

# FORUM



## Alternative Media

> Transcending “traditional” communications through technology

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### Does Social Media Really Connect You to Humanity?

Or, Does Anyone Really Have  
Thousands of Friends?



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

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

**> THE HONOR SOCIETY OF PHI KAPPA PHI MISSION STATEMENT:**

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

## FORUM

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

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**VOLUME 88, NUMBER 4**

## President's Page

**O**ur first-year students read *A Hope in the Unseen* as part of the orientation program at Eastern Kentucky University this fall. And well they should. This inspiring 1998 book by Ron Suskind tells the true story of Cedric Jennings, an inner-city African-American high school student from Washington DC who, in the face of tremendous odds, graduates with a bachelor's degree from Brown University and a master's degree from Harvard University.

One scene in particular sticks with me and, I think, will resonate for members of The Honor Society of Phi Kappa Phi. When Jennings was graduating from high school, he delivered the salutatory address. And during his speech, he chided teachers and school administrators for being "dreambusters" because of the negative environment they permitted and because they discouraged good students, like him, from striving for academic excellence.

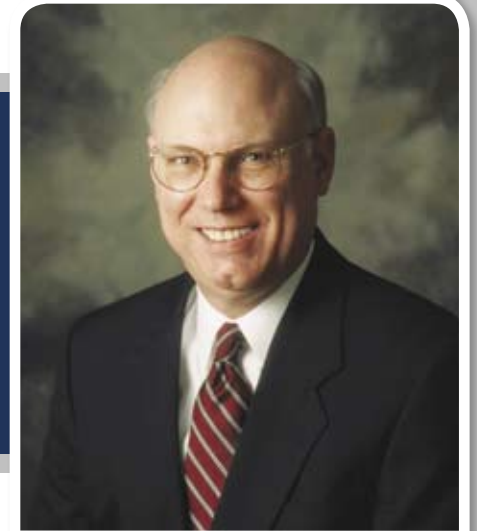
The Honor Society of Phi Kappa Phi is a "dreammaker!" It is an organization that encourages students and recognizes them for their academic achievements. Our Society not only inducts outstanding students who have demonstrated their "Love of Learning" but also awards more than \$800,000 to upwards of 200 students annually through the Society's various awards programs.

Recently, you received the "2008 Awards Issue" of the *Forum*, which highlights many students who have benefited from Phi Kappa Phi's awards programs because of their academic accomplishments. There were 60 Fellowship and 40 Awards of Excellence recipients recognized in the issue. Phi Kappa Phi provided financial assistance to them for their graduate studies. In addition, there were profiles of 50 students who received undergraduate Study Abroad Grants.

Phi Kappa Phi values its recipients and they value Phi Kappa Phi. The recent recipient of a \$500 Love of Learning Award, an adjunct professor – and writer trying to have a first novel published – wrote: "This award comes at a much needed time for me. ... With the Love of Learning Award, I will ... meet with an agent in pursuit of finding a home for my novel. This is a crucial step in the life of a writer. ... I won't forget this when it comes time to write my acknowledgments for my book."

This is only one of the many thank-you notes we receive. We are delighted that the Society can assist in turning "hope" into reality.

The Honor Society of Phi Kappa Phi is indeed in the business of being a "dreammaker!" All of us associated with Phi Kappa Phi can take pride that we make dreams come true for our members through our various awards programs. Thank you for continuing your membership in the Society and contributing to the Foundation that makes such dreams possible! ■



Robert B. Rogow, CPA, PhD, Society President

“  
**The Honor Society of Phi Kappa Phi is a “dreammaker!” It is an organization that encourages students and recognizes them for their academic achievements.**  
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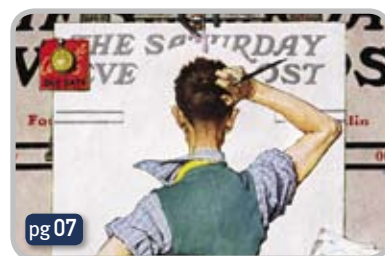
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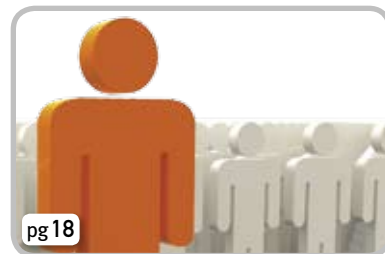
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**Folks' Tales**  
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**Does Social Media Really Connect You to Humanity?**  
By Dave Taylor



Teaching Evolution

▶ In Laura Lorentzen's Summer 2008 column, "Why We Must Teach Evolution in the Classroom," Dr. Lorentzen sets the criteria for testing the validity of a scientific theory as being through "a set of universal statements that explain some aspect of the natural world ... formulated and tested on the basis of evidence, internal consistency, and their explanatory power." She then goes on to speak of science teachers being important as a "missing link" between the scientific community and the general public. She shows her elitist mind set by referring to "the general public's ignorance ..." I am part of the general public that the Dr. disdains, and at age 61 and as a recent graduate of Virginia Commonwealth University with a 3.786 GPA, I am far from being ignorant. Those who support intelligent design usually want evolution and intelligent design taught side by side, so as to foster true literacy. In comparison, evolutionists want to teach only evolution. Those who say they believe only evolution to be true, should be eager to do a comparison. Truth never shies from comparison.

