



THE KEY REPORTER

Ziolkowski, Shipman, and Lepore Win 1998 Phi Beta Kappa Book Awards

On an unseasonably balmy December 4 evening in Washington, D.C., Phi Beta Kappa paid tribute to three authors of books that represent outstanding contributions to humanistic learning. The occasion was the annual Phi Beta Kappa Senate banquet, held at the Westin Fairfax Hotel, where the winners of the 1998 Phi Beta Kappa Book Awards each received a check for \$2,500 and gave a brief talk about the prizewinning book.

Theodore Ziolkowski, Class of 1900 Professor of German and Comparative Literature at Princeton University, won the Christian Gauss Award for *The Mirror of Justice: Literary Reflections of Legal Crises*, published by the Princeton University Press. Ziolkowski noted that he had for some years occupied Dean Gauss's former campus office while serving as dean of the Graduate School. Ziolkowski is the author of 13 other books. Committee chair Annabel Patterson, of Yale University, presented the award.

Pat Shipman, an anthropologist at Pennsylvania State University, won the Science Award for *Taking Wing: Archaeopteryx and the Evolution of Bird Flight*. Her book was published by Simon & Schuster. Shipman is also the winner of the 1997 Rhone-Poulec Science Book Prize. Committee chair Londa Schiebinger, of Pennsylvania State University, presented this award.

Jill Lepore, assistant professor of history at Boston University, won the Ralph Waldo Emerson Award for *The Name of War: King Philip's War and the Origins of American Identity*. Her book was published by Alfred A. Knopf. Committee chair David Hoekema, of Calvin College, presented this award.



The prizewinning authors met the heads of the award committees at a reception preceding the banquet on December 4. Seated, from the left, are Pat Shipman, Jill Lepore, and Theodore Ziolkowski. Standing, from the left, are Londa Schiebinger, David Hoekema, and Annabel Patterson.

Phi Beta Kappa, Compaq Settle Trademark Suit

Phi Beta Kappa and Compaq Computer Corporation achieved an amicable settlement of the Society's lawsuit for trademark infringement in early January. The terms of the settlement are confidential, according to the Society's attorney, Morris Nunes, who noted that the lawsuit was settled to the satisfaction of Phi Beta Kappa.

The *Key Reporter's* story in the Autumn 1998 issue was picked up by the *Wall Street Journal* on December 2; the *Washington Post* provided further details on the background of the suit on December 10.

Mary Mladinov, Former Associate Secretary, Dies

Mary Mladinov, who retired a year ago as Phi Beta Kappa's associate secretary, died of cancer on December 30, 1998, in Washington, D.C. Shortly before her retirement she was made an alumna member of Phi Beta Kappa by Wellesley College, from which she graduated in 1973. She was particularly well known in the Society for her skillful handling of the arrangements for the triennial Council meetings and communication with chapters.

KEY NOTES

'Only Connect': The Goals of a Liberal Education

By William Cronon

PAGE 2

Accounting Scholarships Available

PAGE 4

Letters to the Editor

PAGE 5

Life Outside Academe
Serge Schmemann

PAGE 6

Chapter and Association News, 1997-98

PAGE 8

ΦBK Association Secretaries

PAGE 12

Recommended Reading

PAGE 13

Associates to Meet in April

Nominations for ΦBK Senate Invited

Membership Directory
Authorized

PAGE 16

'Only Connect': The Goals of a Liberal Education

By WILLIAM CRONON

WHAT DOES IT MEAN to be a liberally educated person? It seems such a simple question, especially given the frequency with which colleges and universities genuflect toward this well-worn phrase as the central icon of their institutional missions. Mantra-like, the words are endlessly repeated, starting in the glossy admissions brochures that high school students receive by the hundreds in their mailboxes and continuing right down to the last tired invocations they hear on commencement day.

It would be surprising indeed if the phrase did not begin to sound at least a little empty after so much repetition, and surely undergraduates can be forgiven if they eventually regard liberal education as either a marketing ploy or a shibboleth. Yet many of us continue to place great stock in these words, believing them to describe one of the ultimate goods that a college or university should serve. So what exactly do we mean by liberal education, and why do we care so much about it?

In speaking of "liberal" education, we certainly do *not* mean an education that indoctrinates students in the values of political liberalism, at least not in the most obvious sense of the latter phrase. Rather, we use these words to describe an educational tradition that celebrates and nurtures human freedom. These days *liberal* and *liberty* have become words so mired in controversy, embraced and reviled as they have been by the far ends of the political spectrum, that we scarcely know how to use them without turning them into slogans—but they can hardly be separated from this educational tradition.

Liberal derives from the Latin *liberalis*, meaning "of or relating to the liberal arts," which in turn derives from the Latin word *liber*, meaning "free." But the word actually has much deeper roots, being akin to the Old English word *lēodan*, meaning "to grow," and *lēod*, meaning "people." It is also related to the Greek word *eleutheros*, meaning "free," and goes all the way back to the Sanskrit word *rodhati*, meaning "one climbs," "one grows." *Freedom* and *growth*: Here, surely, are values that lie at the very core of what we mean when we speak of a liberal education.

Liberal education is built on these values: It aspires to nurture the growth of human talent in the service of human freedom. So one very simple answer to

my question is that liberally educated people have been liberated by their education to explore and fulfill the promise of their own highest talents. But what might an education for human freedom actually look like? There's the rub.

Our current culture wars, our struggles over educational standards, are all ultimately about the concrete embodiment of abstract values like "freedom" and "growth" in actual courses and textbooks and curricular requirements. Should students be forced to take courses in American history, and if so, what should those courses contain? Should students be forced to learn a foreign language, encounter a laboratory science, master calculus, study grammar at the expense of creative writing (or the reverse), read Plato or Shakespeare or Marx or Darwin? Should they be required to take courses that foster ethnic and racial tolerance?

Even if we agree about the importance of freedom and growth, we can still disagree quite a lot about which curriculum will best promote these values. That is why, when we argue about education, we usually spend less time talking about core values than about formal standards: What are the subjects that all young people should take to help them become educated adults?

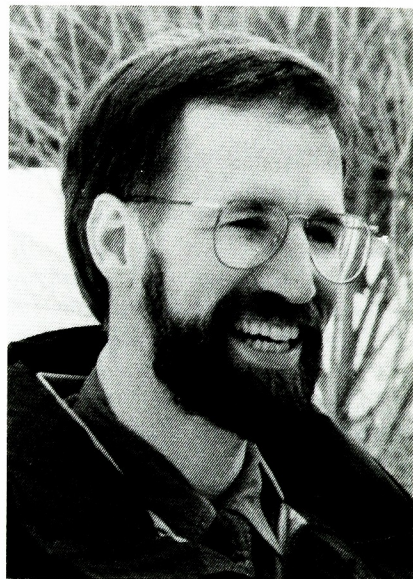
Lists of Courses

This is not an easy question. Maybe that is why—in the spirit of E. D. Hirsch's *Cultural Literacy* and a thousand college course catalogs—our answers to it often take the form of *lists*: lists of mandatory courses, lists of required readings, lists of essential facts, lists of the hundred best novels written in English in the 20th century, and so on. This impulse toward list making has in fact been part of liberal education for a very long time. In their original medieval incarnation, the "liberal arts" were required courses, more or less, that every student was supposed to learn before attaining the status of a "free man."

There was nothing vague about the *artes liberales*. They were a concrete list of seven subjects: the *trivium*, which consisted of grammar, logic, and rhetoric; and the *quadrivium*, which consisted of arithmetic, geometry, astronomy, and music. Together, these were the forms of knowledge worthy of a free man. We should remember the powerful class and gender biases that were built into this vision of freedom. The "free men" who

studied the liberal arts were male aristocrats; these specialized bodies of knowledge were status markers that set them apart from "unfree" serfs and peasants, as well as from the members of other vulgar and ignoble classes.

Our modern sense of liberal education has expanded from this medieval foundation to include a greater range of human talents and a much more inclusive number of human beings, holding out at



William Cronon

least the dream that *everyone* might someday be liberated by an education that stands in the service of human freedom.

And yet when we try to figure out what this education for human freedom might look like, we still make lists. We no longer hold up as a required curriculum the seven *artes liberales* of the medieval university; we no longer expect that the classical 19th-century college curriculum in Greek and Latin is enough to make a person learned. But we *do* offer plenty of other complicated lists with which we try to identify the courses and distribution requirements that constitute a liberal education. Such requirements vary somewhat from institution to institution, but certain elements crop up predictably. However complex the curricular tables and credit formulas may become—and they can get pretty baroque!—more often than not, they include a certain number of total credit hours, a basic composition course, at least precalculus mathematics, some credits in a foreign language, some

credits in the humanities, some credits in the social sciences, some credits in the natural sciences, and concentrated study in at least one major discipline.

We have obviously come a long way from the *artes liberales*—and yet I worry that amid all these requirements we may be tempted to forget the ultimate purpose of this thing we call a liberal education. No matter how deliberately they may have been hammered out in committee meetings, it's not clear what these carefully articulated and finely tuned requirements have to do with *human freedom*.

And when we try to state the purpose of such requirements, we often flounder. Here, for instance, is what one institution I know well states as the "Objects of a Liberal Education": "(1) competency in communication; (2) competency in using the modes of thought characteristic of the major areas of knowledge; (3) a knowledge of our basic cultural heritage; (4) a thorough understanding of at least one subject area." This is the kind of language one expects from an academic committee, I guess, but it is hardly a statement that stirs the heart or inspires the soul.

One problem is that it is much easier to itemize the requirements of a curriculum than to describe the qualities of the human beings we would like that curriculum to produce. All the required courses in the world will fail to give us a liberal education if, in the act of requiring them, we forget that their purpose is to nurture human freedom and growth.

A List of Qualities

I would therefore like to return to my opening question and try to answer it (since I, too, find lists irresistible) with a list of my own. My list consists not of required courses but of personal qualities: the 10 qualities I most admire in the people I know who seem to embody the values of a liberal education. How does one recognize liberally educated people?

