



THE KEY REPORTER

Phi Beta Kappa Will Support More Institutes For Teachers in 1996

Phi Beta Kappa faculty members will help conduct three institutes for secondary school teachers this summer, with the aim of encouraging outstanding teachers to remain in the profession.

Two of the institutes, in Long Beach, Calif., and St. Paul, Minn., will be joint ventures between local chapters and the National Faculty, an Atlanta-based professional development agency. Funds for these institutes have been provided by a \$300,000 grant to the National Faculty from the John S. and James L. Knight Foundation of Miami, Florida.

The St. Paul venture, titled "Human Migration in History," continues

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Eight Men, Five Women Named to ΦBK Visiting Scholar Panel for 1996-97

Phi Beta Kappa has named 13 Visiting Scholars for 1996-97. The Scholars will travel to 100 colleges and universities for two-day visits, meeting with students and faculty members in a variety of formal and informal sessions, such as classroom and seminar discussions and public lectures. Phi Beta Kappa began the Visiting Scholar Program in 1956 to enable undergraduates to meet and talk with distinguished scholars in diverse disciplines. The new panel consists of the following persons:

Robert McCormick Adams, Secretary Emeritus, Smithsonian Institution. An anthropologist, he was secretary of the Smithsonian from 1984 to 1994 and a member of the faculty at the University of Chicago

from 1955 to 1984. He is a member of the National Academy of Sciences. His most recent book, *Paths of Fire: Technology in the Making of the Modern West*, will be published this spring.

Julia Haig Gaisser, Guild Professor in the Humanities and professor of Latin, Bryn Mawr College. Author of *Catullus and His Renaissance Readers*, she is a past director of the American Philological Association and editor of the *Bryn Mawr Latin Commentaries*. She has been a resident scholar at the Rockefeller Study Center in Bellagio, Italy.

Kenneth J. Gergen, Mustin Professor of Psychology, Swarthmore College. Awarded the Alexander von Humboldt Prize in the Humanities

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The Importance of Mission

By Susan Resneck Pierce

IN THE FALL OF 1993 THE UNIVERSITY of Puget Sound Board of Trustees accepted an offer from Seattle University to assume sponsorship of the Puget Sound School of Law. Although we had not been seeking an alternative home for the law school, we board members responded to Seattle University's initiative as we did because we believed that transferring the law school would clarify to all our constituents the University of Puget Sound's mission as a national liberal arts college. We were also convinced that the law school—which had been established in 1971 and was located in a renovated department store in downtown Tacoma, a 10-minute drive from Puget Sound's main campus—would be better served by becoming part of an institution

firmly committed to professional and graduate education.

The action illustrates how two very different universities can work together to ensure that each offers those programs that best fit its mission. For Puget Sound, the decision further exemplifies our determination to focus our resources, financial and human, on what we do best—a determination that grew out of the awareness that we cannot (and



Susan R. Pierce

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VISITING SCHOLARS

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(Germany), he is a fellow of the American Psychological Association, an associate editor of *Theory and Psychology*, and a founder of the Taos Institute. His writings include *Toward Transformation in Social Knowledge*, *The Saturated Self*, and *Reality and Relationships*.

Roger E. Howe, professor of mathematics, Yale University. He is a member of the National Academy of Sciences and the American Academy of Arts and Sciences, and was a winner of the American Mathematical Association's Lester R. Ford Award for exposition. He has been a visiting professor at Oxford University and a member of the Institute for Advanced Study, Princeton.

Rachel Jacoff, professor of Italian, Wellesley College. She has been co-director of Medieval and Renaissance Studies at Wellesley since 1993. She is the editor of and a contributor to *The Cambridge Companion to Dante* and *The Poetry of Allusion: Virgil and Ovid in Dante*; the editor of *Dante: The Poetics of Conversion*; and the coauthor of *Lectura Dantis Americana: Inferno II*.

Charles O. Jones, Hawkins Professor of Political Science, University of Wisconsin—Madison. In 1994–95 he held the Dillon Chair in Governmental Studies at Brookings Institution. He is a past president of the American Political Science Association. His most recent books are *The Presidency in a Separated System* and *Separate but Equal Branches: Congress and the Presidency*.

Darcy B. Kelley, professor of biological sciences, Columbia University. She is also director of the program in neurobiology and behavior at Columbia. Elected a fellow of the American Association for the Advancement of Science, she has won numerous awards from the National Institutes of Health and was chosen the 1995 Special Lecturer by the Society for Neuroscience. She is a trustee of the Marine Biological Laboratory and editor of the *Journal of Neurobiology*.

Neil Levine, Gleason Professor of

Fine Arts, Harvard University. He has been Slade Professor of Fine Art, Cambridge University, and Sir Banister Fletcher Visiting Professor and Lecturer at the Bartlett School of Architecture and Planning, University College, London. His books, *The Architecture of Frank Lloyd Wright* and *Rome as a Generating Image in American Architecture, 1895–1965*, will be published this year.

Marcia McNutt, Griswold Professor in the Department of Earth, Atmospheric, and Planetary Sciences, Massachusetts Institute of Technology. She is a fellow of the American Geophysical Union and has served as president of the Union's Tectonophysics Section. She has received the Macelwane Award of the American Geophysical Union and has held a National Science Foundation Visiting Professorship for Women.

Douglass C. North, Luce Professor of Law and Liberty, Washington University. A past president of the Economic History Association and former editor of the *Journal of Economic History*, he was awarded a Nobel Prize in Economic Science in 1993. His most current research is published in *Institutions, Institutional Change, and Economic Performance*.

Dennis O'Brien, president emeritus, University of Rochester. He served as president of Rochester, 1984–95, and as president of Bucknell University, 1976–84; at both institutions he was also a professor of philosophy. He is the author of *Hegel on Reason in History*, *God and the New Haven Railway*, *What to Expect from College*, and *All the Essential Half Truths about Higher Education* (forthcoming).

Robert G. Shulman, Sterling Professor of Molecular Biophysics and Biochemistry, Yale University. He was also director of the Division of Biological Sciences, 1981–87. A member of the National Academy of Sciences and the Institute of Medicine, he is a recipient of the Havinga Medal of the University of Leiden and the Gold Medal of the Society of Magnetic Resonance in Medicine.

Jean Strouse, writer, critic, New York City. She is the author of *Alice James: A Biography* (Bancroft Prize, 1981) and *Women & Analysis: Dialogues on Psychoanalytic Views of Femininity*. She is working on a biography of J. Pierpont Morgan to be published this year. Her essays and reviews have appeared in the *New York Times Book Review*, *New Yorker*, *Harvard English Studies*, and *Grand Street*.

Membership Display, Key Jewelry Available



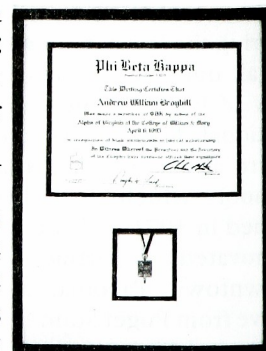
The Society now offers a 12-by-16-inch wall display combining a Phi Beta Kappa membership certificate and a large gold-plated key, framed in walnut and double-matted. Key and certificate are both engraved with the member's name and chapter.

Gift-boxed Phi Beta Kappa keys and key pins also are available. Pictured here is the medium-size key, but other sizes, as well as neck chains, tie tacks, and tie chains, are offered.

To order, check the item you desire on the form below and send it with your mailing label and payment (be sure to include your state sales tax) to the Treasurer, Phi Beta

Kappa Society, 1811 Q Street NW, Washington, DC 20009. You may also place your order or request a complete price list by faxing (202) 986-1601 or by calling (202) 265-3810.

— Membership display (key and certificate, framed)	\$75
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— Medium-size key, 24-karat gold plate	\$24
— Medium-size key pin, 10-karat gold	\$78
— Medium-size key pin, 24-karat gold plate	\$27



IMPORTANCE OF MISSION

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should not) try to do and be everything.

The aftermath of the decision, however, dramatizes something very different: that even though the rhetoric of higher education in the 1990s is characterized by calls for institutional focus and for funding of only the endeavors that are central to that focus, pressure from multiple constituencies makes it very difficult for colleges and universities to move beyond talk to action. Furthermore, although most universities are not likely to face the directly comparable choice of transferring a program, this situation demonstrates instructive principles to all institutions: It is essential that their governing boards be absolutely clear about institutional mission and ensure that resources are allocated accordingly; it is equally important that institutional mission grows out of institutional strengths; and it is crucial that boards select and support presidents whose vision is consistent with their own.

Puget Sound has deliberately been true to these principles for some time. For example, in the mid-1970s, cognizant of changing demographics and determined to establish itself as a national institution known for excellence in teaching, the university moved away from its goal of becoming a large comprehensive university with a substantial number of professional programs and redefined itself essentially as a liberal arts college. In keeping with this mission, the board closed satellite campuses in Seattle, in Olympia, and on military bases; eliminated an array of graduate programs; and capped the "main campus" or undergraduate enrollment at 2,700 students.

Although this redefined mission ran counter to the "bigger is better" belief held by many private colleges in the 1960s and 1970s, the strategy worked. Puget Sound was awarded a Phi Beta Kappa chapter in 1986. SAT scores have jumped 172 points since 1980. In 1993 we were added to the Watson Foundation list of top liberal arts institutions, and that same year

we received more than 4,000 applications for 650 freshmen spaces. Some 70 percent of our incoming students come from outside the state of Washington. Retention is at an all-time high. Fund-raising is going well. Our endowment has grown in the past 20 years from \$6 million to more than \$106 million.

Puget Sound is not alone among college campuses that have come to believe they must allocate resources in keeping with their mission and that identify institutional fit as a criterion for evaluating both new and existing programs. Indeed, in today's economic climate, even America's most financially secure institutions have begun to consolidate or eliminate programs as a means of using resources more effectively.

