapolis, Minn.*

Bernard Goldberg writes in "Bias: A CBS Insider Exposes How the Media Distort the News:"

"Jerry Kelley from Enterprise, Alabama, spotted the bias in the Engberg Report. Jerry Kelley spotted the wise guy tone and the one-sidedness. And Jerry Kelley is a general building contractor, not a newsman.

"Who didn't find anything wrong with Engberg's piece?

"First off, Engberg didn't.

"His producer in Washington didn't.

"The *Evening News* senior producer in Washington didn't.

"Jeff Fager, the executive producer of the *CBS Evening News* in New York didn't.

"His team of senior producers in New York didn't.

"Andrew Heyward, the CBS News president and Harvard Phi Beta Kappa, didn't.

"And finally, Dan Rather, the anchorman and managing editor of the *CBS Evening News*, didn't."

*Contributed by Theodore L. Purnell,  
Hammonton, N.J.*

"The Oxford Book of American Literary Anecdotes," edited by Donald Hall, quotes a *Georgia Literary Review* essay (spring 1980) by Malcolm Cowley, "Remembering Allen Tate":

"When he made his first trip to New York in June 1924, there was nothing cosmopolitan in his appearance except possibly the cane he carried. . . . He was a slight young man with delicate features and an enormous forehead. Later I heard that when Allen was a boy, he was thought to have water on the brain. His mother once said, 'Son, put that book down and go out and play with Henry. You are straining your mind and you know your mind isn't very strong.'

Was it as a delayed rejoinder that he wore a Phi Beta Kappa key conspicuously on his vest? I liked him at first glance, but I said severely, 'We don't wear our Phi Beta Kappa keys any longer.'"

The Oxford anthology also includes an excerpt from "What the Woman Lived: Selected Letters of Louise Bogan, 1920-1970." Bogan at 38 wrote to Edmund Wilson about a love affair with a young poet:

"I, myself, have been made to bloom like a Persian rose-bush, by the enormous love-making of a cross between a Brandenburger and a Pomeranian, one Theodore Roethke by name. He is very, very large (6 ft. 2 and weighing 218 lbs) and he writes very small lyrics. 26 years old and a frightful tank. We have poured rivers of liquor down our throats, these last three days, and in between, have indulged in such bearish and St. Bernardish antics as I have never before experienced. . . . Well! Such goings on! A woman of my age! He is amusing, when not too far gone in liquor; he once won a ΦBK and he has just been kicked out of Lafayette, from his position of instructor in English. He is just a ripple on time's stream, really, because he is soon going to Michigan. . . . I hope that one or two immortal lyrics will come out of all this tumbling about."

*Both of the above contributed by  
P.S. Taylor, McLean, Va.*

In the 1982 film, "Dead Men Don't Wear Plaid," Steve Martin as a *film noir* detective is threatened by a gangster who instructs his goons to rough Martin up. Martin jabs his finger in the first goon's chest and says, "I notice this one's wearing a Phi Beta Kappa key." He then pulls a Three Stooges routine, ending in the question, "What's he paying you boys? I'll double it and we'll beat the - - - out of him." (The ruse fails.)

*Contributed by Frank Yannantuono,  
Bronxville, N.Y.*



*The ΦBK Association of Palm Beach County, Fla., drew 140 members to its first meeting. From left are officers Julie Earles and William Mech, speaker Rosemarie Tong, president Nathan Dean, and Barbara Marmorstein, secretary of the Conference of Association Delegates.*





# Recommended Reading

## BOOK COMMITTEE

**Humanities:** Svetlana Alpers, Michael Griffith

Robert P. Sonkowsky, Eugen Weber

**Social Sciences:** Rick Eden, Josephine Pacheco

Anna J. Schwartz, Larry J. Zimmerman

**Natural Sciences:** Germaine Cornélissen, Jay M. Pasachoff

### By Larry Zimmerman

**Ancient Encounters: Kennewick Man and the First Americans.** James C. Chatters. Simon & Schuster, 2001. \$26.

This is the third book about the 1996 discovery and controversy surrounding the 9,500-year-old Kennewick Man skeleton, found along the Columbia River in Washington, but its author is the first archaeologist involved in the discovery. He also made the initial analysis of the remains. Kennewick Man is unquestionably an important scientific specimen, both for its antiquity and for the fact that it is one of a handful of early specimens from the Americas that appear to be physically distinct from the ancestors of contemporary Native Americans.