1. They listen and they hear.

This is so simple that it may not seem worth saying, but in our distracted and over-busy age, I think it's worth declaring that educated people know how to pay attention—to others and to the world around them. They work hard to hear what other people say. They can follow an argument, track logical reasoning, detect illogic, hear the emotions that lie behind both the logic and the illogic, and ultimately empathize with the person who is feeling those emotions.

2. They read and they understand.

This, too, is ridiculously simple to say but very difficult to achieve, since there are so many ways of reading in our world. Educated people can appreciate not only the front page of the *New York Times* but also the arts section, the sports section, the business section, the science section, and the editorials. They can gain insight from not only the *American Scholar* and the *New York Review of Books* but also from *Scientific American*, the *Economist*, the *National Enquirer*, *Vogue*, and *Reader's Digest*. They can enjoy John Milton and John Grisham.

But skilled readers know how to read far more than just words. They are moved by what they see in a great art museum and what they hear in a concert hall. They recognize extraordinary athletic achievements; they are engaged by classic and contemporary works of theater and cinema; they find in television a valuable window on popular culture. When they wander through a forest or a wetland or a desert, they can identify the wildlife and interpret the lay of the land. They can glance at a farmer's field and tell the difference between soy beans and alfalfa. They recognize fine craftsmanship, whether by a cabinetmaker or an auto mechanic. And they can surf the World Wide Web.

3. They can talk with anyone.

Educated people know how to talk. They can give a speech, ask thoughtful questions, and make people laugh. They can hold a conversation with a high school dropout or a Nobel laureate, a child or a nursing-home resident, a factory worker or a corporate president. Moreover, they participate in such conversations not because they like to talk about themselves but because they are genuinely interested in others.

4. They can write clearly and persuasively and movingly.

What goes for talking goes for writing as well: Educated people know the craft of putting words on paper. I'm not talking about parsing a sentence or composing a paragraph, but about expressing what is in their minds and hearts so as to teach, persuade, and move the person who reads their words. I am talking about writing as a form of touching, akin to the touching that happens in an exhilarating conversation.

5. They can solve a wide variety of puzzles and problems.

The ability to solve puzzles requires many skills, including a basic comfort with numbers, a familiarity with computers, and the recognition that many problems that appear to turn on questions of quality can in fact be reinterpreted as subtle problems of quantity. These are the skills of the analyst, the manager, the engineer, the critic: the ability to look at a complicated reality, break it into pieces, and figure out how it works in order to do practical things in the real world. Part of the challenge in this, of course, is the ability to put reality back together again after having broken it into pieces—for only by so doing can we accomplish practical goals without violating the integrity of the world we are trying to change.

6. They respect rigor not so much for its own sake but as a way of seeking truth.

Truly educated people love learning, but they love wisdom more. They can appreciate a closely reasoned argument without being unduly impressed by mere logic. They understand that knowledge serves values, and they strive to put knowledge and values into constant dialogue with each other. The ability to recognize true rigor is one of the most important achievements in any education, but it is worthless, even dangerous, if it is not placed in the service of some larger vision that also renders it humane.

7. They practice humility, tolerance, and self-criticism.

This is another way of saying that they can understand the power of other people's dreams and nightmares as well as their own. They have the intellectual range and emotional generosity to step outside their own experiences and prejudices, thereby opening themselves to perspectives different from their own. From this commitment to tolerance flow all those aspects of a liberal education that oppose parochialism and celebrate the wider world: studying foreign languages, learning about the cultures of distant peoples, exploring the history of long-ago times, discovering the many ways in which men and women have known the sacred and given names to their gods. Without such encounters, we cannot learn how much people differ—and how much they have in common.

CONTINUED ON PAGE 4

8. They understand how to get things done in the world.

In describing the goal of his Rhodes Scholarships, Cecil Rhodes spoke of trying to identify young people who would spend their lives engaged in what he called "the world's fight," by which he meant the struggle to leave the world a better place than they had found it. Learning how to get things done in the world in order to leave it a better place is surely one of the most practical and important lessons we can take from our education. It is fraught with peril because the power to act in the world can so easily be abused—but we fool ourselves if we think we can avoid acting, avoid exercising power, avoid joining the world's fight. And so we study power and struggle to use it wisely and well.

9. They nurture and empower the people around them.

Nothing is more important in tempering the exercise of power and shaping right action than the recognition that no one ever acts alone. Liberally educated people understand that they belong to a community whose prosperity and well-being are crucial to their own, and they help that community flourish by making the success of others possible. If we speak of education for freedom, then one of the crucial insights of a liberal education must be that the freedom of the individual is possible only in a free community, and vice versa. It is the community that empowers the free individual, just as it is free individuals who lead and empower the community. The fulfillment of high talent, the just exercise of power, the celebration of human diversity: Nothing so redeems these things as the recognition that what seem like personal triumphs are in fact the achievements of our common humanity.

10. They follow E. M. Forster's injunction from *Howards End*: "Only connect."

More than anything else, being an educated person means being able to see connections that allow one to make sense of the world and act within it in creative ways. Every one of the qualities I have described here—listening, reading, talking, writing, puzzle solving, truth seeking, seeing through other people's eyes, leading, working in a community—is finally about connecting. A liberal educa-

tion is about gaining the power and the wisdom, the generosity and the freedom to connect.

Two Caveats

I believe we should measure our educational system—whether we speak of grade schools or universities—by how well we succeed in training children and young adults to aspire to these 10 qualities. I believe we should judge ourselves and our communities by how well we succeed in fostering and celebrating these qualities in each of us.

But I must offer two caveats. The first is that my original question—"What does it mean to be a liberally educated person?"—is deeply misleading, because it suggests that one can somehow take a group of courses, or accumulate a certain number of credits, or undergo an obligatory set of learning experiences, and emerge liberally educated at the end of the process.

Nothing could be further from the truth. A liberal education is not something any of us ever *achieve*; it is not a *state*. Rather, it is a way of living in the face of our own ignorance, a way of groping toward wisdom in full recognition of our own folly, a way of educating ourselves without any illusions that our education will ever be complete.

My second caveat has to do with individualism. It is no accident that an educational philosophy described as "liberal" is almost always articulated in terms of the individuals who are supposed to benefit from its teachings. I have similarly implied that the 10 qualities on my list belong to individual people. I have asserted that liberal education in particular is about nurturing human freedom—helping young people discover and hone their talents—and this, too, sounds as if education exists for the benefit of individuals.

All this is fair enough, and yet it, too, is deeply misleading in one crucial way. Education for human freedom is also education for human community. The two cannot exist without each other. Each of the qualities I have described is a craft or a skill or a way of being in the world that frees us to act with greater knowledge or power. But each of these qualities also makes us ever more aware of the connections we have with other people and the rest of creation, and so they remind us of the obligations we have to use our knowledge and power responsibly.

If I am right that all these qualities are finally about connecting, then we need to confront one further paradox about liberal education. In the act of making us free, it also binds us to the communities

that gave us our freedom in the first place; it makes us responsible to those communities in ways that limit our freedom. In the end, it turns out that liberty is not about thinking or saying or doing whatever we want. It is about exercising our freedom in such a way as to make a difference in the world and make a difference for more than just ourselves.

And so I keep returning to those two words of E. M. Forster's, "Only connect." I have said that they are as good an answer as any I know to the question of what it means to be a liberally educated person; but they are an equally fine description of that most powerful and generous form of human connection we call *love*. I do not mean romantic or passionate love, but the love that lies at the heart of all the great religious faiths: not eros, but agape. Liberal education nurtures human freedom in the service of human community, which is to say that in the end it celebrates love. Whether we speak of our schools or our universities or ourselves, I hope we will hold fast to this as our constant practice, in the full depth and richness of its many meanings: Only connect. ■

William Cronon is Frederick Jackson Turner Professor of History, Geography, and Environmental Studies at the University of Wisconsin—Madison. He is the author of Uncommon Ground: Rethinking the Human Place in Nature and Nature's Metropolis: Chicago and the Great West, which won the Bancroft Prize in 1992. This article is abridged from the American Scholar (Autumn 1998).

Liberal Arts Graduates Invited to Apply for Accounting Scholarships

Five \$5,000 scholarships are being offered to liberal arts degree holders who wish to pursue graduate accounting study through the John L. Carey Scholarship Program of the American Institute of Certified Public Accountants (AICPA). The scholarships can be renewed for a second year. The deadline for applications is April 1.

For further information, write to AICPA, 1211 Avenue of the Americas, New York, NY 10036-8775; or telephone Leticia Romeo at (212) 596-6221; or fax (212) 596-6292; or send your complete mailing address via e-mail to educat@aicpa.org. The AICPA's home page address is <http://www.aicpa.org>, keyword: Carey.

Letters to the Editor

'The Talmud and The Internet'

"Have the Talmud and the Internet ever been mentioned in the same sentence before?" asked your advertisement [for the *American Scholar*] in the Summer 1998 issue.

Well, yes, actually. Quite often.

Whoever wrote the ad reacted creatively to Jonathan Rosen's excellent article "The Talmud and the Internet" in the same issue. How was he/she supposed to know I write a column for *Jewish Action Magazine* (the quarterly of the Union of Orthodox Jewish Congregations) on computers and traditional Jewish scholarship?

In truth, though, there is no paucity of Talmud-related sources on the Internet. Participants in the *Daf Yomi* program (sort of an academic marathon, in which students complete study of the Talmud by wading through one folio page a day for seven years, with no time off for good behavior) avail themselves of a host of services on the Net. There are sites for Talmudic review, background information, essays on difficult areas, and more.

Rabbi Yitzchok Adlerstein, Los Angeles, Calif.