We believed that transferring the law school would clarify to all our constituents the University of Puget Sound's mission as a national liberal arts college.

Despite all the benefits of the law school transfer, the board did not come to its decision easily. We knew that some Tacomans would keenly feel the loss of the school, which lay in the center of a downtown struggling to revitalize itself. We also spent a good deal of time deliberating about the process. All of us preferred broader consultation but in the end concluded that a public process would have jeopardized the transfer. We also were concerned that a protracted public debate would seriously damage the law school if the arrangement fell through.

The response of several of the university's external constituencies to the law school decision indicates that we were right to be nervous about community reaction. Although most observers acknowledged the validity of the transfer in terms of institutional mission and the law school's future, several critics denounced the university for putting its well-being above that of downtown Tacoma. Arguing that the trustees'

obligation to the city should take precedence over their responsibility for the university, the local newspaper, in a series of hostile articles, op-ed pieces, cartoons, and editorials, mounted a campaign to fuel community opposition. Tacomans associated with efforts to revitalize the downtown, including community leaders and elected officials at the local, state, and national levels, also exerted pressure.

After a month of criticism, the board met with our local congressman, the city manager, and a prominent banker. We listened to their concerns and then voted unanimously to reaffirm the decision, believing, as we had originally, that by transferring the law school we were being true to our responsibility as trustees.

In retrospect, I have realized that much of the negative reaction stemmed from the widely held notion that because educational institutions are involved with a host of constituencies, they are obliged to serve them all. Those who subscribe to this notion simply did not accept the board's premise that our primary constituency is our students and that our primary responsibility is the well-being of the university.

Such feelings are on some level understandable, for in addition to their basic elements—students, faculty, and staff—academic institutions benefit from or must accommodate the often-dissimilar interests of alumni, parents, donors, accrediting agencies, foundations, corporations, the press, local communities, and federal, state, and local governments. As the law school decision indicates, sometimes these external constituencies endorse a college or university's educational mission. At other times, they are convinced that we should instead function as social service or community service agencies or even as surrogate parents.

Such notions are, I believe, also related to the growing expectation that educational institutions should make up for inadequacies in other parts of our society. Elementary and secondary schools have in recent

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decades been asked to do far more than teach. Rather, teachers and staff are now called on to satisfy a plethora of social, psychological, and physical needs no longer met by families, religious and community organizations, and to some extent the government.

It is not surprising that higher education is now being confronted with the same sorts of nonacademic demands. These demands are not, I want to stress, frivolous, nor can they be ignored or taken lightly. But unless we find a way to address them responsibly, in ways consistent with both our mission and our resources, they will in time threaten the essential health of many of our colleges and universities, just as they have damaged many of our elementary and secondary schools.

In addition, most colleges and universities are faced with a series of other nonacademic pressures that deflect institutions from their commitment to teaching and learning and that drain resources. These include a new consumer mentality on the part of students and their families, expanding government regulations, the new American inclination to litigate all grievances, weaknesses in our elementary and secondary schools, and changes in the country's political and social attitudes.

These new demands and the resulting claims on institutional resources are coming at a time when colleges and universities are especially fragile because of the rising costs of academic programs, particularly those associated with rapidly developing computing technology, scientific equipment, and library materials. In addition, many institutions that have for a number of years deferred maintenance in order to fund other priorities are now faced with decaying physical plants and serious equipment needs; Yale, with its billion-dollar deferred maintenance bill, is the most prominent example. The result: on many campuses, the teaching faculty—and the libraries, technologies, and facili-

ties that support them—either are competing for limited funds with nonacademic programs, often unsuccessfully, or are simply playing catch-up. Both circumstances are detrimental to the academic enterprise.

There is a special irony to this deflection from academic priorities. Simply put, even though American colleges and universities are among the few institutions that profess to be—and generally are—dedicated to reflection, analysis, and the making of reasoned and informed judgments, many campuses seem to be losing their sense of academic purpose, apparently without reluctance and often without even particularly noticing it. Too many of these institutions seem almost routinely to add programs and staff in nonacademic areas in an incremental fashion without considering the cumulative effect of this diversion of resources from academic pursuits.

The Complexity of Today's Institutions

Most educational institutions today are exceedingly complex. Typically, they now include hotels in the form of residence halls, restaurants in the form of food services, health clinics,

counseling centers, placement centers, and health clubs. They require sophisticated marketing, public relations, and fund-raising operations. They depend on successful fiscal management, strong investment policies, and solid legal counsel. They employ personnel administrators, loan officers, and grants administrators; community service coordinators and career counselors; security staff; and landscaping, custodial, and maintenance crews. Most run libraries, bookstores, and computer stores. They produce in-house newspapers and magazines. They have computer programmers and technicians on staff. Some operate museums of natural history. Others have their own art museums. Some even have their own real estate offices, telephone companies, book and journal publishing houses, hotels, travel agencies, movie theaters, and venture capital arms.

This multiplicity of functions is in part the product of important and sometimes obvious educational notions. Yet other functions are a response to the reality that colleges and universities are like small villages or sometimes even medium-size cities, which are assumed by their inhabit-

The American Scholar

Wherever you're planning to go this summer, we'd like to suggest that you take along *The American Scholar*. As one of the last refuges for the nonacademic essay, the *Scholar* offers a fine selection of feature articles, essays, poems, and book reviews. Among articles scheduled to appear in the Summer 1996 issue are Oscar Handlin's look at what has happened to religion in America; novelist Kai Maristed's account of trying to quit smoking; Jeaneane Dowson Lipman's memoir of Rosina Lhevinne, famous piano teacher and widow of the great pianist Josef Lhevinne; and James V. Schall's review of accounts of Plato's death. Rounding out the issue will be an article on "Richard Rorty's Radical Pragmatism" by Tibor Machan and a look at life's little irritations by Joseph Epstein, well-known essayist and editor of the *Scholar*.

We think you will enjoy reading this issue and many more to come. You can begin a year's subscription by completing and returning the coupon below, which offers savings on prepaid and multiple-year subscriptions. The summer issue will be mailed in early June.

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ants to provide such desired features as well-lit pathways, appropriate parking, and a safe environment. When making a choice about college, many prospective students and their families look first for a talented faculty, a favorable student-faculty ratio, a first-rate library, an attractive and well-maintained campus, and state-of-the-art science and computer facilities. Many also expect modern facilities and many special programs and services. For example, they frequently seek residence halls that can accommodate computers, microwave ovens, compact disc players, and VCRs. They want up-to-date recreational facilities with all the latest workout equipment. They expect food that is nutritious, tasty, and varied enough to satisfy diverse dietary preferences. They look for overseas study programs, writing and math skills centers, special advising programs, summer internships, community service opportunities, and sophisticated career planning and placement centers.

Some students and their parents also now expect a good many personal services. It is unclear whether the current generation of students brings with them greater psychological needs than earlier generations did or whether they are merely evidencing another form of a growing American entitlement mentality; what *is* clear is that colleges across the country have been adding staff and programs to address these needs. Most campuses now routinely offer counseling support and educational programs for students from dysfunctional families, those with eating disorders or drug or alcohol problems, and those who are struggling with their sexual identity or who have been victims of various forms of harassment and abuse. They also offer gynecological exams, birth control, and AIDS-prevention workshops.

I am not arguing against the worthiness of such efforts to address the psychological and social needs of our students. Quite the contrary: like every other administrator and faculty member I know, I worry about how best to help troubled students. But the costs of providing such help are as evident as the ben-

efits. And so the question becomes one of degree: At what point does the responsibility of parents, social service agencies, and the students themselves for addressing these larger social problems end, and at what point does ours begin? If, as is likely to be the case, we decide that we all share that responsibility, how do we find the appropriate balance?

Other costs associated with being competitive in a difficult marketplace are also growing. Many colleges have increased their financial aid budgets, often quite dramatically, in ways that have drained resources from academic and other programs. Even though conventional wisdom suggests that institutions should dedicate no more than 20 percent of tuition revenue to financial aid, an increasing number of institutions with enrollment problems are doubling or tripling that percentage. Many colleges have also invested substantial resources into the admissions effort itself, developing expensive videos, computer disks, and glossy publications. Because most private colleges and universities are tuition-dependent, they are reluctant to take chances with their major source of revenue.

Declining enrollments have in fact hit some campuses hard. Because such decreases are almost inevitably accompanied by reductions in operating budgets, and often by the elimination of faculty and staff positions as well, some institutions are relaxing their admissions standards to bring in a sufficient number of students. Others, faced with structural deficits but healthy admissions possibilities, are increasing the size of their student bodies in search of increased revenue.

None of these steps are happy ones, since all have a potentially negative effect on the quality of academic programs. Although public institutions are facing different sorts of budgetary pressures, bred of low tuition and other fees and declining revenue from state and federal sources, they may provide the best evidence of the correlation between the level of an institution's resources and the quality and kind of academic programs it can offer. For example, it

often takes students in the California public university system five to six years to graduate, simply because they cannot get into the courses they need. Some institutions have even abandoned general education requirements because they are no longer able to guarantee students access to the courses.

Other Problems

The lack of solid academic preparation among many college-age students is putting further pressure on college and university budgets. First-year college students often arrive with academic credit for extracurricular activities or academically soft courses in lieu of a rigorous program grounded in the study of English, mathematics, science, foreign language, and history. These students end up spending at least part of their college years learning what they should have studied in high school, and college courses are subsequently watered down to accommodate their lapses.

The only way for institutions to avoid this downward spiral in the academic preparation of their student body is to adhere to or even raise their admissions standards. But in today's climate, many institutions do not believe they have the luxury of selectivity, or great enough security that they can enforce rigorous admissions requirements. Such enrollment pressures may also be driving some institutions to relax their grading standards, although the national scandal of grade inflation may stem less from this sort of economic consideration and more from the growing sense on the part of students that anything less than a B is an unacceptable grade and the unwillingness of faculty to uphold standards in the face of student expectations.