Kennewick is also important because it came to symbolize disputes between scientists and Native Americans over whose concerns about bones should have precedence. Should scientists be allowed time to study the remains using a multitude of techniques available to them? Or should Native Americans be allowed to repatriate and rebury remains that they claim to be from their ancestors? At the heart of the debate is the application of the Native American Graves Protection and Repatriation Act (NAGPRA) of 1990. With Kennewick, the remains were to be repatriated quickly to the Umatilla nation, a tribe that some scientists claim has no relation to the remains. With limited time for study, several scientists requested legal remedy. After acrimonious debate in both the media and the courts, a federal magistrate allowed time for study, and indeed, the remains have still not been repatriated.

Roughly the first half of the book is Chatters's account of the discovery, his initial analysis, and his consternation that he was allowed so little access to the bones. His is a very readable and fascinating account. As with any personal account of an individual's involvement in controversial events, what he says sometimes seems self-serving, but that is understandable; one cannot easily be objective when one's emotions are tied up in the events. He can also be excused because the scientific value of the specimen exacerbated the emotional situation.

The second half of the book is where "Ancient Encounters" really shines. Starting with an assessment of Kennewick Man's life and death based on osteological analysis of the remains themselves, he then compares Kennewick to similar specimens that share what are considered to be Caucasoid traits, reminiscent of the Ainu of northern Japan. He then gives far and away the most readable account available of what archaeologists are now thinking about the early humans' habitation of the Americas. Chatters shows that the old ideas of a Bering Land Bridge crossing about 15,000 years ago were overly simplistic. Several routes, including circum-Pacific (and possibly even circum-Atlantic) using boats, might have been possible, and at earlier times. What happened to these early inhabitants? They may have died out or been displaced by the ancestors of Native Americans. They may have been absorbed. We don't really know, and that is in part why the scientists are so adamant about studying Kennewick and similar specimens.

Chatters's book skillfully presents complex scientific and ethical issues to a popular audience, and it is certainly readable. He obviously has a vested interest in presenting a case that will help overturn or amend NAGPRA to allow for scientific study. At worst, he oversimplifies when he attributes most American Indian concern about human remains, and Kennewick specifically, to what he calls "the Native American Identity Movement." If you doubt that, for another view read "Skull Wars: Kennewick Man, Archaeology, and the Battle for Native American Identity" by David Hurst Thomas (2000, Basic Books).

**Indigenous Archaeology: American Indian Values and Scientific Practice.** Joe Watkins. AltaMira Press, 2000. \$23.95.

As a Choctaw archaeologist working for the Bureau of Indian Affairs, Joe Watkins is in an ideal position to evaluate the continuum of opinion among both indigenous people and the scientific community regarding the practice of archaeology. The first four chapters consider the portrayal of American Indians and their cultures by archaeologists, and the professional ethical codes and laws pertaining to American Indian issues. Part of Watkins's assessment is based on the results of a survey of archaeologists' attitudes.

The second half of the book examines case studies, including the Navajo tribal archaeology program; the Pawnees' successful effort to close down a display of human remains in Kansas; alliances formed between the Colville nation and a local archaeologist against an outside archaeologist studying the Wenatchee Clovis Cache in Washington; and the controversial Kennewick skeleton case, which has had profoundly negative influences on relations between American Indians and archaeologists. Finally, Watkins provides sketches of relations between indigenous peoples and archaeologists in Canada, Australia, New Zealand, and Sweden, to point out common threads.

This is an extremely important book. It documents the crossroads at which archaeology finds itself in dealing with descendant communities. Is the past a public heritage, as many archaeologists contend, or does having a connection to the remains being studied give members of a community priority in setting research agendas about a past they consider their own?

**The Five Crows Ledger: Biographic Warrior Art of the Flathead Indians.** James D. Keyser. University of Utah Press, 2000. \$24.95.

Ledger art among Plains Indian peoples developed as the tribes found themselves incarcerated on reservations from the mid-to-late 1800s. Indian agents, missionaries, and others often gave lined ledger book paper to Indians as a way for them to record their cultures and their personal and tribal histories. In many ways, ledger art became a substitute for the "picture writing" that their peoples had executed for mil-

CONTINUED ON PAGE 13

Rick Eden has joined the Book Committee of *The Key Reporter*, succeeding Thomas McNaugher in the Social Sciences area.