It was with great shock that I read the letter by Robert Feldmesser (*Key Reporter*, Autumn 1998), commenting on Jonathan Rosen's description of the Rabbi Yochanan story as symbolizing the transformation of the Jewish people from a people of the land to a people of the book in "The Talmud and the Internet" (Summer 1998).

Rabbi Yochanan asked for the city of Yavneh because he knew it was insignificant compared to Jerusalem, and therefore was attainable from the Romans.

The modern state of Israel is necessary not only for the preservation of the religion but for the people of Judaism who were expelled mercilessly from Europe, Yemen, Egypt, Iran, etc.

Every religious Jew recites the Grace after meals and states every day, "If I forget you, O Jerusalem, let my right hand forget its skill. Let my tongue adhere to my palate, if I fail to recall you, if I fail to elevate Jerusalem above my foremost joy."

Jews have always gone to Jerusalem. The land of Israel is precious and necessary to the Jewish religion.

Grace Sachs Willner, Woodmere, N.Y.

John Phillips's Story

Kudos to John Phillips ("Life Outside Academe," Autumn, 1998) for sharing such a courageous account of the devastating effects of a stroke and his arduous fight for recovery. Despite battling a multitude of neurological and emotional difficulties, he has the desire to share what he has learned since his illness, so that others might benefit from his experience.

It is my observation as a clinical psychologist that great achievers seem to experience difficulty reaching a point of satisfaction or self-fulfillment. They often question whether they could be accomplishing even more. I remember reading an article in the *Key Reporter* written by James Michener, wherein he wondered if he could have had a great impact on society if he had written movie scripts rather than books.

Mr. Phillips learned a great deal about life and disability, but his lesson was quite costly. Perhaps his story could be an inspiration for all of us, to take inventory of our priorities to ascertain if we are properly caring for our minds and bodies as we strive for a productive and meaningful life.

Kenneth Herman, Wyckoff, N.J.

Myself a stroke victim, and a former college professor, I read with extreme interest and empathy Dr. Phillips's account of his ordeal following his stroke. My stroke was due to a clot in a cerebellar blood vessel. The subsequent events were similar to those of Dr. Phillips but to a lesser degree.

Although my stroke took place at least two years ago, I still have aphasia, muscle weakness, and imbalance. The relationship between the massiveness of the stroke and what follows is not so evident as one might imagine. The brain is extremely complicated and it seems that it is the pathways that are affected, regardless of the size and site of the stroke, that make the difference.

Dr. Phillips has my deepest sympathy and best wishes for a more successful rehabilitation.

Frederick M. Liebman, Crestwood, N.Y.

The piece by John D. Phillips was superb. The editor is to be commended for publishing the piece in a publication where some controversy might be expected about inclusion of a narrative of such existential and personal power.

Coleman B. Brown, Hamilton, N.Y.

More Key Stories

One day during my last year at Wellesley College (1996) I received a strange card in the mail. It said that I was invited to become a member of Phi Beta Kappa. To be honest, I didn't know what this was. So I asked my father if this was a "good thing." He said, "Yes, Julie, it's a very good thing." I went on to find out what Phi Beta Kappa was all about and how prestigious being a member was.

The summer following my first year at Wellesley I was in a serious car accident, which forced me to take two semesters off. Now I'm doing fine, but because of my accident, I didn't have a "normal" college experience. Since my eight semesters were spread over five instead of four years, my parents were afraid that my hard work in academics would be overlooked. Phi Beta Kappa made sure it wasn't. The day I was officially inducted into Phi Beta Kappa with my family and friends in the audience is one of the proudest in my life.

Please continue to print the reminiscences of other Phi Beta Kappas. I enjoy reading them so.

Julie Guttrich, Weston, Mass.

My introduction to Phi Beta Kappa came in the form of a telegram stating that I had been elected in the spring of 1955. The message arrived at 121 E. 73rd St., New York City, the five-story residence of the millionaires for whom my father and mother worked as butler and cook.

As an unsophisticated 19-year-old senior at Hunter College who had focused strictly on studies and part-time work, I had somehow neglected to learn about the various honor societies.

A phone call to a friend clarified the matter, and there was much excitement when my immigrant parents learned that their only child had been granted this distinction. My daughter is also a member.

The key nestled in my jewelry box reminds me of the unflagging emphasis on high academic standards in the liberal arts exemplified by Φ BK. And on those special occasions when I wear the key, a flood of memories briefly sweeps away the intervening decades and transports me from the Kansas prairie back to the heart of Manhattan and that moment when I first heard of Phi Beta Kappa.

Eleanor Kubner Scherer, Olanthe, Kans.

LIFE OUTSIDE ACADEME

Serge Schmemmann (ΦBK, alumnus member, Harvard University, 1992) is a senior writer for the New York Times and winner of the 1991 Pulitzer Prize for International Reporting (his subject was German reunification). From 1995 to 1998 he was the Times's bureau chief in Jerusalem, and before that, in Bonn and Moscow.

Born in Paris to a Russian émigré family, Schmemmann came to America in 1951 at age 6, when his father, a Russian Orthodox priest, theologian, and church historian, accepted a job in New York City, where he became a leader in forming the Orthodox Church in America and, during the cold war, broadcast regularly to Russia over Radio Liberty.

*Schmemmann is the author of *Echoes of a Native Land: Two Centuries of a Russian Village* (Knopf, 1997), which encapsulates two centuries of Russian history through a village that was once part of an estate belonging to his mother's family—a village Schmemmann came to know as a long-time correspondent and bureau chief in Moscow for the New York Times. (His book recently won the PEN/Martha Albrand Award for first nonfiction).*

Schmemmann talked with the Key Reporter last fall between a reporting assignment at the Wye River Mideast peace talks and a return to Russia on special assignment. He and his wife, Mary, who is also a descendant of Russian émigrés, have three grown children and now live in New York.



Serge Schmemmann

Q. Tell us about how you learned of your election to Phi Beta Kappa at Harvard.

A. I was in Cambridge for my 25th reunion and, quite by chance, I went to the Phi Beta Kappa ceremony. My daughter Anne, who was then a junior at Harvard, was singing with a group there, and I went to hear them. After they finished, I left Memorial Theater to wait for her, and she suddenly came running out, saying, "Papa! Papa! They just made you a member!" Just after I walked out, they had announced my election. I later learned that there is a tradition not to notify newly elected members in advance.

Q. What were your interests in college and how did you get into journalism?

A. I majored in English literature. I remember I once met Vladimir Nabokov and told him I was majoring in English, and he said, "Just like my son. An excuse to do nothing but read what you would have read anyway." He wasn't too far off. But it was a great major at Harvard, with professors like William Alfred, who not only brought Shakespeare alive but got a Pulitzer for his own play, "Hogan's Goat." Perhaps the main problem with being an undergraduate at Harvard is that you never meet the professors. I met only two—one was a relative and the other the father of a friend. Neither taught me.

I went on to graduate school at Columbia, where I studied Russian literature

and Soviet studies until I was drafted. All the males in our class were abruptly emptied out that year when the Selective Service lifted graduate school deferments. The Army spent a fortune training me in artillery fire direction, but when I got to Vietnam my typing score turned out to be more important. I ended up as a clerk at Long Binh, outside Saigon, where I met a reporter from the *Baltimore Sun*, Jon Rodeheffer, who hooked me on newspapering. He told me stories from behind the bylines, introduced me to his colleague in Saigon, and convinced me there is no other life.

After I had finished my tour in Vietnam and completed my degree at Columbia, I was hired by a small daily newspaper in Woodbridge, New Jersey, the *News Tribune*. I still think there's no better way to learn reporting than on a local paper. You get it all, quickly and immediately—threats, bribes, praise, insults. If you make a mistake or if you're not fair, the phone heats up fast.

From the *News Tribune* I went to the Associated Press, for which I covered the United Nations, South Africa, and the Soviet Union. In Moscow, in 1980, I joined the *New York Times*, where I've been ever since, in Moscow, Bonn, Jerusalem, and now New York.

Q. David Remnick has been quoted as remarking that "Schmemmann's 'unfair advantage' over all correspondents was that he grasped the story of Russia

with his soul as well as with his intellect. Now we know why. His family history is a gift to understanding."

A. Yes, David kindly provided that quote for my book, *Echoes of a Native Land*, which you've described. I do have roots in Russia and studied Russian literature, and the 10 years I spent there as a reporter were not only a "job" but a personal journey as well. That's what the book is about.

Having a Russian background made it easier to grasp some things and to make some contacts. My father, Alexander Schmemmann, made broadcasts to Russia over Radio Liberty until he died in 1983, and he was very well known in the intelligentsia. That helped me gain entry to the whole world of dissidents, writers, and believers. I had a name they trusted, despite all the attacks by the Soviet media.

At the same time, a Russian background and Russian fluency made me very unpopular with the Communist authorities. I was routinely followed, my home was bugged, I was attacked in the press, my Russian friends were harassed. The Soviets had a special resentment of people like me—Russians abroad were traitors, renegades, White Guardist scum.

We posed two problems. One, we represented a free "Russia," a Russian culture that existed outside the Communist dictatorship. Writers like Nabokov, or Russian Orthodox thinkers like my father, or artists like Balanchine, Stravinsky, Chagall, and so many others were a permanent indictment of the Soviet dictatorship. The second problem was that as a correspondent who wrote about

social and cultural issues and not only politics, I threatened the jealous Soviet monopoly on history, on ideology, on culture. The articles of mine they assailed were not about politics but about books, movies, history.

Of course, when my family and I returned for a second tour in Moscow in February 1991, the country had greatly changed. After experiencing the police state of the 1980s, we found it amazing to live “normally” in Russia—to invite people over without fear of the KGB, to travel anywhere, to talk freely to people.

One of the most exciting things for me was the opening of the archives—suddenly the past was accessible, and it was remarkable to find how much had been preserved, in national, provincial, and local archives. The excitement was not only mine. One of the strongest impulses of the Russians, once they were free, was to reconstruct their past, to reclaim their history.