Other changes in America's social and political climate have also had a substantial effect on college campuses, which no longer are sanctuaries from the larger society. Instead, colleges and universities are being buffeted by the same discontents and pressures that are threatening America's social contract. These changes

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in the nation's social and political landscape have also begun to erode, slowly but persistently, the commitment of many institutions to teaching and learning and to the open and spirited examination of ideas that has always been at the heart of our educational system.

Perhaps most tellingly, many campuses are beginning to undergo a balkanization that is leading not to greater understanding and tolerance but rather to a new separatism, as faculty and staff alike give way to pressures from various groups. Indeed, students are all too often separating themselves by race, ethnicity, gender, and sexual orientation. They seek segregated housing, campus organizations, and, in some extreme instances, even courses. For example, in the spring of 1993, a group of Hispanic students and faculty at UCLA conducted a successful hunger strike, driving the university to create a separate Hispanic studies department in lieu of its existing interdepartmental Hispanic studies program, despite the fact that most Hispanic and other faculty members opposed the move.

There are growing instances of intolerance and a fervent unwillingness on the part of victims of such intolerance to let it go unchallenged. In 1993, for example, two much-publicized incidents took place: African American students at the University of Pennsylvania destroyed thousands of copies of the student newspaper in protest over what they viewed as racist reporting, and Jewish students at Brandeis did the same because their student paper had run ads from an anti-Semitic group that argued that the Holocaust was a myth.

In response to such incidents, some campuses have tried to legislate speech as well as conduct, even though such speech codes are likely to make individuals skittish about interacting with anyone different from themselves and are likely to encourage a new spirit of censorship and self-censorship. The real prob-

lem, of course, is that the very notion that colleges and universities are places where all ideas, however controversial, can be responsibly explored and debated in an atmosphere of informed, deliberate, civil, and often fervent discourse is now endangered.

The notion that a college campus should be the setting for such an examination of ideas is further jeopardized by other social currents. The country's penchant for litigation, for instance, has thrust many matters that once would have been considered internal into attorney's offices and courtrooms.

In some instances, this tendency toward litigation is likely to compromise academic standards. The American Disabilities Act is a case in point. Clearly worthy in its intention, the act nevertheless is sufficiently ambiguous that it has given birth to a whole new area of litigation, including threatened suits from students with

We must reaffirm and adhere to academic standards, regardless of the forces . . . that encourage compromising those standards.

learning disabilities who, after some academic failure, are now arguing that the faculty is obliged to somehow accommodate their learning difficulties enough to enable them to graduate.

The fear of litigation has had other effects on how educational institutions and the individuals within them function. Many faculty and staff members now refuse to provide references for fear of being sued if the assessment is unfavorable. Some faculty are reluctant to write letters for tenure and promotion reviews, even though such reviews are at the heart of every institution's search for excellence, because recent court rulings no longer guarantee confidentiality to participants in such reviews. Even when litigation seems frivolous, it needs to be taken seriously because of the staggering costs of fighting suits.

New government regulations and

reporting requirements are also requiring colleges and universities to commit additional resources and staff time to administrative rather than academic functions. New federal regulations in the areas of athletics, campus security, alcohol use, and international students and faculty have all necessitated either new or reallocated staff positions. Financial aid regulations—complicated, cumbersome, ever-changing, and not always logical—also require large staffs, and staff members in turn require ongoing training just to keep up with the changes. With these experiences in the background, many college administrators have objected to the proposed new layer of governmental involvement with the accreditation process.

Establishing a Feasible Mission

The challenges facing those of us on the college campus are varied and abundant, and they are likely to become even more insistent in time. For that reason, we faculty, administrators, and trustees must insist that our institution has established a sense of purpose, a mission that is feasible and that guides both policy and operational decisions.

Once our institutional mission has been defined, we must be actively vigilant in ensuring that this mission is always our touchstone. It does not benefit us or the long-term interests of our institution to let a series of ad hoc decisions shift institutional direction without recognizing that such a shift has taken place. Nor does it serve us well to allow resources to be diverted from that mission.

On a more practical level, as we ask for and respond to new demands for resources, we need to view those requests in light of existing programs and positions. In other words, we need always to consider whether what is being proposed could be funded by eliminating something that no longer is a priority. In the growth periods of the 1970s and 1980s, many institutions tended to engage in incremental budgeting. But by adding new costs to their base budgets through a series of discrete decisions, without deleting other expenses or

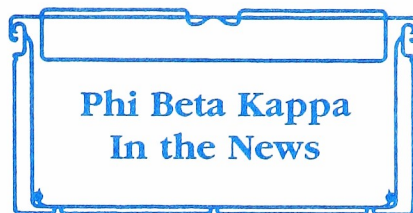
securing new sources of funding, many of even our best colleges and universities developed substantial structural deficits.

We also need to recognize that new is not necessarily better; *better* is better. In that light, we must reaffirm and adhere to academic standards, regardless of the forces—whether litigation or the competitive marketplace—that encourage compromising those standards.

Most of all, the contemporary climate requires leadership and courage to make the kinds of decisions that we believe will serve our institution's best interests, even when those decisions are unpopular with one or more of our constituencies. Such leadership is especially difficult on college campuses, where change is typically slow in coming and where custom requires that elaborate processes be followed before action can be taken. For these reasons, those who lead on a college campus need to try to educate their various constituencies about the complexity of the issues facing higher education generally and their own institution in particular.

There are no gimmicks when it comes to excellence. And on college campuses there is no substitute for a commitment to the kind of excellence that inspires students to gain necessary skills and new knowledge—that brings them to new levels of intellectual inquisitiveness, academic discipline, and accomplishment. In the end, then, we faculty members, administrators, and trustees need to make sure our decision making embodies the very values that our institutions profess to teach: the importance of reflection, deliberate and reasoned judgment, and informed choice. This is what we can and should do best, and our students and the larger society deserve no less. □

Susan Resneck Pierce (ΦBK, alumna member, Wellesley College, 1993) is president of the University of Puget Sound. This article is excerpted from a chapter in Rethinking Liberal Education, edited by Nicholas H. Farnham and Adam Yarmolinsky. Copyright © by Oxford University Press, 1996. Reprinted by permission.



Chronicle Investigates ΦBK's 'Lost Cachet'

Stimulated by the discussion of acceptance rates initiated in the *Key Reporter* last year, Christopher Shea (ΦBK, Princeton, 1991) investigated the subject in an article titled "Lost Cachet? Many Students Spurn Invitations to Join Phi Beta Kappa" for the *Chronicle of Higher Education* (March 22, 1996).

Recapitulating the reports of ignorance about or indifference to the Society on the campus at the University of Arizona and at some other large state universities, Shea concluded that "many students are blithely tossing the invitations [to join Phi Beta Kappa] in the trash." He quoted ΦBK Secretary Douglas Foard as indicating that the Society only recently realized it had a problem. "Some of our members out there were horrified. We were horrified too. For most people, it was just inconceivable that anyone would turn down membership."

Shea also did some follow-up interviews, quoting one psychology major at Wayne State University who had turned down the invitation as saying, "They sent me a bunch of information on it, but I just don't have the money right now. I'm in my graduate program and I'm concentrating on getting more scholarships. I'm saving every penny."

Shea found, however, that Wayne State is one of a number of colleges where academic departments will pay students' fees for them. He quoted the chapter secretary, Martha Ratliff, as blaming lack of name recognition rather than cost for the problem. "None of us, when we volunteered to work for Phi Beta Kappa," she said, "thought that we'd have to advertise," but she has found that many students think the Society "isn't worth the bother" or is "some kind of money-making thing."

At the University of Arizona, Shea interviewed a physics and math major who had turned down membership last fall because "generally speaking, I regard honoraries as fluff or filler on résumés." Shea reported that the student is now reconsidering his decision, "after friends told him that the group has more substance than some others."

Shea pointed out that the students'

apathy is especially ironic in view of how hard campuses work to get ΦBK chapters. "Every three years, only a handful of colleges get permission to start them. The campuses must submit reams of data about their facilities, students' test scores, and faculty quality."

Shea reported that the Society has asked chapter secretaries, "typically professors who have volunteered their time," to follow up their membership invitations with phone calls and sales pitches, but that many secretaries "aren't exactly excited about the extra work" because maintaining mailing lists and figuring out every year whether hundreds of students have met Phi Beta Kappa's standards "already take too much time away from their scholarship."

Shea interviewed one chapter secretary, Thomas L. Bell, professor of geography at the University of Tennessee at Knoxville, who had described his plight to headquarters in January [see his letter on page 8]. Bell told Shea that although he has great respect for the Society, he is not sure that "overworked professors on big campuses can make students who don't care change their minds."

ΦBK President Blitzer Responds to *Chronicle's* 'Lost Cachet' Story

To the Editor
Chronicle of Higher Education

I am writing both to thank Christopher Shea for his excellent article on the surprising number of undergraduates who ignore or decline election to Phi Beta Kappa and to add a few facts and observations. With luck, this may be one of those cases in which simply calling attention to a problem helps to solve it.

First, I should say that even before we learned last year of the extraordinarily low acceptance rate at the University of Arizona, the governing bodies of Phi Beta Kappa—its triennial Council of chapter and association delegates, its Senate, and its officers—were aware of this developing phenomenon. We continue to seek effective ways of addressing and reversing what does seem to be a growing trend. In order to keep the matter in perspective, however, I should report that a survey of all our 248 chapters suggests (the data are not all yet in) that the national acceptance rate is about 85 percent, and that the remaining 15 percent of students are, not unexpectedly, concentrated in larger universities.