Eden is a senior research analyst at the RAND Corporation, a think tank based in Santa Monica, Calif. He earned a doctorate in English Language and Literature at the University of California at Los Angeles. Before joining RAND, he taught at the University of New Mexico in Albuquerque. In 1975 he was inducted into Phi Beta Kappa at the University of California, Riverside, and graduated *summa cum laude* in 1976, with majors in English and linguistics.



## Recommended Reading

CONTINUED FROM PAGE 12

lennia before the Euroamerican invasion, often on the rock faces of cliffs and the walls of rock shelters and caves. This book contains a series of 13 ledger drawings collected and annotated by Fr. Pierre-Jean De Smet from 1841 to 1847, when he was a missionary to the Flathead Indians of Montana. In Jesuit archives for more than a century, the drawings resurfaced in the 1990s. Five Crows was a Flathead chief, Shilchelumela, who was also known as Ambrose. He made the first 11 drawings in the series, with two others probably done by an artist named Adolphe. Keyser places the drawings, their content, and the artists into an exquisitely detailed context, connecting ledger art to pre-Contact period rock art paintings and petroglyphs in a style that he calls Biographic Art. This representational form usually consisted of detailed action scenes of combat and horse raiding. Less common scenes showed hunting, dances, sexual exploits, and contact with non-Indians. Most scenes included groups of integrated figures connected by storylines allowing an interpretation of the events depicted. "The Five Crows Ledger" is fine scholarship in both anthropology and art history. Keyser carefully documents how an ancient art form evolved in the face of intertribal contact and the intrusion of Euroamerican culture. More important, he demonstrates the utility of ledger art in documenting the accomplishments of a man and his people.

**Available Light: Anthropological Reflections on Philosophical Topics.** Clifford Geertz. Princeton, 2000. \$40; paper, \$16.95.

When elders reflect on their careers, key topics of interest, and contemporary issues, people should listen. Geertz, one of the most influential anthropologists of our time, explores issues in a number of fields that have contemporary relevance, such as country, nation, identity, and self, and how the concepts and the symbols of them change and adapt just as other parts of culture do. His assessment of anthropology as a conflicted discipline is to the point and well-considered. Geertz has never been an easy read, but this book is fascinating, presenting a worthwhile assessment of the American intellectual climate.

**Medieval Children.** Nicholas Orme. Yale, 2001. \$39.95.

This dense but delightful and beautifully illustrated volume is a first of its kind: a history of children in England from Anglo-Saxon times to the 16th century—rare in fact, for any history of any culture (except perhaps in children's literature). Using a wide range of materials, he reconstructs the life cycle of a medieval child, from birth to adulthood, looking at everything

from upbringing, play, food and clothing to almost everything else associated with children. He also looks at the impact of socio-economic class. His work demonstrates the importance of childhood to medieval society and, in doing so, raises a major point about the ways we see history. Our assessments are almost always focused on the actions of adults; we rarely see children in our histories and social reconstructions. Yet what happens in childhood forms the adults we emphasize as historical actors. Shouldn't social scientists pay more attention?

### By Josephine Pacheco

**Daughters of Light: Quaker Women Preaching and Prophesying in the Colonies and Abroad, 1770-1775.** By Rebecca Larson. North Carolina, 2001. \$17.95.

If you have seen the film "Friendly Persuasion," you know that women preached in Quaker meeting houses. If you have studied New England history, you know that in 1660 Massachusetts Bay hanged Mary Dyer, a Quaker preacher. But Rebecca Larson tells us about many female clergy in the Society of Friends who had a profound influence on their church. In the 18th century, perhaps as many as 1,500 women in Britain and the colonies served as clergy. In a world in which women had no rights under the legal principle of *feme covert*, Quakers chose to follow the principle of equality before God. If God told a woman that she should go out and spread his word, then she obeyed, whether she was pregnant, nursing a child, or encumbered with worldly responsibilities.

Women preached not just to other women but to men, never hesitating to speak to the powerful. So famous were they that in the 1750s the South Carolina colonial legislature adjourned to listen to a Quaker woman's sermon. In the middle of the 18th century, women led the way in drawing members of the Society of Friends back to the straight and narrow path that increasing prosperity had caused them to desert. They fearlessly crossed the Atlantic, traveled through the American wilderness, and took it for granted that, regardless of physical hardship, they had to do God's will. What women!