That’s how my book project began. I started going to the village of Koltsovo and exploring its history with the people there. The *New York Times* encouraged me to write articles about the village, which was called Sergiyevskoye when my mother’s family was there. The articles led to interviews and stories in the Soviet media, and people began seeking me out to tell me their stories and share their letters, pictures, and records. That led to troves of archives. So, in 1995, I took a year off and dedicated it to the book.

It was a great year. Russia was still enjoying the first romance with freedom. The political and economic chaos was not yet evident, and the place was filled with optimism. Of course, things did begin to change. Before long, the archives began to close up, and some people in the village began to treat me with suspicion and sometimes resentment. The honeymoon could not go on forever—this was still a society deeply scarred by the 70 years of Communism, and essentially bankrupt. The illusion that freedom would bring instant democracy and prosperity was bound to be dashed.

But to have known Russia in the dark days and then to be there with the first rays of light was grand.

Q. Do you consider Russia your most challenging post, so far?

A. In terms of personal involvement, it was. The job demanded that I interpret Russia to my readers, even while I was trying to come to personal grips with it. And all that, in the first years, under the constant scrutiny of the political police. But in terms of raw historical import, I think Germany was the greatest chal-

From Echoes of a Native Land by Serge Schmemmann

[The village] lies by the Oka River in the ancient Russian heartland, 90 miles south of Moscow, near the city of Kaluga. It is a village to which I was originally drawn because before the Russian Revolution it had been part of an estate owned by my mother’s family. But the Soviet government’s long refusal to let me go there turned my curiosity into a mission. I finally reached Koltsovo only when Communist rule began to wane. I came to know the people; I immersed myself in the local lore; I even bought a log house there. Koltsovo became my little corner of Russia—my entry into the charm, beauty, and romance of that vast northern land, and also its backwardness, cruelty, and suffering. (p. 3)



Moscow during the Soviet era was one of the most exciting and challenging assignments for a foreign correspondent. The constant struggle with a police state bent on controlling every strand of information made every scoop a major triumph. Add to that the James Bond-like tangle of KGB bugs and tails, the pleasure of an evening spent talking with Russian friends in a steamy kitchen, a beat that stretched across 11 time zones, and a steady appetite for Soviet stories among American readers, and it is no surprise that generations of Moscow correspondents left Russia forever marked. Nobody should regret the passing of the Communist order, no matter how ugly the sequel; but many an old Moscow hand will confess to a furtive nostalgia for the great story that was the Soviet Union. (p. 18)



I went to Sergiyevskoye for the last time on March 10, 1995. . . .

The doors to Koltsovo were closing to me once again. For a few years, the collapse of Communism had thrown Russia wide open, enabling me to find my Sergiyevskoye, to share the parlors and prayers of my ancestors, to glimpse the charm and squalor of Russia’s heart, to catch the echoes of a native land. But I did not belong there. I was Russian enough to feel for these people, even to love them, but too foreign to tolerate their maddening fatalism and disorder. And they, who met me with open arms and shared with me their memories, they did not need me. Sukhorukov [director of the Koltsovo collective] was convinced I had exposed him to the ridicule of the world; others never really understood why I kept coming back. I was an exotic visitor from a distant land and an even more distant past, but with time the novelty wore off, and I came to represent a past they did not want to be reminded of, and a hostile world that was seeking to undermine their fragile security and their collective with some alien concept of “democracy.” (p. 306, pp. 310–11)

lenge. The fall of the Berlin Wall—and the reunification of Germany—was perhaps the strongest and most lasting symbol of the collapse of the Soviet empire. To combine daily reporting on developments that came with a fury, and yet to maintain a historical perspective, was a glorious challenge. I was watching history, I was writing history.

Q. How about your tour as bureau chief in Jerusalem?

A. Israel was certainly my most challenging assignment in terms of the raw energy it required. In one sense, it is a very easy place to report on. Everything is accessible and close by. The country is the size of New Jersey, the local press is vibrant, everybody returns your call. But the news is also proportionately more intense. The job was never to find news, but to choose among several important events—whether another outbreak of violence, or some political shift, or the internal debate between secular and religious Jews. And

whatever I wrote was closely scrutinized in New York, from where I was inundated with letters, and not always nice ones.

We were there at a particularly chaotic time. A few months after I arrived, Yitzhak Rabin was assassinated. Then came the election of Benjamin Netanyahu, and a new era in Israeli politics. I also covered nine suicide bombings, flare-ups in southern Lebanon, explosions of Israeli-Palestinian violence, and a constant flow of politics.

What makes it even more challenging is that every story in Israel has several dimensions. There is the basic struggle between Jews and Arabs, the powerful differences among Israelis, the interplay with the United States, and all that under a thick layer of religion. You are always conscious of religion, especially in Jerusalem, with its powerful symbolism for Christians, Jews, and Moslems.

In my three years there, I developed a

CONTINUED ON PAGE 8

real love for the desert. There is nothing quite so therapeutic as a hike through the Judean wilderness, above the Dead Sea. It's extraordinarily beautiful—the contours and colors change constantly, and the silence is brilliant. Mundane problems quickly become irrelevant, the mind relaxes, the soul opens to the glory and power of beauty.

Q. Where else do you have an interest in living and reporting from?

A. I was assigned to Johannesburg in 1986, but before I could take up my assignment there, the South African government closed down the *Times* bureau. I went to Germany instead. I would love to have a chance to go back—I'd been there in the late 1970s for the Associated Press, and have been keen ever since to sample life after apartheid.

But after 20 years abroad—we left the United States in December 1977—it's really great to be back. I was raised in New York, and my wife and I really love the city. Of course I'd love to continue reporting from abroad, but I want to have my home in New York. I recently returned from a three-week stint in Moscow, and while it was great fun to see the old place and to visit with friends, it was also nice to know that I would be spending Christmas in New York, in my own home.

Q. Would you recommend a career in journalism to Phi Beta Kappas graduating today?

A. Absolutely. Being a reporter is terrific fun. It encompasses adventure, creativity, travel. But it does have its downside. Being a foreign correspondent put a tremendous strain on my family—my three kids often remind me how few evenings I spent at home and how much time I was on the road. The places I covered required working seven days a week, and often 18 hours a day. There are also many other jobs out there that pay considerably better.

For those who do want to try, I highly recommend getting involved in a college paper. I didn't, but for those who do, it's a great way to discover whether this is what you want to do. If the bug bites, you'll know. Beyond that, I'm of two minds about journalism school. It does impart the basics, but you can get those on the job, and I think it's more important, especially in the more specialized, more in-depth journalism of today, to use graduate school to focus on a field you want to cover.

Personally, I have no regrets. How can I have any, after the events I witnessed, the history I recorded, the people I met? ■

Chapter and Association News, 1997-98

For several years, the *Key Reporter* has used part of the winter issue as an annual report to the membership, summarizing the information contained in the reports to the national office from the chapters (on ΦBK campuses) and associations (groups of ΦBK members in the community at large). The information summarized here is by no means comprehensive, but merely representative of what we receive.



Anniversary Celebrations

At the **University of California, Berkeley**, the anniversary of the chapter's founding 100 years ago was observed with several events: Derek Bok, former president of Harvard University, gave a lecture and participated in a symposium on the humanities in November; California State Librarian Kevin Starr was the speaker for the centennial banquet in December, cosponsored by the chapter and the Northern California ΦBK association; and a history of the chapter was being prepared under the direction of Basil Guy.

The chapter at **Randolph-Macon College** observed its 75th anniversary in May 1998 with a dinner and a symposium on "The Role of the Liberal Arts in the 21st Century." Participants included Douglas Foard, ΦBK national secretary, and John Gibbons, former science adviser to President Clinton.

The chapter at **Gettysburg College** observed its 75th anniversary with a banquet in April 1998 attended by some 160 people, including initiates and their parents, alumni, and resident members of the chapter. Anne Fadiman, editor of the *American Scholar*, gave the main address.

At **Cornell College** (Iowa), the chapter celebrated its 75th anniversary primarily by sponsoring lectures by ΦBK Visiting Scholar John Horner in February and ΦBK Associates Lecturer Richard Saller in October. In addition, the *Cornell Record* (Fall 1998) published a four-page article about Phi Beta Kappa at Cornell in which the author, Jacqueline Briggs Martin, noted that the chapter has established a Web site and, in an effort to further increase the Society's visibility on campus, is considering junior-year election, scholarships, and stoles that the students could wear over commencement robes.

The **George Washington University** chapter celebrated its 60th anniversary with the unveiling of a plaque, among other

celebrations. The chapter is working with the D.C. Area association of Phi Beta Kappa and the national office on programs in 1999 to mark the 200th anniversary of President George Washington's death.

Notable Activities

The **University of Miami** hosted a series of three lectures in October 1997 by Susan Haack, the Romanell-Phi Beta Kappa Professor in Philosophy for 1997-98 and an honorary member of the ΦBK chapter there. The general title was "Defending Science—Within Reason." As a gesture of appreciation for the quality of the lectures, a member of the audience donated \$1,000 to the chapter for a scholarship fund.

The **Carnegie Mellon University** chapter established the Richard Schoenwald Phi Beta Kappa Undergraduate Research Prizes (annual allocation: \$500) for undergraduate members of the chapter who participate in a research symposium. Schoenwald, who died in 1995, was instrumental in Carnegie Mellon's successful application for a chapter of Phi Beta Kappa. The chapter also continued its Book Review/Lecture Series, which began in 1996-97; three sessions were conducted last year.

In addition, student members of the Carnegie Mellon chapter who were initiated in the fall of 1997 offered to work with local high school teachers and students to provide tutoring, give university tours, and demonstrate research work. Although little of this kind of work took place last year, the chapter plans to build on the school contacts with the next group of student initiates.

The **Occidental College** chapter celebrated the first episode of the PBS series "Mathematics, Life by the Numbers" by sponsoring, with the dean of faculty and the Mathematics Department, a "swank soiree" to create greater mathematical awareness on campus.