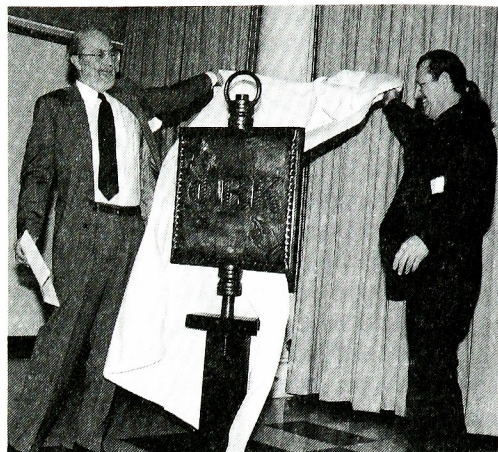
My personal view is that one of the most important causes of this rate of

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declination, in addition to such things as the modest cost of joining and the proliferation of Greek letter honorary societies, both of which Mr. Shea mentions, is the large and growing number of first-generation undergraduates. While this is surely a national trend worthy of our support and approbation, it creates an especially difficult problem for Phi Beta Kappa. When I went off to college it was made perfectly clear to me by my parents that I was expected to do well and that the measure of my success would above all be election to Phi Beta Kappa; I know that this was true also of a large number of my classmates and of the students I taught at Yale a decade later. Absent such parental exhortation it is difficult to see what can take its place.

The aspect of the problem that Mr. Shea fails to mention is that the Society must figure out how to reach *freshmen*. Beyond all the splendid things that Phi Beta Kappa now does—such as publication of the *American Scholar* and the *Key Reporter*, the awarding of annual book prizes, a highly successful Visiting Scholars program, the sponsorship of lectures by many chapters, and the awarding of scholarships by many Associations of nonacademic members—I believe that the Society's single most important role is to serve as a mark of distinction that undergraduates can aspire to attain by diligent work throughout their under-

To mark its 25th anniversary with a visible symbol of its presence on campus, the Phi Beta Kappa chapter at Mary Washington College erected a bronze replica of a key. Participating in the unveiling last February were Donald E. Glover, chapter president (left), and the sculptor, Steven Bickley. The key was to be situated on a campus walk.



graduate years. More informative brochures, more welcoming letters to seniors who have already been elected, or even videotapes about the distinguished history of the Society that they can be shown may indeed increase the acceptance rate, but will do little to inspire entering students to aspire to election and work for it.

Clearly, an overworked staff of 23 in the Society's headquarters cannot hope to reach the freshman classes at 248 colleges and universities. But equally clearly, as Thomas Bell's eloquent words in your article demonstrate, we cannot simply rely upon the uncompensated efforts of equally overworked chapter secretaries. As Mr. Shea's article suggests, the problem is real and likely to grow greater. Although an 85 percent acceptance rate is scarcely a cause for panic, our goal should be 100 percent, and we

very much hope that readers of the *Chronicle*, many of whom must surely be members of Phi Beta Kappa, may be moved to join us in seeking ways of at least approaching this goal more nearly. We would be delighted to hear from them.

Charles Blitzer, Washington, D.C.

'Phi Beta What?'

In a brief article titled "An Invitation from Phi Beta Kappa" *U.S. News & World Report* (April 15, 1996) recapitulated the Society's recognition problem on some big university campuses and quoted Secretary Douglas Foard as noting that the Society plans to launch a site on the World Wide Web this summer.

A Beleaguered Chapter Secretary's Lament

In an effort to follow up on activities of chapters across the nation, the Society's secretary recently asked chapter secretaries who had not sent in their annual reports to the Society's headquarters to do so. Although this response was addressed to headquarters, the writer, Thomas L. Bell, agreed to its publication here.

Against my own better judgment I feel compelled to write this letter detailing my plight as chapter secretary and begging your indulgence for not filing annual reports of the chapter's activities at the University of Tennessee at Knoxville. . . .

Quite frankly, if I had known all that was involved with being secretary of a chapter of Phi Beta Kappa at a large research university I would never have accepted the position. Now that I am the chapter secretary, I cannot find anyone naive or stupid enough to take it over. (We are talking about Phi Beta Kappa members after all—they are a pretty savvy

bunch!) I continue only out of a sense of obligation to the organization. Chapter secretary is an absolutely thankless and onerous task that I would wish on no one. . . .

I am not the secretary of a chapter at a tiny liberal arts college. We elect almost 200 persons per year. . . . With very little secretarial support, I mail out two *Newsletters* per year (to over 700 chapter members at each mailing) and update the data base to include newly elected members, code all the data from the Members-in-Course Committee so that computerized output is available at our twice-yearly election meetings, make sure that the initiation letters are sent, order all the membership certificates early so that they will be available to the initiates the evening of the ceremony (at considerable excess expense to the chapter, since our rate of acceptance is about 75 percent), order the keys, make sure that the initiation programs are properly printed and

that a large congratulatory message listing all of the initiates is placed in the student newspaper the morning after the initiation ceremony, respond to all inquiries about the chapter's activities, serve as the point of contact for the Visiting Scholars, and work with the relevant department(s) to develop itineraries for the speakers. I believe that my "reward" for all this was to represent the chapter at the triennial meeting in San Francisco (1994). I can think of easier ways to work my way to the coast!

Your biggest problem as an organization may not be identifying potential members early enough in their academic careers so that they know what Phi Beta Kappa stands for as an honor society. Rather, your biggest problem may be preventing burnout among overworked chapter officers who can do these things as a labor of love and out of a sense of obligation only so long. . . .

Thomas L. Bell



New Yorker Madeleine B. Stern (ΦBK, Barnard, 1932) is not only a prolific author and noted feminist but also an experienced businesswoman. (She and her partner in the rare book trade, Leona Rostenberg, have recently signed a contract to write their joint autobiography for publication by Doubleday.) Here she reminisces about some high points in her life and career from her youth to her more recent work on Louisa May Alcott.

LONG BEFORE I ENTERED BARNARD, I took a course with the professor who would later become my mentor in college. It happened this way:

At Joan of Arc Junior High School in New York City in the 1920s, a fellow student and I shared an addiction to writing poetry. We each wrote at least one poem a day, supplemented on occasion with prose "rapsodies" [*sic*] to our English teacher. One day, when a copy of the Columbia University *Bulletin of Information* happened our way, we lit upon the entry for English s15, "English Prosody," described as a three-credit summer course in "verse writing." Particularly enticing was the promise that "poems of students will be discussed in class."

My friend and I duly presented ourselves before the instructor of the course, H. N. Fairchild, for admission. I later learned that he possessed a delicate sense of humor, but he betrayed no sign of it that day. We took the course and received his candid criticism of our efforts. My poem to John Masfield he judged "not without merit" though the "metre breaks down." Next to my line, "Your thoughts are pure as April rain," he wrote, "He used to work in a saloon." English s15 taught me quite a bit about verse forms and perhaps more about following my stars.

That kind of education continued eventually at Barnard. During my junior and senior years in the honors program there were no formal attendance requirements. I was expected to concentrate exclusively on the study of English literature and to pass written and oral examinations. When I graduated in 1932, I had gained an inkling not of *what* to study but of the vastly more important *how* to study. Scholarly independence had not only been encouraged but rewarded.

When I continued in the master's program in medieval literature at Columbia, I decided to write a master's thesis on the role of Mary Magdalene in the Middle Ages. I became so deeply involved in my research and readings that I pursued my subject well into the 19th century. When my essay reached several hundred pages I called a halt and took the whole to the English department secretary to be retyped.

One evening I received a telephone inquiry: "Miss Stern, do you have a copy of your master's thesis?" I had to reply that, no, I had no copy, but surely the original was safe in the English department office. "We're afraid," I heard from the other end of the line, "that two-thirds of your paper has disappeared from the office. We have only the first third that's been retyped." After considerable consultation, the powers in the English department agreed to accept that first third in lieu of the whole and to grant me a degree.

During the Depression I devoted myself to writing literary criticism for scholarly journals, on subjects such as "The Flux of Identity in Contemporary Literature." At the same time, I taught English in the New York public high schools, an experience that never yielded any deep intellectual fulfillment.

The publication of Van Wyck Brooks's *Flowering of New England* in 1936, especially the mass of detail woven into the personalities and concepts of its protagonists, influenced me deeply. I became intrigued with the New England scene in general and with the coruscating personality and brilliant achievements of the American feminist Margaret Fuller in particular. My *Life of Margaret Fuller* was published by Dutton in January 1942.

During the war years I continued on the path of independent scholarship. About this time my dear friend and future partner in the rare book business, Leona

Rostenberg, and I visited "Orchard House," the Alcott home in Concord, Massachusetts. Afterwards, Leona suggested, "Why don't you do a biography of Louisa?" I agreed that it was indeed time for a scholarly biography of the author of *Little Women*.

By then, Leona was working for a dealer in rare books, immersing herself in humanistic texts. She took time off from that apprenticeship to help me with my Alcott research, for which I received a Guggenheim Fellowship. During one memorable repeat visit to the Alcott home, we were requested to stand in for the guide and lead a busload of California visitors through the rooms.

Leona then made the discovery that would influence all future interpretations of the author of *Little Women*. In the course of a visit to Harvard's Houghton Library, she discovered a series of letters from a Boston publisher to "Dear Miss Alcott" that disclosed Alcott's pseudonym, the titles of some of her thrillers, and the periodical where they had appeared. My own biography of Alcott, published in 1950, naturally incorporated the revolutionary disclosure that Alcott had led two lives.

Meanwhile, I, too, had been leading a double intellectual life. In 1945 I joined Leona as a partner in the rare book company she had established the previous year, which we still operate. As a rare book dealer I bought, researched, and sold a variety of antiquarian texts published between 1500 and 1800 in the fields of political theory, history, and literature. We described our enterprise together in *Old and Rare* (1974 and 1988). Our *Old Books in the Old World* was scheduled for publication in April.