Randall Pepin

▶ Laura Lorentzen's article in the Summer '08 issue of *The Forum* quotes a statement that, in contrast with the theory of evolution, "intelligent design fails on both basic tenets of a scientific theory; design cannot be observed, and it cannot be tested." Even assuming that statement's veracity (I can, after all, observe that my car is the product of design), it merely proves that the Theory of Evolution (capital T, capital E, meaning Darwin's theory of past events) also is not a true theory. Can we test the past? No, and we certainly cannot observe it, whether designed or not. And by no means can we "measure" or "quantify" the "facts" purported to populate the Theory of Evolution. My own view is that no theory, hypothesis, or belief regarding origins should be taught in science classes, because science deals with the here and now, and cannot reconstruct past events. In that regard, evolution, with the other non-scientific theories, belongs in the philosophy class. Questions regarding origins are by nature metaphysical, until someone develops a time machine.

Joshua Scott

**"Evolution, with the other nonscientific theories, belongs in the philosophy class. Questions regarding origins are by nature metaphysical, until someone develops a time machine."**

—Joshua Scott

▶ Dear Dr. Lorentzen, When I read the title of your article I looked forward to reading the facts on "why" evolution should be taught as a superior and only theory in our schools. You wrote that curriculum should be "based on measurable, quantifiable fact." However, I found no evolutionary facts to support your premise; that was disappointing. On the other hand, your opponents do provide persuasive archeological and historical facts when arguing their side. Truth does not fear competition, Dr. Lorentzen, and I'm sure you are aware that some of the finest scientists in history believed in creationism.

The main point here is: The reason why we should teach evolution in the science classroom is not because you can name some other people who agree with you.

A doctoral student



Teaching Evolution (Continued)

> Dr. Lorentzen wants her daughter to get a good science education. Me too. Unless and until such instruction occurs within a context of free and open analysis, discussion, and debate, much more than science will suffer; the whole system of free and open inquiry in all areas will be little more than a theoretical nicety. Lorentzen's daughter and indeed the rest of her generation will be much the worse for it. In the end it is not about whether we do or don't teach evolution, it is a question of teaching it properly.

**Michael A. Flannery,**  
Professor and Associate Director  
for Historical Collections, Lister  
Hill Library of the Health Sciences,  
University of Alabama at Birmingham

*Editor's Note: The "letter" from Professor Flannery above is excerpted from a manuscript submitted in response to Laura Lorentzen's column. To see Prof. Flannery's response in its entirety, please log on to [www.phikappaphi.org](http://www.phikappaphi.org).*

**COMING NEXT ISSUE**  
An examination of creationism vs. evolution from a variety of viewpoints

■ The Redesign

> You have dumbed down *The Forum*. The short articles in the Summer 2008 issue read like summaries of the in-depth articles I used to enjoy. Please bring back some depth.

Carolyn S. Barber

> My compliments on the new format of *The Forum*. I especially like the offering of a variety of topics in each issue, though I must say I was amused at the irony of the selection in the Summer 2008 issue. Brice Nielsen's poignant article on the South African AIDS crisis highlights the Christian-based life skills training courses that are making great strides in solving some of the problems.

Reading a bit further, I came across Laura Lorentzen's article claiming that evolution holds the only answers to life's problems, while a belief in

**"Why bother with solving the AIDS crisis if we are all just an accident anyway?"**

Christianity would leave our society scientifically illiterate and helpless. She insists that evolution must be taught in the classroom as "measurable, quantifiable fact." I'm curious to know which of the many conflicting and untestable models of the Big Bang she intends to teach as "measurable, quantifiable fact." And why bother with solving the AIDS crisis if we are all just an accident anyway?

Kim Noyes

Depression, Winter /Spring 2008



I wish to express my appreciation to John S. Williamson for his excellent article on depression. A few thoughts: anxiety may originate in childhood. Its results lead to difficulties in adjustment to life as a child, adolescent and, unless recognized and combated, into old age. In many cases, anxiety is the parent of depression. Anxiety itself is, to a large extent, the offspring of culture and is nurtured by circumstance. Again, the emotional apparatus endowed by Nature plays a role. Anxiety and depression – the result of single or multiple factors – may cause one to lose much of the joy of life.