In an attempt to encourage outstanding independent research, the **Mount Holyoke College** chapter decided to continue its practice, launched last year, of sponsoring oral presentations by students about their work in progress on their senior theses. Faculty recommendations were requested, and four students were selected to speak in January and

February. Attendance ranged from 15 to 45, and a lively question session followed each presentation.

The "student chapter" at **UCLA** arranged for dinner meetings each term with members of the chapter council, and students helped with the initiation ceremony in June.

The chapter at **San Francisco State University** ordered and paid for an engraved ΦBK key for each of the initiates.

This year the chapter at the **University of Rochester** launched a Wednesday evening lecture series, cosponsored with the university's alumni association, "to celebrate the spectrum of talent and achievements of our faculty, students, and alumni." The chapter also is considering a student lecture series and a mentor program involving initiates elected as juniors and those seniors who will be returning as graduate students.

Last spring the chapter at **New York University** helped sponsor two undergraduate research conferences—in the humanities and social science and in the sciences. The chapter reported that the packets of information provided by the Society for inductees "has greatly helped to raise recognition of Phi Beta Kappa on campus."

In October 1998 the chapter at **Yale University** held a ceremony and erected a tombstone in New Haven to honor Edward Bouchet (1852-1918), the first African American to graduate from Yale (1874), the first in the nation to be nominated to Phi Beta Kappa, and the first to earn a Ph.D. in the United States.

Miscellaneous Awards

A member of the chapter at **Hamilton College** has donated money to endow a program of book awards to the 10 top-ranking freshmen students, to recognize their academic success and bring Phi Beta Kappa to the attention of the campus. Also, for the first time, the dean of faculty paid the initiation fees for all students elected to Phi Beta Kappa in 1997-98. For the past three years the president of the college has had a dinner at his home to recognize the students elected in September on the basis of their junior standing.

The Scholarship Committee of the **Washington State University** chapter awarded four full-tuition and three half-tuition scholarships in April 1998.

An alumna of **Vassar College** has donated \$500 "seed money" to perma-

nently endow the chapter's Phi Beta Kappa Prize to the top-ranking senior. The college president sponsors the annual initiation luncheon, held the day before graduation, for new members, their parents, and resident ΦBK faculty and administration.

The **University of Richmond** chapter reported that the 1997-98 Scholarship Convocation, at which the chapter presented the Robert E. Loving Book Awards to three juniors and certificates of commendation to eight sophomores, will be the last such convocation. The secretary noted that the chapter will seek other venues for these awards, adding, "We hope a mechanism can be developed which will better publicize Phi Beta Kappa on the campus."

The chapter at **Vanderbilt University** has designated \$10,000 from its re-

scholarship and teaching was presented to Howard R. Lamar, Sterling Professor Emeritus of History and a former president of the university, and Joseph T. Chang, associate professor and director of undergraduate studies in statistics.

The chapter at **Albion College** presented its annual Phi Beta Kappa Faculty Scholar of the Year award to James Diedrick, professor of English, who was the initiation banquet speaker. The cash award is funded by a college endowment.

Outreach

The **Fairfield University** chapter president reported that "one of the ideas we gleaned from the excellent triennial Council in Chicago was the necessity of educating students to the importance of Phi Beta Kappa in American society (and on their résumés)." As a result, the chapter president sent a letter to the 460 students on the dean's list in the fall of 1997, explaining "what Phi Beta Kappa is all about and why they should hope to be tapped for election." Members reported a good reaction to the letter, and for the first time, the president says, there were no students elected as members in course who asked, "So what is Phi Beta Kappa?"

The **Grinnell College** chapter reported that the chapter "enjoys a great presence" on the campus, and credits its Neal Klausner Sophomore Book Awards, Joseph Wall ΦBK Scholars Award, and ΦBK convocation with keeping students and faculty "routinely aware of Phi Beta Kappa."

The **Ohio University** chapter invites Phi Beta Kappa members in the community to all chapter activities, including the annual meeting where initiates are elected. In October 1997 the chapter sponsored a reception to honor high-achieving sophomores in the College of Arts and Sciences and the Honors Tutorial College and to talk about Phi Beta Kappa.

The **Saint Louis University** chapter sponsored a reception for freshman and sophomore National Merit Scholars to acquaint them with the history of Phi Beta Kappa and the requirements for membership. The chapter plans to make this an annual event to increase student awareness about the Society.

At the **State University of New York, Stony Brook**, an undergraduate council has been formed to "foster the educational mission of Phi Beta Kappa." Activ-



Photo by Linda Kahlbaugh

During the initiation ceremony at Cornell College (Iowa) last May, chapter president Philip Lucas welcomed new members. The chapter celebrated its 75th anniversary in 1998.

sources to establish an endowment for a Phi Beta Kappa award to be given each year to a junior initiate. The chapter is aiming to raise \$50,000 for the fund from its resident and alumni members.

Faculty Awards

The chapter at **Virginia Tech** gave its Al Sturm Awards for Excellence in Faculty Research to Duncan M. Porter, who is director of the international project "Correspondence of Charles Darwin," and to John Christman, for his book *The Myth of Property*. Last year's Sturm award winner, Deborah Mayo, was the speaker for the spring Phi Beta Kappa scholars luncheon, to which junior initiates from the previous spring are invited.

At the annual dinner of the **Yale University** chapter in March 1998, the William Clyde DeVane Medal for distinguished

CONTINUED ON PAGE 10

CHAPTER NEWS

CONTINUED FROM PAGE 9

ities being considered include establishment of a study lounge/meeting area, compilation of information about scholarship and fellowship programs and faculty assistance to students in applying for the programs, outreach to high-achieving students to "stimulate their enthusiasm about the goals of Phi Beta Kappa," and outreach to members in the community through invitations to special events on campus. The formation of the council reportedly was precipitated in part by the attendance of one of the 1997 junior initiates, Owen Debowy, with the chapter president, Eloy Carlson, at last year's triennial Council.

The **University of New Mexico** chapter held an information meeting during fall semester for students who may qualify for membership in Phi Beta Kappa. In addition, to reach high school students, the chapter mailed Phi Beta Kappa's information brochure to National Honor Society sponsors in the local high schools and, at the end of the year, presented certificates and brochures to outstanding high school seniors.

Acceptance Rates

A large proportion of chapters continue to initiate between 95 and 100 percent of the persons they elect to membership. This group includes, of course, most of the chapters at the small and medium-size private colleges and universities (from **Colby**, **Davidson**, **Hamilton**, and **Oberlin** to **Baylor**, **Furman**, **Hampden-Sydney**, **Wake Forest**, and **Wesleyan**); the chapters at many large private universities, such as **Brandeis**, **Brown**, **Chicago**, **Colgate**, **Columbia**, **Johns Hopkins**, **Princeton**, and **Yale**; and the chapters at some medium-size and large public universities, including the **University of California**, **Santa Barbara** and **Santa Cruz**; **California State University**, **Long Beach**; **University of Iowa**; **Kansas State University**; and **University of Pennsylvania**.

Among the lowest acceptance rates were those at both Arizona institutions with chapters—**Arizona State**, 44 percent, and the **University of Arizona**, 56 percent. The chapter secretary at the latter institution commented that invitees who did not join the Society "do not know what Phi Beta Kappa is and confuse it with Golden Key."

Although its acceptance rate for 1998 was only 51 percent, the **Pennsylvania State University** chapter reported that faculty and student interest on campus seemed to be increasing slowly. The

chapter has some new board members and is "looking to partner with other groups to raise our visibility, but finding administrative support will continue to be a major problem."

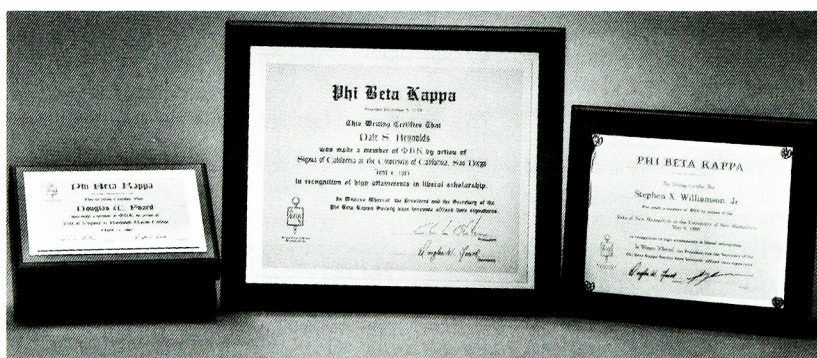
The **University of Washington** chapter is continuing its efforts to increase its acceptance rate—currently at 63 percent. The chapter placed an advertisement in the commencement issue of the campus newspaper, listing the names of all students invited to join; notified the chair and undergraduate adviser of each department of the names of its majors who were invited and asked for help, as needed, to meet the initiation fee (several departments responded generously); and sent each invitee a packet of materials about the Society.

The chapter secretary at the **University of New Hampshire** expressed concern at the large number of students who do not respond to the invitation to join the Society. The chapter contacts the department heads and major advisers, but the acceptance rate (62 percent) has not increased. The provost's office underwrites the photocopying and mailing of newsletters. Support for the liberal arts on campus remains strong, but there is "growing pressure to increase class size, which will, in the long run, lessen faculty interaction with students, make it more difficult to develop student abilities, and diminish the sense of community." The

secretary adds, "I am sure that the depersonalization of the university plays a role in our difficulties in encouraging students to join Phi Beta Kappa."

The chapter secretary at the **University of Texas at Austin**, who reported a 52 percent acceptance rate, noted that Phi Beta Kappa competes with many other honor societies on campus and is "getting lost in the proliferation." The chapter is attempting to raise its visibility on campus by publishing in the campus newspaper lists of students elected in both fall and spring, listing a phone number to call for more information (a number of inquiries resulted). The chapter also posted information on a campus bulletin board. Moreover, "inspired by suggestions at the last triennial Council, the chapter has decided to hold elections at the end of the spring semester and at the end of the summer session for just-graduated candidates, rather than waiting until December to elect them."