Among the books I wrote in the mid-century was *Imprints on History: Book Publishers and American Frontiers* (1956), which reflected my increasing interest in publishing history. My 1963 book, *We the Women: Career Firsts of Nineteenth-Century America*, signaled my abiding absorption in feminist history. My reaction to the defiant 1960s was a biography of a remarkable radical thinker, Stephen Pearl Andrews (*The Pantarch*, 1968) and an investigation of a company of phrenologist-publishers (*Heads & Headlines: The Phrenological Fowlers*, 1971).

In the mid-1970s I returned to Louisa May Alcott's double life and resurrected the page-turners that she had anonymously or pseudonymously published in the story weeklies of the 1860s. One perceptive critic of my *Behind a Mask: The Unknown Thrillers of Louisa May*



Madeleine B. Stern

CONTINUED ON 10

Alcott (1975) observed, "Never again will you have quite the same image of this particular 'little woman.'"

By 1995, with the advent of another generation, Alcott's forays in mind control and thuggism, transvestitism and opium addiction, and feminism and the sexual power struggle were all but forgotten. That year a new film version of *Little Women* plus publication of *A Long Fatal Love Chase*, a previously unpublished sensational novel by Alcott, drew attention back to her. It was not long before the collections of her blood-and-thunders that I had edited or co-edited (there were five of them by then) were once again in demand.

In 1995 the following Alcott volumes with my introductions appeared or reappeared: *The Lost Stories of Louisa May Alcott*; *Louisa May Alcott Unmasked: Collected Thrillers*; *Behind a Mask* (with a new afterword); *A Marble Woman*; and *Modern Magic* (in the Modern Library series). In 1996 yet another collection has just seen the light: *The Feminist Alcott: Stories of a Woman's Power*, and my 1950 biography of Alcott has been reprinted with a new introduction and an updated bibliography.

Louisa Alcott is a far cry from Mary Magdalene, but the detective skills essential for reconstructing a life or an oeuvre apply to both. The exercise of those skills engenders extraordinary excitement. It is an exercise I strongly recommend to young scholars today. Follow some enticing intellectual pursuit independently; symbolically don the deerstalker to uncover secrets with a magnifying glass. Above all, make sure that your work is tough and demanding, and remember that it is better to have too much rather than too little on your plate.

Madeleine B. Stern
New York, N.Y.

Lawrence Willson, Book Reviewer, Chapter Secretary, Dies

Lawrence Willson, professor emeritus of English at the University of California, Santa Barbara, and a long-time member of the *Key Reporter's* Book Committee, died on January 28 following a short illness. In 1979 he received the highest award for teaching offered at UCSB. He also lectured frequently in the Santa Barbara area on the importance of teaching, scholarship, and the life of the mind; the role of the university today; religion and literature; and the value of a liberal education.

A founder of the Phi Beta Kappa chapter at UCSB, Larry Willson was its president for six terms before he agreed to serve as virtual permanent secretary in 1977, a job at which he worked tirelessly. Willson recently donated Thoreau materials for sale to establish a fund for the ΦBK chapter at UCSB to provide keys for students who otherwise could not afford them.

RECOMMENDED READING

BOOK COMMITTEE

Humanities: Svetlana Alpers, Frederick J. Crosson, Michael Griffith, Simon McVeigh, Robert P. Sonkowsky, Jean Sudrann

Social Sciences: Louis R. Harlan, Thomas McNaugher,

Catherine E. Rudder, Anna J. Schwartz

Natural Sciences: Ronald Geballe, Russell B. Stevens

Frederick J. Crosson

Wittgenstein Reads Freud: The Myth of the Unconscious. Jacques Bouveresse. Princeton, 1995. \$19.95.

An unusual book in several ways. Written by a professor at the Collège de France, it gathers together and unifies Wittgenstein's scattered remarks about psychoanalysis; it defends his critique of Freud against French psychoanalytic theorists like Lacan; and it provides one of the best overviews of Wittgenstein's approach to philosophy that I have seen. While rejecting the claim that psychoanalysis is even a scientific hypothesis, let alone a science, Wittgenstein was fascinated by the manner of describing and regarding behavior that Freud had worked out.

Women under the Bo Tree: Buddhist Nuns in Sri Lanka. Tessa Bartholomew. Cambridge Univ., 1994. \$59.95.

Tradition has it that the Buddha attained enlightenment under a Bo tree, and this volume is a study of the status of women in Sri Lanka who are, or seek to be, Buddhist renunciants of the world. The author recounts many of her field interviews with such women—some Sri Lankans, some Westerners who had come there—and explores their way of life as well as the textual and historical background of such women religious. One of the main topics of the book is the centuries-old cessation of the tradition of

"ordained" women religious in Sri Lanka (Theravadin) Buddhist history, and the attempts by some people to restore that practice.

Other Minds. Thomas Nagel. Oxford Univ., 1995. \$24.95.

Collections of previously published pieces aren't usually noted here, but Nagel is such an engaging writer and thinker that even this set of articles, book reviews, responses, and the like provides food for thought—some hors d'oeuvres, some desserts, some meat and potatoes. They range mostly over philosophy of mind (Freud, artificial intelligence) and moral-political topics (legal philosophy, ethical principles), and none of them is long enough to produce a sense of over-indulgence. On the contrary: the reader will not only enter into the discussion of a set of currently disputed questions among philosophers but also, piece by piece, will discover the orientation of a distinctive point of view.

Cicero the Philosopher. Ed. by J. G. F. Powell. Oxford Univ., 1995. \$65.

Locke and Hume thought him one of the greatest classical thinkers; few ancients were more cited for over 18 centuries. But over the past century, Cicero has suffered an eclipse and come to be regarded as a mere repeater of his predecessors' thoughts. (His works were not included in the 54 volumes of the so-called *Great Books of the Western World*.) Beginning Latin students inherited the Cataline orations, and historians dissected his texts for fragments of the Hellenistic philosophers. Recently, however, there has been a reassessment of his worth and a revival of interest in his philosophical writings. This volume of 12 original essays on some of his books and ideas testifies to the rewards of reading him thoughtfully again.

Love and Saint Augustine. Hannah Arendt. Ed. by J. V. Scott and J. C. Stark. Univ. of Chicago, 1995. \$22.50.

It is always interesting and, in my experience, illuminating to read the early writings of a thinker who subsequently

became famous. Arendt's first work—her doctoral dissertation of 1929, written under Karl Jaspers' direction—is the last to be published, although she had begun 30 years ago to revise it for publication. The editors have completed the task competently, improving an earlier English transcript and adding an interpretive essay as long as the dissertation itself. The latter blends analyses of the love of neighbor and worldliness in Augustine with reflections on the place of action in the public realm, and it is not hard to discern the influence of Heidegger's phenomenology.

Galileo and the Church. Rivka Feldhay. Cambridge Univ., 1995. \$54.95.

God Owes Us Nothing. Leszek Kolakowski. Univ. of Chicago, 1995. \$22.50.

The juxtaposition of these two books stems from the coincidence of reading them at about the same time and being struck by their relatedness, although Kolakowski's is about Pascal and Jansenism (and has only one brief reference to Galileo) while Feldhay makes no reference at all to either of these. Feldhay is a historian of science at Tel Aviv, and her study is not another presentation of the "binary opposition" of science and religion, or free inquiry and dogmatic repression; rather, she seeks to uncover the different cultural orientations—embodied institutionally at the time in the Dominicans and the Jesuits—that underlay the Galileo affair. These included the festering dispute about grace and free will and predestination (she has a long chapter on this). This dispute, as it emerged two decades after Galileo's condemnation in the battle between the Jesuits and the Jansenists (with whom Pascal was associated), is Kolakowski's main theme. He not only has an interest in the historical events but also seeks to understand the issue for itself and for the significance of the way it was resolved. Although each book stands on its own, each also illuminates the other.

Michael Griffith

Michael Griffith (ΦBK, Princeton, 1987) has joined the *Key Reporter's* Book Committee to review new fiction. He is associate editor of the *Southern Review*.

Tintin in the New World. Frederic Tuten. Riverhead Books, 1996. \$12.

In this book Tintin, the globe-trotting boy detective created in the '30s by the Belgian artist Remi, embarks on an utterly

new kind of adventure: accompanied by his friend Captain Haddock and his terrier, Snowy, he travels to Machu Picchu, where he encounters the cast of *The Magic Mountain* and finds himself suddenly cut loose among the joys and terrors of sex, death, and intellect. Tuten's style is witty and musical; the narrative is brisk. Here is an old-fashioned novel of ideas, lyrically translated to the age of irony.

The Manikin. Joanna Scott. Henry Holt, 1996. \$22.50.

This novel can't quite equal the collection that preceded it, *Various Antidotes*, but Scott again displays her considerable skill as a stylist. The Manikin is the estate of the late Henry Craxton Sr., renowned taxidermist/impresario ("the Henry Ford of Natural History"), and the novel, set early in this century, follows the lives of the mansion's uneasy inhabitants—the widow Craxton; her restless, dissolute son, Hal; and the staff, particularly the housekeeper, Ellen Griswood, and her daughter, Peg. The book never fully coalesces; frequent changes of tone and perspective demonstrate Scott's versatility but work against narrative momentum. Still, there is much to recommend *The Manikin*. The forays into nature and taxidermy are impressive, and the Griswoods are memorable characters.

Independence Day. Richard Ford. Knopf, 1995. \$24.