**Aaron Burr: Conspiracy to Treason.** Buckner F. Melton, Jr., John Wiley, 2001. \$27.95.

Although Aaron Burr is famous for his duel with Alexander Hamilton, his actions after that encounter were more significant in American history. Setting out for the western United States, where he hoped to restore his reputation and recoup his fortunes, he may have plotted to take the trans-Appalachian region out of the union or to raise an army to fight Spain. Buckner F. Melton, Jr., agrees with other historians that to this day no one knows what Burr planned. But whatever he did or did not do, the government

in Washington became sufficiently alarmed that it charged the former vice president with treason.

In the course of the trial, Chief Justice John Marshall asserted the importance of the constitutional definition of treason: Conviction had to be for an "overt act," not merely plotting or conspiring. Marshall showed less than good judgment in having dinner with Burr before the trial began, and he probably wanted to spite his cousin, President Thomas Jefferson, but he served Americans well by upholding a strict construction of Article III, Section 3 of the United States Constitution. Buckner's book is a good read, with a great cast of characters, including not only Burr but James Wilkinson, head of the United States Army while in the pay of Spain (also suspected of plotting against General George Washington during the War for Independence); Andrew Jackson, Indian fighter, duellist, and future president of the United States; and Harman Blennerhassett, Burr's dupe and maybe the owner of the most fascinating name in American history.

**Ben Shahn and the Passion of Sacco and Vanzetti.** Edited by Alejandro Anreus. Rutgers, 2001. Paper \$30.

The conviction of Nicola Sacco and Bartolomeo Vanzetti for murder in the course of a robbery caused worldwide protests because of the perception that they were found guilty, not of being murderers but of being anarchists. When the state of Massachusetts put them to death in 1927, the artist Ben Shahn executed a series of paintings that portrayed the two Italians as martyrs.

Sacco-Vanzetti is not as famous as the Dreyfus affair in France, but Shahn's work is not a definitive examination of guilt or innocence. It is an exploration of how Shahn, through his art, sought to ensure that Sacco and Vanzetti would not be forgotten.

**Brown v. Board of Education: A Civil Rights Milestone and Its Troubled Legacy.** James T. Patterson. Oxford, 2001. \$27.50.

To make a graph of American history from *Dred Scott v. Sandford* (1857) to *Brown v. Board of Education of Topeka* (1954) would seem to be a matter of moving from lowest point (an African American could not be a U.S. citizen) to highest (American schools must be desegregated, because separate facilities were "inherently unequal." As James T. Patterson points out, that has not been the case, for the Supreme Court underestimated the general opposition to integrated schools. The enthusiasm that greeted *Brown* did not last, in the face of violence and white flight.

Linda Brown provides an especially telling example: Her name appeared on the 1954 case, but 20 years later she found it necessary to join a suit on behalf of her own children. The 1954

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# Letters to the Editor

CONTINUED FROM PAGE 7

practical changes are required to improve the human condition.

Thus, not only do I have a negative connotation of liberal arts, but there is also a negative connotation of liberals. I was raised to think that people like Washington, Jefferson, Lincoln and Theodore Roosevelt, and others such as Einstein, Von Humboldt, Twain and Kipling were liberals in that they worked to improve the human condition, by changing the institutions or other social conventions that restricted the development of humanity. Their work was based on perception and knowledge, not only of the physical world but of human nature. They were rational, objective, practical men of integrity, knowledge, a liberal education (as stated above), who engineered change in political and social conditions within the constraints of what was possible and helpful.

This leads to definitions of “culture.” Culture now appears to be entertainment, while I thought it was the set of moral and ethical principles that guided a society. The culture of the United States is defined by an environment where anyone can succeed if they have the requisite knowledge, ability, and desire; where governments are expected to be legal and honest; where people are expected to be courteous and neighborly; where the opportunity exists for low-cost education and financial success; where property imbues some of the spirits of those that created or developed the items; where individuals had obligations and responsibilities along with their rights.

*David Sweetman, Dyer, Nev.*

Once again, we are presented with a federalized cure-all to our educational crises. The plan is absurd. Nationalized testing will fail to address the problems confronting us.

I speak from experience. During my march through public schools in the '50s, testing was not uncommon. We regularly marked “achievement” tests. While I do not recall the origin of those intrusions, I recall being told by

my parents, long after the test was forgotten, that I had done “very well.” Which would be all right, except that I was a terrible student. A nationwide hounding of students with annual testing will do no more for children today than it did then for me. Successful testing demonstrates only that teachers have mastered the art of teaching tests.