The **Florida State University** chapter secretary, who reported an 80 percent acceptance rate, noted that 10 percent of the seniors invited to join could not be reached. Some who declined cited money as a reason; others put off a decision and then forgot about the invitation. The secretary added, "I've had some luck writing or phoning people twice—once before initiation and once after."



Cherry Box, Three Kinds of Plaques Available

Four kinds of mounted metal replicas of your Phi Beta Kappa membership certificate are now available;

- _____ 1. 7½" × 5⅞" × 2" cherry box for desk or coffee table, brass matted, \$80.
- _____ 2. 8" × 10" stainless steel plaque, solid walnut base, \$80.
- _____ 3. 11" × 13" brass-matted stainless steel plaque, solid walnut base, \$100.
- _____ 4. 11" × 13" brass-matted stainless steel plaque, black base, \$100.

Check the item you want and send your name, chapter, initiation date, and shipping address (no P.O. boxes, please), plus a check for the appropriate amount made payable to Massillon Plaque Company, P.O. Box 2539, North Canton, OH 44720. All prices include postage and handling if shipped in the continental United States. Ohio residents are subject to 5.75 percent sales tax. If you prefer to pay by Visa or MasterCard, telephone (800) 854-8404 and ask for the Phi Beta Kappa Order Department. Allow 3 weeks for delivery. A portion of all proceeds is used to support Phi Beta Kappa's programs. For keys, replacement certificates, or other items, call (800) 745-8379.

Association News

Several chapters in western Pennsylvania are continuing discussions that began at the triennial Council meeting in Chicago in the autumn of 1997 to launch a Phi Beta Kappa association in Pittsburgh. The chapters involved are those at **Carnegie Mellon University, the University of Pittsburgh, Chatham College, Allegheny College, and Washington and Jefferson College.**

West Coast

Last year the **Southern California** association, with some 1,940 members, supported three remarkable scholarship programs: \$59,000 for 49 international scholars (the 51st year of this program), \$38,000 for 20 ΦBK initiates who were doing graduate work, and \$8,000 for 16 high school seniors. The \$105,000 total was raised by sponsoring several well-attended events during the year and by increasing donations from members. The annual membership meeting, attended by 323 members, was held at the Getty Center.

The **Northern California** association is approaching a record high membership of 2,000, which enabled the group to award 15 scholarships of \$3,400 each to outstanding graduate students in northern California universities. The group also presented its annual Excellence in Teaching Awards (\$500 and a certificate) to Martin Covington, professor of psychology at UC Berkeley; Cynthia Scheinberg, assistant professor of English at Mills College; and Philip Zimbardo, professor of psychology at Stanford University. At least one representative of the Northern California association attended initiation ceremonies at each of six chapters in the region: UC Berkeley, Mills College, San Francisco State University, Santa Clara University, Stanford University, and UC Santa Cruz. The Northern California association also sponsored numerous events throughout the year, including hikes, house and museum tours, and a cruise on the clipper ship *Hawaiian Chieftain*.

The **San Diego** association gave books to 55 juniors in local public high schools (total value, \$1,650), scholarships of \$500 each for graduate study to six initiates (three at San Diego State University and three from University of California, San Diego), and fellowships of \$3,000

each to three members of Phi Beta Kappa enrolled in a graduate or professional program at a San Diego institution. The association, which has 293 members, also sponsored an annual meeting/Sunday brunch, three "Sunday Salons" with speakers, and three small-group activities.

East Coast

The **New York City** association, with 430 members, gave awards of \$100 each to 10 high school graduates and two \$1,000 awards to Hostos Community College graduates. The New York City group also gave its community service award of \$500 to the Ottendorfer Library.

The **Washington, D.C., area** association, with 151 members, gave books and \$1,000 U.S. savings bonds to four area high school students. In addition, four area students received \$500 grants for summer school at American University, and four received tuition credits totaling \$8,500 toward fees at George Washington University. The Washington group also sponsored a half-dozen lunch or dinner meetings with speakers who talked on subjects as different as "A Pilgrim's Walk: Paris to Cathedral of Santiago de Compostela" and "Queen Hatshepsut, Deir el-Bahari, and Other Ancient Sites in Egypt."

The **Delaware Valley** association, with 529 members, gave 122 book awards to high school seniors. The group also sponsored four meetings with speakers.

The **Wake County, North Carolina**, association, with 101 members, gave two awards of \$150 each to winners of its writing contest.

The **Sarasota-Manatee** association, with 143 members, gave 170 certificates of commendation to high school seniors. The group also sponsored three well-attended luncheon meetings, on "The Purpose and Place of the Two-Year College in the Community," "The U.S. and the UN—A Love-Hate Relationship," and the outreach activities of the Florida Studio Theater.

The **Scarsdale/Westchester** association, with 220 members, sponsored four or five dinner meetings with discussions of timely topics during the year.

The **Middle Georgia** association, with 31 members, sponsored two dinner meetings with speakers.

The **Coastal Georgia** association, with 66 members, sponsored a walking tour of the Victorian district of Savannah and a dinner meeting. The group gives copies of the books that receive Phi Beta Kappa prizes to the libraries at Armstrong Atlantic State University, Georgia Southern University, and Savannah State University.

The **Northeast Florida** association, with 116 members, sponsored two meetings with speakers and gave four \$500

awards to liberal arts students in local universities.

Central

The **Houston** association celebrated the 25th anniversary of its mammoth scholarship program by increasing the amount of its annual awards to 60 area high school seniors from \$2,000 to \$2,500 each, for a total of \$150,000 this year. The total endowment fund for these scholarships in Houston is approaching \$1 million. The money has been raised over the years by individual as well as corporate gifts.

The **Chicago Area** association gave its 1998 Distinguished Service Award to Richard J. Franke (ΦBK, Yale, 1953), an investment banker who founded the Chicago Humanities Festival. The Chicago group also cosponsored, with the Community Renewal Society, a Chicago Public Schools Debate Program and gave 20 book awards (\$22.50 each) to high school juniors and seniors.

The association in **Indianapolis**, with 48 members, gave certificates and book awards (\$75 each) to 24 high school seniors.

The **Denver** association launched an aggressive membership campaign this year and now has 336 members. The group gave two scholarships of \$1,000 each (up from \$500 each last year). The association also held monthly events, which included attendance at a rehearsal of the Opera Colorado, a behind-the-scenes tour of the Denver Natural History Museum, and a lecture on post-Communist Russia.

The **Omaha** association, which has 45 members, held one dinner meeting and presented one award of \$1,000 to the Omaha Public School Foundation for its scholarship program for disadvantaged students.

The **Oklahoma City** association, with 86 members, gave three \$1,000 scholarships to high school seniors.

The **Kentuckiana** association, which has 102 members, sponsored two lectures with speakers. The group also gave two awards (\$500 each) to seniors at Bellarmine College (Matthew Hill) and the University of Louisville (Manisha Desai), plus book awards to seniors in 60 high schools in Kentucky and Indiana. The book award program is underwritten by Aegon Insurance Group (formerly Provident Corporation).

The **San Antonio** association, with 182 members, sponsored one banquet in December and an awards luncheon in May, at which six high school seniors received scholarships of \$500 each. The group also presented certificates to 600 other high school seniors.

The list of association secretaries appears on page 12. ■

Phi Beta Kappa Association Secretaries, 1999

Alabama

* Northeast Alabama—Dr. George E. Whitesel, 907 Second St. NE, Jacksonville, AL 36265.

* Southeast Alabama—Dr. James Sherry, Department of Foreign Languages, Troy State University, Troy, AL 36082.

Arizona

* Phoenix Area—Mrs. Doris Krigbaum, 1230 E. Loyola Dr., Tempe, AZ 85282.

California

* Northern California—Mrs. Jean Gossard James, 8 San Ardo Ct., Novato, CA 94945-1234.

* San Diego—Mr. Hal K. St. Clair, 17187 Prado Pl., San Diego, CA 92028.

* Southern California—Ms. Jean Paule, 2130 Fair Park Ave., #301, Los Angeles, CA 90041.

Colorado

* Denver—Ms. Adrienne Bendel, 582 S. Carr St., Lakewood, CO 80226.

Connecticut

* Greater Hartford—Ms. Marilyn Pet, 235 E. River Dr., #1601, East Hartford, CT 06108.

District of Columbia

* District of Columbia Area (Washington, southern Maryland, and northern Virginia)—Mrs. Hjalmar Sveinsson, 8911 Old Courthouse Rd., Vienna, VA 22182-2107.

Florida

* Northeast Florida—Prof. John Garrigus, 9769 Sawgrass Dr. E., Pointe Vedra, FL 32082-3533.

* Sarasota-Manatee—Mrs. Lois Urban, 1402 Gleneagles Dr., Venice, FL 34292-4304.

* South Florida—Mrs. Edith Ann Gilson, 6701 S.W. 120th St., Miami, FL 33156-5453.

* Tampa Bay—Prof. James B. Halsted, 4024 Bell Grande Dr., Valrico, FL 33594.

Georgia-Carolina

Atlanta—Ms. Susan Welden Carlisle, 4451 Twin Creek Dr. NE, Kennesaw, GA 30144-1549.

* Coastal Georgia-Carolina—Dr. George B. Pruden, 13 Old Mill Ct., Savannah, GA 31419-2824.

Middle Georgia—Dr. Douglas Steeples, Dean, College of Liberal Arts, Mercer University, 1400 Coleman Ave., Macon, GA 31207-0001.

Illinois

* Chicago—Ms. Lisa Godde Kerr, 7117 N. Keystone Ave., Lincolnwood, IL 60646.