In this often brilliant sequel to *The Sportswriter*, Ford picks up the story of Frank Bascombe, now in his mid-40s and working in real estate. We watch Frank grapple—in the spirit of optimistic bafflement that's the hallmark of his "Existence Period"—with the difficulties of part-time parenting, the moral and practical intricacies of selling houses, and the nearly impenetrable mysteries of motive and feeling. This is a stubbornly plotless book about a stubbornly plotless life, but the paucity of story is by no means a weakness. No other contemporary American writer is so skilled as Ford at capturing the noble mess of an individual consciousness, at depicting what Bascombe calls "the high-wire act of normalcy."

The Love Letter. Cathleen Schine. Houghton Mifflin, 1995. \$19.95.

This lighthearted book tells the story of an improbable summer love between Helen MacFarquhar, a 40-ish bookstore owner, and Johnny Howell, her college-student stockboy. The anonymous billet-doux of the title shows up among Helen's mail one morning, bringing with it an irresistible air of mystery and ardency.

Hoping it is for her, Helen suddenly sees everyone in a new, erotically charged light, and the note from "Ram" to "Goat" becomes a catalyst for her affair with Johnny. Schine's book is not extraordinarily ambitious, but summer love is always about the passion of the present; it can scarcely withstand rude questions about past or future. Despite its modest scope, *The Love Letter* is a fine comic novel about '90s romance.

Mrs. Ted Bliss. Stanley Elkin. Hyperion, 1995. \$22.95.

Elkin's last novel (he died in May 1995) overflows with characteristic touches: frantic, virtuosic monologues; hilarious patter; the commonplace turned inside out and made, by means of Elkin's energetic attention, into an object of fascination. Elkin's bailiwick was always his gift for tracing how a career's metaphors and habits of mind contribute to identity: we *become* whatever tasks we attend to most passionately. Here the "occupation" Elkin investigates is wifely old age. Dorothy Bliss is a Jewish widow who lives in a Miami high-rise condominium, and the portrayal of this feisty, slightly bewildered woman is a triumph. The finale, in which Mrs. Bliss makes a quixotic last stand against Hurricane Andrew, manages a poignancy and tenderness rarely found in Elkin's work.

Wonder Boys. Michael Chabon. Picador, 1995. \$13.

Chabon is a talent, and his third book is a rollicking literary picaresque. Its main characters are Grady Tripp, a perpetually stoned novelist of fading promise who cannot finish his long-awaited *Wonder Boys*, a 2,611-page doorstop; his sexually rapacious editor, Terry Crabtree, who has come to Pittsburgh to chase down the manuscript and a pliant boy or two; and Grady's student James Leer, a confused, ambitious young man made up of equal parts Frank Capra and Vincent van Gogh (he has, in a monstrously odd homage, carved the film director's name into the back of his hand). This is a bravura performance, smart, beautifully written, and very funny. Chabon is, though, prone to quirk for its own sake: the world of *Wonder Boys* is uniformly bright and strange, and the relentless cleverness can seem oppressive at times . . . but what a ride.

Krik? Krak! Edwidge Danticat. Sobor, 1995. \$20.

Danticat's fictions revolve around the women of her native Haiti as they try, amid political turmoil, violence, and poverty, to craft a workable life from the

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RECOMMENDED READING

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resources at hand: love, abiding hope, folklore, the aid of the dead. The stories here, though uneven in quality, are simple, direct, and persuasive; what they lack in technical polish is more than compensated for by the power of the material. And though the characters in *Krik? Krak!* are often poor and threatened, they never consider themselves victims; as one of Danticat's strong-minded women says to her daughter, "I know what I know . . . I am an adult woman. I am not telling you this story for pity."

The Tortilla Curtain. *T. Coraghessan Boyle.* Viking, 1995. \$23.95.

This novel, a multiethnic updating of *The Grapes of Wrath*, centers on two couples: undocumented Mexican immigrants Cándido and América Rincón, who are living in a ravine between gated subdivisions outside L.A.; and yuppies Delaney and Kyra Mossbacher. Boyle's style has its usual exuberance and eloquence, but the novel suffers from a serious imbalance of sympathies. The Rincóns are real people, and we see how their random collisions with the Anglo world drive them to deeper and deeper desperation; but the Mossbachers (refugees from Boyle's sharp-witted, absurdist stories) are for the most part cardboard cutouts. As a result, the plight of the aliens/Okies makes a much more engaging story than does the Mossbachers' soulless life in "liberal" suburbia. Though the novel is at times tendentious, it finally works: The escalating disasters of the Rincóns' venture into California are powerfully, even unforgettably, presented.

Catherine Rudder

The African Colonial State in Comparative Perspective. *Crawford Young.* Yale, 1994. \$45.

Even a cursory glance at postcolonial Africa suggests disaster. Abject poverty, widespread suffering, health crises, civil wars, murderous and corrupt dictatorships, displaced populations, and the collapse of basic infrastructures mark much of this region. Young sets out to explain the cause.

In pointing to the effects of colonialism as a culprit, Young knows the difficulty of making his case. After all, postcolonial states in Asia, Oceania, and the Americas have fared, on the whole, quite differently. What is unique about Africa?

Young identifies seven distinctive

characteristics of the African colonial state that account for its virulent legacy: the speed of colonial occupation, the ruthless drive to extract resources from the subjugated societies in order to finance their conquest, the forcing of rural Africans into labor service, a welfare ideology that crippled independence of spirit, a thoroughgoing domination aided by new technologies, a racist ideology that permeated dealings with Africans and denigrated the value of African culture, and—outside Islamic areas—the lack of a religious system that could counter the West's monopolization of "the production of meaning and thus the construction of culture."

Postcolonial polities inherited the practices and norms of the old, and added destructive elements of their own. Little expense was spared in building national capitals in the quest to exude sovereignty and legitimacy of rule. The need for rapid economic development was used to justify a strong state that dominated civil society and found constitutional liberties to be an unaffordable luxury.

State bureaucracies grew, as did revenue demands to fund them. The function of citizens was to engage in rituals of passive allegiance. No autonomous capitalist class was allowed to develop. Patrimonial autocracy promoted the use of public authority for private return. As a result, concludes Young, "the new state was but a derelict reproduction of the old one, unable to perform its functions with the same competence."

A deterministic perspective undergirds Young's densely textured analysis, leaving the reader to hope that Young is wrong. "Can a new state be invented that sheds the debilitating traditions of the past?" he asks. Young wants to answer in the affirmative, as if he had not written this book.

Behind the Mule: Race and Class in African-American Politics. *Michael C. Dawson.* Princeton, 1994. \$39.50; paper, \$14.95.

No group supports the Democratic Party at the ballot box more consistently than African Americans. In every presidential election since 1964 the black Democratic vote has exceeded 80 percent. If race is declining in its significance, precious little evidence is seen in these figures. Nevertheless, Dawson is willing to entertain the possibility that there are important political differences within the African American community.

Black political unity makes sense, Dawson argues, to the degree that individual African Americans see their own fortunes tied to those of the race as a whole.

Political unity is facilitated by economic disadvantage. Blacks, for example, are three times more likely to live below the poverty line than whites, and almost half of all African American children grow up in poverty. Where economic gains have occurred, as in the impressive growth of the black middle class, those advances are far from secure. Two-thirds of all black professionals and managers work for the government. Not only is economic retrenchment a real possibility for many middle-class African Americans, so is the likelihood that they have close relatives who are poor.

Even so, Dawson finds significant political differences within the African American community not detected by standard indicators like the presidential vote or party affiliation. He argues that because the American political spectrum is insufficiently wide, voters have only truncated political choices. The more affluent African Americans are, the less likely they are to support economic policies of redistribution or to favor black separatism.

These issues are hardly raised in mainstream American politics. If they were, black Americans would appear much less unified, and policy choices might be richer for all voters.

The End of the Republican Era. *Theodore J. Lowi.* Univ. of Oklahoma, 1995. \$22.95.

Many readers of these pages are familiar with Lowi's *End of Liberalism* (1969), the most widely cited monograph in political science. Were it not for the reputation of its author, dismissing its sequel, *The End of the Republican Era*, might be easy. After all, the title—given the Republican congressional takeover in 1994—seems out of sync with the times. Like its predecessor, this *End* cuts a wide swath and is quintessential Lowi: provocative, risk-taking, conversational, and, as it turns out, prescient.

"Before the decade of the 1990s is over," Lowi opines, "there will be a civil war inside the Republican party, or the right wing will break out of the party altogether." When Lowi wrote this passage, many observers might have considered it fanciful thinking on the part of a liberal Democrat. Today, however, Patrick Buchanan's populist candidacy for the Republican presidential nomination has confounded the pundits. Whether Buchanan will bolt from the party and how the seemingly incongruous Buchanan positions can be fitted into Main Street Republicanism are serious matters of debate.

Not only is the Republican Party's

coalition at risk, so is American democracy—hence, the double meaning of “republican.” The threat to republicanism is posed by true believers who “systematically misrepresent and misunderstand the requisites of politics,” says Lowi. These include ideologues, moralists, and those who reject pluralism, secularism, instrumentalism, and—dare he say it?—relativism in politics.

Like its predecessor, this book’s strength is not in its solutions. Still, the longer it sits, the better it reads.

Robert P. Sonkowsky

Latin Literature: A History. *Gian Biagio Conte. Tr. by Joseph B. Solodow. Revised by Don Fowler and Glen W. Most. Johns Hopkins, 1994. \$65.*

This book is a great gift to all who pursue Latin literary studies because of its clear organization, the style of the translation, its comprehensiveness, and the thorough control of the material by the single mind of the original author. A more literal translation of Conte’s 1987 Italian subtitle, “A Historical Handbook from the Origins to the End of the Roman Empire,” hints at the commendable scope and an approach that will help to dispel once and for all the prejudice against later Latin literature. Conte is also free of weary prejudices in favor of disproportionate emphasis on traditional school authors, but he brings to bear a full panoply of philological analysis to get at the deep relationships with their historical settings and their traditions.