Learning requires motivation. Motivation and I finally shook hands when I enrolled in a program of study I enjoyed in college. Why it didn't come sooner is a mystery. My parents were attentive and caring. My teachers were, mostly, attentive. Nonetheless, my primary high school souvenir was a sense of relief. Mandated testing had not proven to be the savior of my intellect.

I did enjoy rare successes. Those came in classes with teachers so powerful that I remember them yet. Powerful? Read “caring and relevant.” Those characteristics must be home-grown. Only the informed, concerned teacher on the front line, working for strong and supportive local administrators, can penetrate distraction to touch the individual mind. This requires time. If teachers must spend precious hours teaching generic tests, they cannot devote time to what is truly important—in school as in business and the theatre—knowing the audience.

The dollars spent on federal bureaucracy are needed locally: to qualify and hire more teachers, decrease class size—legitimately, not statistically through specialized staff—and to develop broader curriculums in every school. Then each child will have an opportunity to learn, and the teachers will have the tools they need to teach.

But such ideals have dropped out of the “one size fits all” national discourse. Our states seem willing to

swallow federal mandates because doing so lets the locals—at all levels—off the hook. “But we're giving the tests,” they will whine. And then, after they master the art of teaching those tests, they can boast “and see how well we do.” In the meantime, little Tommy and Sally will parade through the grades and scratch through the tests, finally heaving a sigh of relief on graduation day, never having become motivated to learn or trained to think.

*Thomas S. Harris, Cheyenne, Wyo.*

## A Reader's Query

A Wyoming reader has written to *The Key Reporter* about a reference in Secretary John Churchill's inaugural column in the winter issue. She noted that he described two gavels he found in a closet at the Society's national headquarters. This reminded her of a question she heard 16 years ago from a fellow school board member, which “I've been seeking, unsuccessfully, to answer ever since: What is that usually round, flat, most often made-of-wood object on which you bang the gavel called? It must have a name. Sometimes it has a metal striker plate. More often it is just a sturdy, varnished-to-match-the-gavel wood of some sort. I suppose since its purpose in life is strictly passive, rather than the active life of a gavel (at least when it is in the proper hand), it doesn't count.” Still, she said, she would like to know what it is called. Readers who know the answer are invited to contact *The Key Reporter*.

*The Key Reporter welcomes letters to the editor. Published letters may be condensed. Please send letters to Barbara Ryan by e-mail at [bryan@pbk.org](mailto:bryan@pbk.org), by fax at 202-986-1601, or by postal mail.*

### Correction:

Due to editing errors, the names of Marie Borroff and the late Charles Kettering were misspelled in *The Key Reporter's* winter issue.



## Recommended Reading

CONTINUED FROM PAGE 13

decision became the starting point for a long series of cases (see Appendix I for a useful list) as the courts and the schools took on the burden of resolving the centuries-old problems growing out of slavery, racism, and discrimination. Perhaps it was a burden too heavy for them to bear, especially the schools, which have been notably unsuccessful at overcoming test score inequalities.

By Jay M. Passachoff

**The Rainbow Bridge: Rainbows in Art, Myth, and Science.** *Raymond L. Lee, Jr., and Alistair B. Fraser. The Pennsylvania State University Press, 2001. \$65.*

Rainbows are one of the best known natural phenomena that are rarely seen. Those of us who have lived in Hawaii are familiar with them on an almost daily basis, but only occasionally are they viewed by most people. The atmospheric effects that control the appearance of rainbows are one of the few aspects that are not covered by Raymond Lee and Alistair Fraser in their wide-ranging book.

They start with myths about rainbows from cultures all around the world—with Zulu, Navaho, Hawaiian, and Japanese mythology providing only a sampling of the range. Throughout, their written material is supplemented by paintings and other works of art that include rainbows, though some of their identifications seem strained, particularly in the older material. The illustrations are top quality, reproduced well in a medium-format book on glossy paper.

Those interested in art history, mythology, optics, or the atmosphere would enjoy the book, as would general readers for all but the most technical parts. Perhaps I liked the idea of complete rainbow coverage so well because it paralleled my own book on comets in art and science, written with art historian Roberta J.M. Olson. It is good to have C.P. Snow's two cultures brought together in both of those works.

It was a pleasure recently to see Rubens's "Rainbow Landscape" at the Courtauld Institute's display at Somerset House in London, though it belongs to the Wallace Collection. The authors comment on the supernumerary bow inside the main bow, but don't mention the secondary bow visible in a corner. Throughout, the authors comment on but do not dwell on the accuracy of the depictions, discussing the artist's license often used.