* East Central Illinois—Dr. James Lawrence Pyle, 4301 W. University Ave., Muncie, IN 47304-3659.

* Southern Illinois—Dr. Elizabeth Singleton Gammon, 11119 Adams Acres Dr., Marion, IL 62959-9362.

Indiana

Eastern Indiana—Dr. Lawrence Shaffer, 1821 E. 240 N., Anderson, IN 46012.

* Indianapolis—Mrs. Paul N. Stewart, 3001 E. 56th St., Indianapolis, IN 46220-2945.

Iowa

* Sioux City—Mrs. Marjorie C. Meyer, 2412 Allan St., Sioux City, IA 51103.

Kentucky

* Kentuckiana—Dr. Scott D. Johnson, 4129 Brentler Rd., Louisville, KY 40241.

Louisiana

* Southwestern Louisiana—Dr. Mary R. Meredith, USL Box 43570, Lafayette, LA 70504.

Maryland

Greater Baltimore—Mrs. Lyn Camire Tisdale, 129 Versailles Circle, Apt. C, Towson, MD 21204

Southern Maryland—(see D.C. Area).

Michigan

* Detroit—Ms. Carol Poosch Klein, 31720 Franklin Rd., Franklin, MI 48025.

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RECOMMENDED READING

BOOK COMMITTEE

Humanities: Svetlana Alpers, Michael Griffith, Simon McVeigh, Robert P. Sonkowsky, Eugen Weber
Social Sciences: Louis R. Harlan, Thomas McNaugher, Anna J. Schwartz, Larry J. Zimmerman
Natural Sciences: Russell B. Stevens

Thomas McNaugher

Citizen Soldiers: The U.S. Army from the Normandy Beaches to the Bulge to the Surrender of Germany. Stephen E. Ambrose. Simon & Schuster, 1997. \$27.50.

Spielberg's "Saving Private Ryan" will probably enjoy a wider audience, but this book vastly outdoes the movie in scope, detail, and drama. In straightforward, matter-of-fact prose that borrows heavily on interviews and letters from the era, Ambrose tells the story of the soldiers who took World War II from Normandy to victory the next year. Although he focuses mainly on the "grunts" who bore the brunt of the fighting, chapters also relate the experiences of airmen, chaplains, nurses, malingerers—even profiteers. He treats the dealings of Eisenhower and his lieutenants only when necessary to explain strategic decisions and to assign responsibility, often scathingly, for costly mistakes. Overall, the story is even more riveting than the bloody opening scene of "Saving Private Ryan."

Ambrose covers the full year of often brutal action through unkind terrain and freezing winter. It was a war in which no one went home until it was over—or, more likely, until one was killed, wounded, or disabled with trench foot or frostbite. Like war itself, this book bears witness to the inhumanity and cruelty of mankind, but also to heroism, courage, and incredible stamina. More than just good history, this book is a moving tribute to the generation that won the war.

The Grand Chessboard: American Primacy and Its Geostrategic Imperatives. Zbigniew Brzezinski. Basic Books, 1997. \$26.

That we still call ours "the post-cold war world" testifies to the fact that no dominating theme has arisen since 1990 to give our foreign policy the sense of purpose it had during the cold war. Brzezinski—President Jimmy Carter's assistant for national security—admirably supplies focus, but the allusion to chess in the title should tell you that his analysis lacks the cold war's moral and conceptual simplicity.

Brzezinski's grand chessboard is all Eurasia, of which he paints an exceptionally illuminating, not entirely happy, picture. Russia ("the black hole") is bent on regaining position but in fact verges on collapse. Central Asia ("the Eurasian Balkans") throbs with ethnic and religious tension, its several states able to agree only on their desire to escape Russian domination. On the good side, Eastern Europe presents opportunities to extend the success of U.S. policy. And China, in Brzezinski's opinion, may come to dominate its neighbors but will not go beyond that.

Overall, he proposes U.S. policies that will promote a pluralistic Eurasia that lacks a single dominant power capable of challenging the United States. This is the classic "realist" solution—the right goal, perhaps, but a serious challenge to U.S. policymakers who lack tools, even public

support, for the enterprise. Still, Brzezinski's clear-headed view of how U.S. interests are intertwined with the new Eurasia is a valuable contribution.

Is Japan Really Changing Its Ways? Regulatory Reform and the Japanese Economy. Lonny E. Carlile and Mark C. Tilton, eds. Brookings, 1998. \$39.95; paper, \$16.95.

The American and Japanese contributors to this excellent volume are not optimistic about real change in Japan's peculiar approach to capitalism. Nonetheless, they highlight the extent to which regulatory reform has been drawn into the platforms of most Japanese political parties and has become a goal for officials in key "leading edge" industries, like telecommunications and finance, who are frustrated by the existing regulations. For the moment, however, talk about deregulation masks the degree to which sector-by-sector deregulatory decisions remain in the hands of those whose interests are well served by present arrangements. Detailed case studies of some of these sectors make for dense but essential reading for those who want to understand Japan's economy.

Meanwhile, the book's historical chap-

CONTINUED ON PAGE 14

The AMERICAN SCHOLAR



"A giant among intellectual journals"

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From the Winter issue of THE AMERICAN SCHOLAR:

"I went to the abyss and then fell down, but was caught in the branches of a tree, which I had not noticed. . . . God told me that I would fall if I let go of this branch. I let go of the branch, but did not fall. God said to me, 'Go home and tell your wife that you are mad.'"

—From a secret diary kept by Vaslav Nijinsky, 1919

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RECOMMENDED READING

CONTINUED FROM PAGE 13

ters tell an intriguing story of how Western pressure helped make Japan's regulatory framework so difficult to see, let alone change. Denied the use of tariffs by "unequal treaties" with the Western powers, Japanese policymakers of the Meiji era resorted to subtler means, like licensing, to protect infant industries from the perceived ravages of free trade. After World War II, Japanese policymakers adapted with similar subtlety to the policies of occupying U.S. forces to protect cartels and strategic industries. The result is an "opaque and elusive" regulatory system massively entrenched in existing social and political, as well as economic, arrangements.

The editors are understandably reluctant to predict how Japan will ultimately climb out of its current slump, much less deal with the weight of an aging population. But the book usefully highlights the level at which truly meaningful change will have to occur.

Thinking about International Ethics: Moral Theory and Cases from American Foreign Policy. *Frances V. Harbour. Westview, 1999. \$55.*

Focusing primarily on two worthy cases—the decision to drop atomic bombs on Japanese cities and the more recent effort to link American trade policy to China's human rights behavior—this thoughtful volume analyzes the effects of underlying ethical assumptions on policy choices and evaluates those choices in terms of various ethical systems. Harbour shows how much realist assumptions dominate U.S. foreign policy choices, despite the moralizing rhetoric of American leaders. She suggests that the realist framework is easier to apply, because it upholds the near-exclusive importance of the state alone. But for that very reason realism is "thin," veering very close to pure self-interest.

Utilitarian and more rule-based (deontological) ethical frameworks may offer greater moral satisfaction but are inordinately difficult to apply when information is scarce and the effects of policy choices are difficult to predict. Policymakers grounded in the same moral framework can support opposite trade policies toward China, for example, depending on whether they think trade sanctions will hasten or slow the development of more humane policies in Beijing. Harbour's examination of various ethical frameworks alone makes this a valuable reference, while her case studies are fascinating.

Michael Griffith

The Hotel Eden. *Ron Carlson. W. W. Norton, 1997. \$23.*

This story collection, Carlson's third, is varied and odd and surprisingly touching. Some of the pieces are unorthodox in ways that seem, in bare summary, to suggest that Carlson is practicing the bloodless clevernesses of game-fiction: a soldier reports the difficulties of using boiling oil as a weapon against marauding Visigoths; a baseball player grapples with having killed 11 fans with line-drive fouls; a convict on the lam finds fulfillment by writing his name all over in a font, "Ray Bold," of his own design; a community retells the urban legend of the Hook Man who haunts lovers' lanes.

But Carlson has a wonderful gift for infusing these potentially unreal situations with real tenderness. The unusual routes are necessary because he wants to take us to one of fiction's most maligned, clichéd, and desirable destinations: He wants us to see inside his characters and to feel a powerful tug of sympathy. Even the most conventional stories here have a rich, emotive vein of weirdness running through them: A failed actor becomes a wrestling villain called Dr. Slime; a gravely ill teenager conducts an offbeat courtship involving thrift-shop bowling balls; and so on. A few pieces (among them the title story) fall a bit flat, but this is a fresh and marvelous book.

Preston Falls. *David Gates. Alfred A. Knopf, 1998. \$25.*

In his brilliant first novel, *Jernigan* (1991), Gates captured—in a way that brought to mind Frederick Exley's autobiographical trilogy—the tricksome, ironical self-consciousness of his main character, a self-loving and self-despising drunk. In *Preston Falls* Gates demonstrates the same skill and wit, but in a context that proves less satisfying. The main character here is Doug Willis, a public relations man in midlife free fall. He's taking a sabbatical from his job in public relations in Manhattan (and, in part, from his wife and two children), ostensibly to fix up a country house but really to reindulge all the leftover whims of adolescence: to play guitar, make pointless mischief, snort coke with seedy friends.

Gates is a gifted stylist, and especially good at tracing the involutions of Doug's consciousness, but as his life unravels, Willis seems less a scapegrace and disappointed seeker than simply a loser. The reader's dwindling sympathy for him costs the book's final third much of its power. This reservation aside, though,

Preston Falls is a dark, subtle, and grimly funny book, one well worth reading.