Prophets and Emperors: Human and Divine Authority from Augustus to Theodosius. *David Potter. Harvard, 1994. \$45.*

Perhaps today we are less impressed by the oral utterances of real live prophets than were the ancient Greeks or Romans and our earliest Judaic or other ancient Near Eastern or Christian ancestors, but feel that we should be impressed by more scholarly, bookish, or at any rate secondhand, interpretations of dead prophets’ writings. The author of this book shows us the historical reasons why this may be the case and provides abundant scholarly evidence about the transition. This book is an important contribution to our contemporary, as well as our historical, understanding of the power of prophecy in human religious, personal, civic, and higher political situations. The authority that our leaders in these areas have from their personal or political im-

ages or their perceived proximity to the divine still directs our lives today.

Myth and Poetry in Lucretius. *Monica R. Gale. Cambridge Univ., 1994. \$59.95.*

This is the best, most persuasive book I have read on Lucretius. It faces squarely the essential questions about the poet’s attitude toward the use of myth and poetry to explicate and uphold a philosophy whose founder, Epicurus, disappeared of myth and poetry. True, these are old questions, but the author treats them with such scholarly thoroughness and clarity, shedding new light on several problems, expounding them in limpid, pleasant English, that one feels that this book almost makes further reading unnecessary. Gale translates all Greek quotations into English. Lucretius’ Latin is brilliantly explicated. Scholars and the general reader alike will benefit also from the memorable general discussions of ancient theories of mythology, poetics, and their relation to philosophy.

The Art of Plato: Ten Essays on Platonic Interpretation. *R. B. Rutherford. Harvard, 1995. \$45.*

This is a wonderful book with which to renew acquaintance with Plato, to be brought up to date about him, and to feast on a sensible, balanced, wise discussion, in clear, almost conversational English, of aspects of his work that are of enduring value. Rutherford focuses on the literary, the exquisite rhetorical, poetic artistry of the philosopher who, paradoxically, opposed rhetoric and poetry. He does so gracefully within the context of the philosophical content and historical situation, and carefully but lightly negotiates scholarly problems of the dating of Plato’s dialogues and of his development, shedding new light on these and other matters by moving appropriately from one dialogue to another in order to show both consistency and progression.

Virgil in Medieval England: Figuring the Aeneid from the Twelfth Century to Chaucer. *Christopher Baswell. Cambridge Univ., 1995. \$59.95.*

This learned study of the tradition of Virgil’s *Aeneid*, especially in high medieval England, draws on Virgilian interpretation and influence in Italy, France, and Germany as well. Through detailed analysis of marginal commentaries in medieval English manuscripts of Virgil, Baswell describes three kinds of Virgilian influence: the pedagogical (e.g., with Servius as source), the romantic (e.g., in the *Roman d’Eneas*), and the allegorical (e.g., going back to Boethius). He carries these forward into literature, especially Chaucer’s *House of Fame* and *The Leg-*

end of Good Women. The book surpasses Comparetti’s *Vergil in the Middle Ages* in focus and insight. It should interest all who are curious about the afterlife of Virgil’s *Aeneid*, and should be a scholarly model for future studies in the Classical tradition.

Russell Stevens

The Search for an AIDS Vaccine: Ethical Issues in the Development and Testing of a Preventive HIV Vaccine. *Christine Grady. Indiana, 1995. \$25.*

Nestled in the middle of page 108 is a sentence that goes far to catch the central thesis of this study: “Political pressure to find a vaccine could prompt testing for efficacy prematurely, testing too many, or the wrong, candidates.” The author has provided not only a fine background explication of the complexity and uncertainties of developing *any* vaccine, but also an analysis of the unique difficulties of developing and testing candidates for use against AIDS. Public pressure for a successful vaccine and a failure on the part of many people to comprehend the special complexities involved make the situation even more worrisome. Some readers will find the content here overly technical, but there is no other way to make the case for special care in choosing effective protocols.

Wrong Medicine: Doctors, Patients, and Futile Treatment. *Lawrence J. Schneiderman and Nancy S. Jecker. Johns Hopkins, 1995. \$25.95.*

These authors have dared to confront head on an extremely important, but highly emotional and controversial, issue: the use of what are often referred to as heroic measures in maintaining life in patients when in fact it is life in only the most narrow sense. The authors refer to several of the more highly publicized and controversial instances, including extended duration in a clearly vegetative state. They are careful to distinguish their advocacy of abandoning futile treatments from the essentially economic question of rationing, and plead for a return to a more personal relationship between physician and patient. They recognize, but regret, the intrusion of legal and liability concerns and distinguish between benefits to the patient, which they champion, and simply effects upon the patient, without evaluation of whether the effects are beneficial. And they advocate that the physician should not only be allowed to refrain from undertaking futile treatments, or encouraged to, but indeed be obliged to do so. □

Letters to the Editor

Dozens of readers took up Hugo Bedau's challenge (in "A Tragic Choice: Jim and the Natives in the Jungle," Key Reporter, Winter 1995-96) to decide what Jim should do. A sample of the letters to the newsletter, plus Bedau's response, follows. Because some of the concerns that readers voiced about avenues unexplored in the essay were dealt with in the lecture from which the essay was drawn, readers are advised that the entire lecture, and two others, will appear later this year in Bedau's book, Mortal Choices.

"A Tragic Choice" provided most interesting reading. It was, however, a disappointment to see a philosopher unable to answer the question raised—what should Jim do?—because he failed even to consider a fundamental moral principle that is involved: that the end does not justify the means. Put another way, it is never morally justifiable to do wrong in order that good, or at least less evil, may come of it. Since Jim would be committing murder if he killed one of the natives, he would be morally wrong to do so even though he hoped thereby to save the lives of the rest of the natives.

The victim's consent does not make murder other than murder. Nor would any native Jim killed really have given his consent in any event. He would only have acquiesced in the necessity of one of his group being killed, while (like all the natives) fervently hoping that it would be someone else. The natives' supposed consent then evaporates under examination; it turns out instead to be the natural hope of self-preservation, and no true consent at all. Their "collective rational preference" (if it truly existed) would still not justify Jim in committing murder.

For if Jim killed one of the natives, he would not be (as Prof. Bedau suggests) the instrument of their will, he would be the instrument of the captain's will. It's the captain and soldiers who are holding the guns, after all. They've created the situation, and if Jim accepted the captain's offer he would be participating in the captain's evil, not in the natives' desire to live.

What should Jim do? Refuse to accept the captain's choice of whether to murder innocent people. The responsibility is the captain's, not Jim's, and in refusing to commit murder Jim will place that responsibility back on the captain. Jim cannot decide whether natives will be murdered; that choice is no more his than the natives'. What he can do is refuse to be the tool, and thus the agent, of evil.

Christopher Dixon, Allentown, N.J.

Professor Bedau allows Jim only two options (to shoot one hostage or not), and he severely limits the logical and

moral arguments that will inform that decision to abstract philosophical concepts which have, as a given, the sanctity of human life as the ultimate good. I would like to suggest that Jim has other options and should have other considerations.

First, Jim should ask the captain whether he is in the service of a legitimate national government. If yes, he should ask if the decision to execute the 20 men is being done by direct order of the captain's superiors or is his own idea; if upon order of superiors, Jim should ask further if that decision is in line with established government policy. And, finally, if the answer is yes, he should ask whether the established government policy conforms to the standards of the Geneva Conventions and international humanitarian law, which would demand at least a hearing on whether these 20 men were civilians (and therefore untouchable) or armed guerrillas (and thus legitimately subject to reprisal).

If Jim accepts the ultimatum, or even considers it, before asking these questions, he in effect acknowledges the right of the captain to play this game and, by doing so, is changing the equation. Regardless of whether he then shoots a hostage and saves the 19, or allows the captain to shoot all 20, the unchallenging behavior of a foreigner is likely to be interpreted by the populace as legitimizing and lending credence to what may be an illegitimate authority (whether it be an illegitimate government, a renegade soldier, or a renegade military), and this interpretation is likely to subvert the will of the citizens to resist that illegitimate authority. Is not the resistance to illegitimate authority also a moral good?

The most moral action Jim can take is to refuse to play the game and to urge the captain to submit the life-or-death decision on the 20 hostages to a legitimately constituted tribunal. If the captain shoots them anyway, Jim's action will at least have highlighted for all witnesses the criminality of the act and may have prepared the way for ultimately bringing the captain to justice. On the other hand, if the captain is acting in compliance with

orders and the rules of guerrilla warfare, then he has no business involving a foreigner in carrying out the sentence, and Jim again has done the right thing by refusing to participate.

*Maria Petschek Smith,
Falls Church, Va.*

Hugo Bedau stopped too soon in his pursuit of truth in order to resolve the moral choice. He showed good judgment in quoting Jesus (Matt. 26:39 or Luke 22:42) but stopped short by failing to consider John 15:13 ("greater love has no one than this: that one lay down his life for his friends"). *The ultimate moral truth is love!*

Think of the possibilities for good that Jim might give rise to if he were to offer to the captain that he be permitted to substitute for the hostages—I won't burden you with the alternative scenarios.

Ray Vigneault, Houston, Tex.

Holy Hamlet! What is Jim waiting for? Jim's duty is to save 19 of his fellowmen.

Maybe he could ask the captain to allow him to do the execution in his own way: Line up the hostages, blindfolded, and have them draw lots. While they are still blindfolded not knowing who drew the black ball, walk behind them and execute that unfortunate.

Agony? Yes. But at least Jim would be forcing fate along as much as fate is forcing him! (Then, if possible, deal with the captain later.)

Earl H. Jung, Houston, Tex.

For me, Jim's choice is clear, and obvious, whether one wishes to ascribe it to a utilitarian or any other philosophical system of ethics. The highest ethical choice, for me, would be to accept the captain's offer.