In the middle chapters, the authors discuss the work of Kepler, Newton, Descartes, and other scientists in providing our current explanation of rainbows as the result of both reflec-

tion and refraction within water droplets. Their discussion of the range of chromaticity of rainbows strangely seems to depend on measurements they made on color slides rather than on actual rainbows, so may reflect the emulsion layers on color film rather than the phenomenon under analysis. The authors don't make the distinctions among rainbows, glories, sundogs, and other atmospheric phenomena that show color spectra.

I was sorry to learn about uneducated fears in a variety of the world's civilizations about rainbows as portents of trouble, making it less surprising that solar eclipses also have and had that connotation in various civilizations.

"The Rainbow Bridge" is a book that most of *The Key Reporter's* readers would enjoy.

**Heavenly Errors: Misconceptions About the Real Nature of the Universe.** *Neil F. Comins. Columbia University Press, 2001. \$27.95.*

It turns out that it isn't enough just to teach correctly about the Universe; you have to help students unlearn things they have learned—or surmised—that are actually wrong. General readers as well have much to unlearn. Neil

Comins has, for some years, compiled lists of misconceptions—not merely facts that are wrong, but often deeper misunderstandings of fundamental topics.

A list of 50 misconceptions contains 31 about the solar system, five about the sun, 11 about other stars (including black holes), and only three about galaxies and the universe. Perhaps people think less about the outer parts of the universe, but I would have preferred to see more discussion about people's thoughts about cosmology and the structure on a large scale.

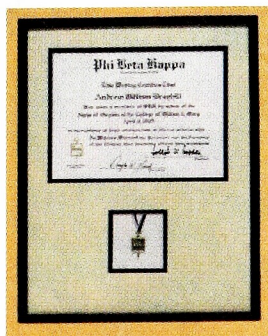
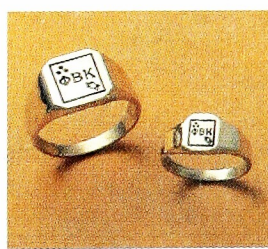
Comins draws useful lessons on how to think scientifically and how to work on replacing your own incorrect ideas with more accurate ones. Various aspects of pseudoscience are properly debunked in the course of the discussion.

**Higher than Everest: An Adventurer's Guide to the Solar System.** *Paul Hodge. Cambridge University Press, 2001. \$27.95.*

Eager to tour the solar system? Paul Hodge, best known for his research on galaxies, is your guide. He takes you up the Alps on the Moon, to the tallest volcano in the solar system (it's

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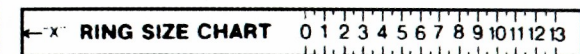
### Phi Beta Kappa Box, Signet Rings, Wall Display



As part of its expanded line of membership items bearing the Phi Beta Kappa insignia, the Society now offers a desk-top box, signet rings and the popular wall display. The box is solid cherry wood, 6" x 7" in size, and bears a certificate plate on the lid. The 10-karat gold signet rings are available in two styles. The ring gauge printed below can be cut out and wrapped around the finger you wish to measure. The wall display combines a membership certificate and a large gold-plated key in a 12 x 16 inch walnut frame.

To order, complete the form below and mail it with your payment and a copy of your mailing label from the back cover showing your  $\Phi\text{BK}$  membership number to Hand & Hammer, 2610 Morse Lane, Woodbridge, VA 22192. You may place an order or request the complete product brochure by calling (703) 491-4866 or by faxing (703) 491-2031. You may also order online at [www.hand-hammer.com](http://www.hand-hammer.com).

- Phi Beta Kappa Box (cherry wood 6"x7").....\$75
- Large Signet Ring (available only in sizes 8,9,10,11)....\$195
- Small Signet Ring (available only in sizes 4,5,6,7).....\$150
- Custom half sizing.....\$25
- Wall display (key and certificate framed 12"x16").....\$79



Ring size \_\_\_\_\_ Initials for ring \_\_\_\_\_  
Name, chapter and date for personalization \_\_\_\_\_

Check payable to Hand & Hammer is enclosed  
Charge my  Visa  MasterCard (VA residents add 4.5%)  
Card No. \_\_\_\_\_ Exp. date \_\_\_\_\_  
Signature \_\_\_\_\_ Phone No. \_\_\_\_\_