Pilgrims. *Elizabeth Gilbert. Houghton Mifflin, 1998. \$22; paper, \$12.*

One of the many things that distinguishes this first collection from the norm is its variety of settings, plots, tones, and techniques. Gilbert seems equally at home in every place and mode she chooses. The title story puts one in mind of the lyric western naturalism of Rick Bass or Pam Houston; in "At the Bronx Terminal Vegetable Market" she gives a persuasive account (à la Stanley Elkin, perhaps) of what it's like to be a loading porter with a bad back and 25 years in the job; "The Finest Wife" is a tender, elegiac tale of a widow who one day finds the school bus she drives filling with all the men she slept with in youth. "The Many Things That Denny Brown Did Not Know (Age Fifteen)" is as weird and touching a story of teen love (and bullies, and chicken pox) as I've ever seen; "Tall Folks" manages what must be a rarity, a thoroughly convincing scene of barroom incest atop a pool table; and "The Famous Torn and Restored Lit Cigarette Trick" is a beauty about a cranky magician in his dotage.

Though Gilbert's characters often have rough lives, the overall mood here is optimistic, even joyful: These are people who wrest from their circumstances whatever pleasure and grace they can. Gilbert treats them with respect and deep affection, an attitude one can see most prominently in the way she renders their talk: It is unadorned, direct, smart, crackling with wit. She is a writer of tremendous promise.

The Knife Thrower and Other Stories. *Steven Millhauser. Crown, 1998. \$22.*

Much material here will seem familiar to Millhauser's fans, and one is tempted to let that familiarity translate to disappointment. It's true that several tales in the book represent extensions or reworkings of the author's trusty metaphors: We have magic carpets, subterranean passages, automata, bizarrely complex shopping emporia and amusement parks. "Paradise Park," for instance, is transparently a study for the novel that became *Martin Dressler: Tale of an American Dreamer* (which recently won the Pulitzer for fiction). Yet though Millhauser breaks little new ground here, he tills the old with the subtlety, lyricism, extravagance of imagination, and calm delight one has come to expect from him. "Paradise Park," a look at a shadowy impresario's ever more elaborate and uncannily complex of amusement parks, is magnificent in its own right; the title story is an

Science Reviewer Ronald Geballe Dies

Ronald Geballe, a long-time member of the *Key Reporter's* Book Committee and professor emeritus of physics at the University of Washington, died in Seattle on October 28, 1998. He was president of the university's chapter at the time of his death.

elegant, deadpan account—in the vein of Thomas Mann's "Mario and the Magician"—of a virtuoso knife thrower whose goal is not to miss his targets ever so slightly but to *hit* them, artfully to draw their blood; several other stories ("Clair de Lune," "The Sisterhood of Night," "Balloon Flight, 1870") are lovely, meticulous clockworks, enlivened with precise detail.

There is a certain monotony of tone and subject in the volume, and a few stories ("The New Automaton Theatre," "Beneath the Cellars of Our Town") seem pro forma, but there are few stylists writing in English who can match Millhauser's delicacy and grace.

Russell B. Stevens

Cats' Paws and Catapults: Mechanical Worlds of Nature and People. *Steven Vogel. W.W. Norton, 1998. \$27.50.*

Deep in chapter 12 of this intriguing book the author sums up the essential characteristics of this study, pointing out, "Nature's technology is typically tiny, wet, nonmetallic, nonwheeled, and flexible, whereas human technology is mainly the opposite: large, dry, metallic, wheeled, and stiff." Vogel will surely enlighten most biologists on much that they do not know about basic engineering principles and most engineers on the essential nature of the living world. The writing has an attractively light touch and several of the later chapters usefully discuss the pros and cons of trying to "copy" nature in an effort to improve human devices. All in all, an appealing book with a clever title.

Of Flies, Mice, and Men. *François Jacob. Trans. by Giselle Weiss. Harvard, 1998. \$24.*

Although translated from the French in which it first appeared, this excellent, concise commentary on recent work in genetics and molecular biology reads very smoothly. As the title makes clear, advances in research hinge on finding the most appropriate experimental model possible. Jacob's analyses are well formulated, persuasive, and for the most part meaningful to readers who are not themselves specialists in the discipline. From

time to time the discussion is enlivened by brief references to classical mythologies. Above all, there is a welcome emphasis on the extent to which the almost incredible diversity of today's organisms derives, through evolution, from a remarkably small cluster of genes governing development. Once more, in addition, we have a valuable exposition of the way in which scientific research is actually carried out and the characteristics of the people who do it.

The Genetic Gods: Evolution and Belief in Human Affairs. *John C. Avise. Harvard, 1998. \$29.95.*

At least three emphases carry through this volume, which follows by two decades Richard Dawkins's *The Selfish Gene*. These are, in no suggested priority, (1) a scholarly analysis of recent research achievements in molecular biology, (2) specific illustrative accounts of the mechanisms of action of certain genetic maladies, and (3) persuasive arguments as to the sheer implausibility of what the author refers to as creation scenarios. To set the stage for examining evolutionary biology, the reader is reminded, early on, that if the 15-billion-year span of the universe were to be set on a one-year scale, the Earth would have come into existence about September 12, the first living organisms would have appeared on October 7, the first mammals December 26, and the first humans at 10:30 p.m. on New Year's Eve!

Children of Prometheus: The Accelerating Pace of Human Evolution. *Christopher Wills. Perseus, 1998. \$25.*

As in several earlier works, Wills here seeks to explain why it is that the human species has evolved so rapidly and in so doing has departed conspicuously from its genetically very similar primate relatives. To move toward that goal, the author assesses the significance of recent archeological finds, of studies exploring the nature/nurture issue, and, above all, the enormous impact of the technologies of molecular biology. As to this last, we are reminded that progress in scientific research is crucially dependent on advances in technology. With the exception of several, to me, ludicrous comments concerning the colonization of other planets, I find the book to be quite readable, even for the nonspecialist.

Darwinism Comes to America. *Ronald L. Numbers. Harvard, 1998. \$39.95; paper, \$18.95.*

Because this account is by a professional historian rather than a scientist per se, it is of special interest. As his population of naturalists, Numbers has chosen

the 80 who were elected to the National Academy of Sciences in the latter half of the 19th century. By that time, despite some initial resistance, the American scientific community had for the most part accepted Darwinism. Quite to the contrary, but with varying levels of intensity, churches and other religious organizations fought against what they felt to be the frightening views of evolutionists. Numbers' authoritative analysis shows how complex and long-lasting has been the interplay between science and religion even to the present day. In short, the Scopes trial of 1925 turns out to be by no means the final word.

The Baltimore Case: A Trial of Politics, Science, and Character. *Daniel J. Kevles. Norton, 1998. \$29.95.*

For once, the term "excruciating detail" is entirely appropriate to this account, by a historian of science, of a decade-long effort to defend against charges of fraudulent data in a report of research findings. With the conspicuous exception of the accused scientist, Thereza Imanishi-Kari, and of David Baltimore, who vigorously defended her, few of those involved emerged with image intact. Readers who work their way through the detailed account will, I feel sure, be appalled by what went on, most especially by the shameful failure of many participants to observe even the most fundamental aspects of "due process." ■

THE KEY REPORTER

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<http://www.pbk.org>

Noted Africanist to Lecture on April 16 At ΦBK Associates' Meeting in New York City

Ali A. Mazrui, Albert Schweitzer Professor of the Humanities at SUNY, Binghamton, will deliver the Richard W. Couper lecture at the regular spring luncheon meeting of the Phi Beta Kappa Associates on April 16, to be held at the Union League Club in New York City. His subject is "Globalization and Marginalization: A Dual Third-World Experience."

That afternoon, the board of directors will hear the preliminary report of the Strategic Planning Committee, chaired by Murray Drabkin, a member of the board. The committee was requested "to renew the orga-

nization's mission statement and create a vision for the organization's future."

The ΦBK Associates were organized in 1940 to provide a financially secure future for Phi Beta Kappa. The current annual pledge for members is \$300, or \$3,000 over a 10-year period. The combined membership of regular and life members of the Associates numbers around 650.

For further information about the Associates, write to Anthony McIvor at the Society's national office, 1785 Massachusetts Ave. NW, Fourth Floor, Washington, DC 20036.

Members Invited to Send Nominations for ΦBK Senate

In an effort to broaden representation of the membership in leadership positions, the Society is inviting members to send nominations for the Phi Beta Kappa Senate to the Council Nominating Committee, which will meet in mid-August to select a slate to present to the next triennial Council in 2000. The committee is chaired by Virginia Ferris, a former senator and professor of entomology at Purdue University.

Members of the committee elected at the 1994 Council are Hanna Holborn Gray, professor of history, University of Chicago; Sondra Myers, special assistant, National Endowment for the Humanities; Marjorie G. Perloff, Sadie Dernham Patek Profes-

sor of Humanities, Stanford University; and Daniel C. Snell, professor of history, University of Oklahoma. Members of the committee elected at the 1997 Council are Annemarie Weyl Carr, professor of art history, Southern Methodist University; Ramón Saldívar, professor of English and comparative literature, Stanford University; and Richard Wendorf, director and librarian, Boston Athenaeum.

All nominations should be directed to the Nominating Committee, Phi Beta Kappa Society, 1785 Massachusetts Ave. NW, Fourth Floor, Washington, DC 20036. The deadline is May 1, 1999.

ΦBK Membership Directory to Be Published in 2000

For the first time since 1940, the Phi Beta Kappa Senate has authorized publication of a membership directory. The Harris Publishing Company will compile both print and CD-ROM editions, and Phi Beta Kappa will receive a royalty on the sale of each directory.

This spring, each of the 455,000 members for whom the Society has a current address will receive a questionnaire, which should be checked for accuracy and returned, even if the preprinted information is correct. Only the names of members who respond to questionnaire mailings or telephone contact with the Harris Company will be listed in the biographical, geographical, and e-mail sections. All members will be listed by name and year of election in the "Chapter of Election" section unless they opt out altogether.

The directory is scheduled for publication before the triennial Council in October 2000.

The Harris Company will also compile a new directory of ΦBK Associates, to be published to coincide with the Associates' 60th anniversary, also in 2000.

Check out the *Key Reporter* on our Web site: <http://www.pbk.org>. Each issue is posted shortly after publication.

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