Why? Simply because the probability that the 20 hostages would otherwise be killed is far greater than the possibility that the captain might renege on his offer to free the other 19. In the latter, worst-case scenario, the hostages would be no worse off than if Jim had refused. Yes, this is a choice of a lesser evil, not an untainted good, but it would clearly be "justifiable homicide" in an ethical sense, regardless of what the law courts might say, and regardless of the fact that no personal threat to Jim may have been involved in his decision.

In the choices presented to Jim in this situation, the *sin of inaction* would be far greater than the sin of action.

Murray Meiselman, Brooklyn, N.Y.

Hugo Bedau responds

I appreciate the force of the principle that Christopher Dixon mentions—that one ought not to do evil in order that greater good will result—but nonetheless it is appropriate to try to think through the application of that principle (as well as its rejection) in difficult cases, such as Jim's, which is what I tried to do. As for what Jim should do and why, the answers Mr. Dixon recommends are of course plausible (I mentioned them myself). But are they decisive? I tried to show why some people might think they are not. I am not distressed that Mr. Dixon concludes otherwise.

Maria Smith's elaboration on the situation in which Jim finds himself is imaginative and interesting, and I agree with much of what she says. Still, two comments are in order: No, I do not think that the sanctity of human life is the only moral

value at stake in Jim's situation; I thought my discussion implicitly revealed that. And I think the grilling she suggests Jim give the captain as to his authority lacks the ring of plausibility; Jim has no power. That apart, I see no harm or wrong in Jim's giving Ms. Smith's suggestion a try.

The passage from John 15 cited by Ray Vigneault is saintly counsel, supererogatory advice in any circumstances, but of course not to be put lightly aside on the ground that morality does not require us to be saints. The problem with following this counsel in this case is that Jim has no idea whatever what will happen to the hostages after the captain accepts (if he does) Jim's counteroffer to sacrifice himself. Were I Jim, I would conclude that this requires me to decide against self-sacrifice.

I agree with Earl Jung that if Jim is going to accept the captain's offer, some

sort of random selection of the unlucky hostage is highly desirable. My guess is that all would agree on this point—including the hostages and their friends and families. But I can't agree when Mr. Jung says, "Jim's duty is to save 19 of his fellowmen." At any cost? Surely not! Stating exactly Jim's duty, if any, in a case of this sort is far more troublesome than Mr. Jung seems to think. In any case, the fundamental question is what Jim *ought* to do, and that is not settled by knowing what his "duty" is.

If, as Murray Meiselman says, the "probability" that all hostages will be killed should Jim refuse the offer "is far greater" than the "possibility" that the captain will renege, he has a good argument for Jim's accepting the captain's offer. But what is the evidence that this probability is far greater? I know of none.

They're Everywhere: More Multigeneration ΦBK Families

We knew they existed in some numbers, but until a few multigeneration Phi Beta Kappa families were mentioned in the Spring and Summer 1995 issues of the Key Reporter, we had no idea how many there might be. Since then, our mailbox has overflowed with lists of three-, four-, and even five-generation ΦBK families, plus in-laws and cousins. As space permits, we hope to publish this information, pretty much in the order in which we have received it.

Walter Seaman Davison and his son, Roderic Hollett Davison, Princeton University, 1906 and 1937; and Roderic's son, Richard Hollett Davison, Haverford College, 1975.

Chauncey Goodrich and his son, L. Carrington Goodrich, Williams College, 1860 and 1917; Carrington's son, Frank C. Goodrich, Williams, 1945, and grandson, Kevin Goodrich, University of Maine–Orono, 1993.

Elijah Alexander Brown, University of Georgia, alumnus member, 1914; his daughter, Penelope Hollinshead Brown Barnett, Agnes Scott College, 1932; and her son, Crawford F. Barnett Jr., Yale University, 1960.

Upton Beall Thomas Sr. and his son, Upton Beall Thomas Jr., College of William and Mary, 1891 and 1929; and Upton Jr.'s daughter, Jane Thomas Warren, Middlebury College, 1962.

Walter Russell Mead, Yale University, 1918; his son, Loren B. Mead, University of the South, 1951; and a grandson, Christopher A. Mead, Oberlin College, 1973.

Warren B. Matthews and his son, W. Frank Matthews, Emory University, 1937 and 1951; and Frank's daughter, Margaret Ann Matthews, University of Utah, 1978.

George Deming Whitmore, Amherst College, 1915; his daughter, Martha Whitmore Hickman, Mount Holyoke College, 1947; a son-in-law, Hoyt Leon Hickman, Haverford College, 1950; and a grandson, John Whitmore Hickman, Oberlin College, 1976.

Frank Thompson Bell and his son, Raymond Martin Bell, Dickinson College, 1902 and 1928; and his grandchildren, Carol Bell Macomber, Allegheny College, 1963, and Edward Frank Bell, Washington and Jefferson College, 1969.

William F. Hart, Lafayette College, 1927; his daughter, Caryl Hart Von Needa, Wilson College, 1955; and her daughter, Anne E. Von Needa, University of Michigan, 1989.

Margaret Harlow Elmore and her daughter, Anne Elmore Stites, University of Oklahoma, 1920 and 1946; and Anne's daughter, Stevie Stites Stanley, Texas Christian University, 1975.

Wright M. Welton and his daughter, Adair Welton Markby, West Virginia University, 1925 and 1947; and a grandson, David Welton Markby, Johns Hopkins University, 1983.

Charles Zimmerman Aughenbaugh and his son, Karl Hill Aughenbaugh, Oberlin College, 1898 and 1924; and Karl's son, Karl Richard Aughenbaugh, Denison University, 1958.

Russell Thomas and his wife, Helen Matson Thomas, University of Michigan, 1924 and 1928; their son, Norman Carl Thomas, University of Michigan, 1953; and Norman's daughter, Elizabeth Jane Thomas Turnbull, Davidson College, 1982.

Virgil Edward Durden, University of Georgia, 1912; his son, Robert F. Durden, Emory University, 1947; and Robert's daughter, Mildred Frances Durden, Mount Holyoke College, 1978.

Paul L. Cordish, Johns Hopkins University, 1929; his daughter-in-law, Penelope A. Cordish, Goucher College, 1960; and his grandson, Jonathan A. Cordish, Brandeis University, 1993.

John M. Woolsey and his son, John M. Woolsey Jr., Yale University, 1898 and 1938; and John Jr.'s daughter, Mary L. Woolsey, Yale, 1980.

At Dartmouth College: Charles Franklin Emerson, 1868; his son-in-law, Edmund Ezra Day, 1905; Edmund's son, Emerson Day, 1934; Emerson Day's son, Edmund Perry Day, Williams College, 1961; and Edmund Day's daughter, Sarah Lynn Day, Emory University, 1996.

Douglas Murdoch Johnson, University of California, Berkeley, 1940; his daughter, Katherine Johnson Wilson, and his granddaughter, Lara Beth Wilson Stone, University of Washington, 1964 and 1989.

G. Leonard Fels, Miami University, 1910; his son, John V. Fels, and daughter-in-law, Patricia Malcom Fels, Miami, 1947; their daughter, Patricia Malcom Neukom, Stanford University, 1975; and Patricia Neukom's father-in-law, John Goudy Neukom, University of Chicago, 1934.

Frederick Joseph Theriot, University of California, Los Angeles, 1937; his daughter, Karen Theriot Reader, and her daughter, Nicole Alexandra Reader, University of California, Berkeley, 1963 and 1991.

TEACHER INSTITUTES IN LONG BEACH, ST. PAUL, AND D.C.

CONTINUED FROM PAGE 1

a project begun last year to help teachers from four middle schools understand the growing minority populations in the area. Both the National Faculty and area chapters will provide the instructors for these institutes.

The Long Beach project will offer content-based instruction in mathematics and the sciences and history to 60 middle-school teachers over a two-year period. Chapters from

throughout the region will be invited to take part, but most instructors will come from the chapter at California State University.

The third institute, titled "The Potomac: A Capital River," will take place June 24-28 in Washington, D.C. Some 30 public school teachers will participate. As in the three previous D.C. institutes, participants will visit four Phi Beta Kappa campuses in the area for instruction.

Associates' President Dies, Alvin Edelman Succeeds Milton Margolis

Milton Margolis, president of the Phi Beta Kappa Associates, died on November 24. He was succeeded by the Associates' vice president, Alvin Edelman. The Associates are a group of 300 donors who annually provide \$300 each to support the Society's aims.

At the Associates' most recent meeting, a luncheon at the Harvard Club in New York City on April 11, Henry Graff, professor emeritus of history at Columbia University, delivered the first Richard W. Couper Lecture in the Humanities. His title was "Prefabricating the President." The Couper lectureship, named for a past president of the Associates, is a \$10,000 fund to underwrite a lecture at one of the group's meetings each year.

Randolph-Macon Receives \$50,000 Gift from Werners To Support ΦBK Activities

Randolph-Macon College recently received \$50,000 to establish a fund to support Phi Beta Kappa activities on campus that "help expand awareness of, and appreciation for, scholarship and the academic focus of the institution." The fund is named for the donors, John B. Werner (ΦBK, Randolph-Macon, 1953, and a ΦBK Associate) and his wife, Anita S. Werner.

The fund principal will be part of the college endowment; the income will be expended at the discretion of the chapter officers.

The income from the fund may be used for "hosting scholars and speakers for initiation dinners and general campus programs, presenting annual awards to outstanding students, and encouraging interaction between

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Randolph-Macon faculty and Virginia high school teachers."

Oklahoma Graduate Gives \$10,000 to Phi Beta Kappa

Phi Beta Kappa recently received a \$10,000 bequest from the estate of Erwin C. Bleckley (ΦBK, University of Oklahoma, 1941).

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