H.V. Neumayer, Sr.

CORRECTION

The 2007 awards issue of *Phi Kappa Phi Forum* misidentified fellowship winner Katie Allison Hubbard's school. The affiliation should have been McKendree University. The school, located in Lebanon, IL, changed its name from McKendree College to McKendree University on July 1, 2007.

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

**SEND TO**  
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The Honor Society of Phi Kappa Phi  
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Baton Rouge, LA 70806

**Fax:** 225.388.4900  
**Email:** editor@phikappaphi.org

➤ Emerging Scholar Award

Phi Kappa Phi recently announced its Emerging Scholars for 2008. The Society's Emerging Scholar Award program was initiated last year to recognize outstanding undergraduates studying at Phi Kappa Phi member institutions. Recipients must have a cumulative grade point average of at least 3.75 on a 4.0 scale and have a minimum of 30 semester hours of academic credit. Emerging Scholars receive \$250 each. This year, 227 students applied for the 60 awards given.

For more information or to apply for a 2009 Emerging Scholar Award, see [www.phikappaphi.org/Web/Scholarships/emergingscholar.html](http://www.phikappaphi.org/Web/Scholarships/emergingscholar.html)

AWARD WINNERS

<b>Sarah Adams</b> Texas Woman's University	<b>Caitlin Dewey</b> Syracuse University	<b>Jennifer Kielhofer</b> University of Nevada-Reno	<b>Holly Parmer</b> University of Georgia
<b>James Allen</b> University of Kansas	<b>Kenton DuBose</b> Texas Tech University	<b>Jung Kim</b> University of Georgia	<b>Angelina Phebus</b> College of Charleston
<b>Amanda Barlage</b> Indiana State University	<b>Jennifer Edwards</b> Youngstown State University	<b>Hanna Kratochvil</b> University of Utah	<b>Logan Plumlee</b> Texas Tech University
<b>Ashley Bartlett</b> University of Georgia	<b>Sarah Edwards</b> University of North Carolina at Wilmington	<b>Iliyana Kuneva</b> Truman State University	<b>Lisa Redmond</b> Louisiana State University
<b>Michael Baum</b> Indiana State University	<b>Jamie Eldredge</b> University of Utah	<b>Kaitlin Kwicien</b> University of New Hampshire	<b>Emily Reynolds</b> Arizona State University
<b>Deanna Belsky</b> Indiana University of Pennsylvania	<b>Suzanna Ellzey</b> University of Southern Mississippi	<b>Margaux LaPointe</b> Villanova University	<b>Sean Roach</b> The Ohio State University
<b>Amanda Bishop</b> University of Memphis	<b>Megan Fisher</b> Wright State University	<b>Katherine Lewinski</b> Syracuse University	<b>Jordan Rosin</b> Syracuse University
<b>Samantha Bond</b> University of Maine-Orono	<b>Katherine Fitch</b> Syracuse University	<b>John Lewis</b> University of Texas at Austin	<b>Lindsay Ross</b> University of New Hampshire
<b>Elena Brandimarti</b> Indiana University of Pennsylvania	<b>Tiffany Foster</b> University of Tulsa	<b>Iris Lin</b> University of California-Davis	<b>Jonathan Scolaro</b> Arizona State University
<b>Matan Cafri</b> Syracuse University	<b>Rebecca Getman</b> University of Kansas	<b>Michael Litchfield</b> University of New Hampshire	<b>Stephanie Seward</b> Clarkson University
<b>Kelly Cheatham</b> Syracuse University	<b>Lauren Greenspan</b> Truman State University	<b>Nicole Loring</b> Syracuse University	<b>Samuel Spiess</b> Kansas State University
<b>Christine Cheng</b> University of Illinois at Urbana-Champaign	<b>Lea Hay</b> University of Memphis	<b>Caitlin Martin</b> Miami University of Ohio	<b>Sara Sprehn</b> College of Charleston
<b>Sarah Cook</b> University of Tennessee-Knoxville	<b>Courtney Held</b> Kansas State University	<b>Luke McMurtray</b> University of North Carolina at Wilmington	<b>Jesse Turiel</b> Syracuse University
<b>Kristin Crawford</b> Iowa State University	<b>David Jackson</b> University of North Carolina at Wilmington	<b>Joseph Moore</b> University of Kansas	<b>Jennifer Vallor</b> University of Memphis
<b>Marissa Decker</b> Truman State University	<b>Valerie Juarez</b> Lamar University	<b>Meagan Nabers</b> Texas Tech University	<b>Amy Zimmerman</b> Ohio University



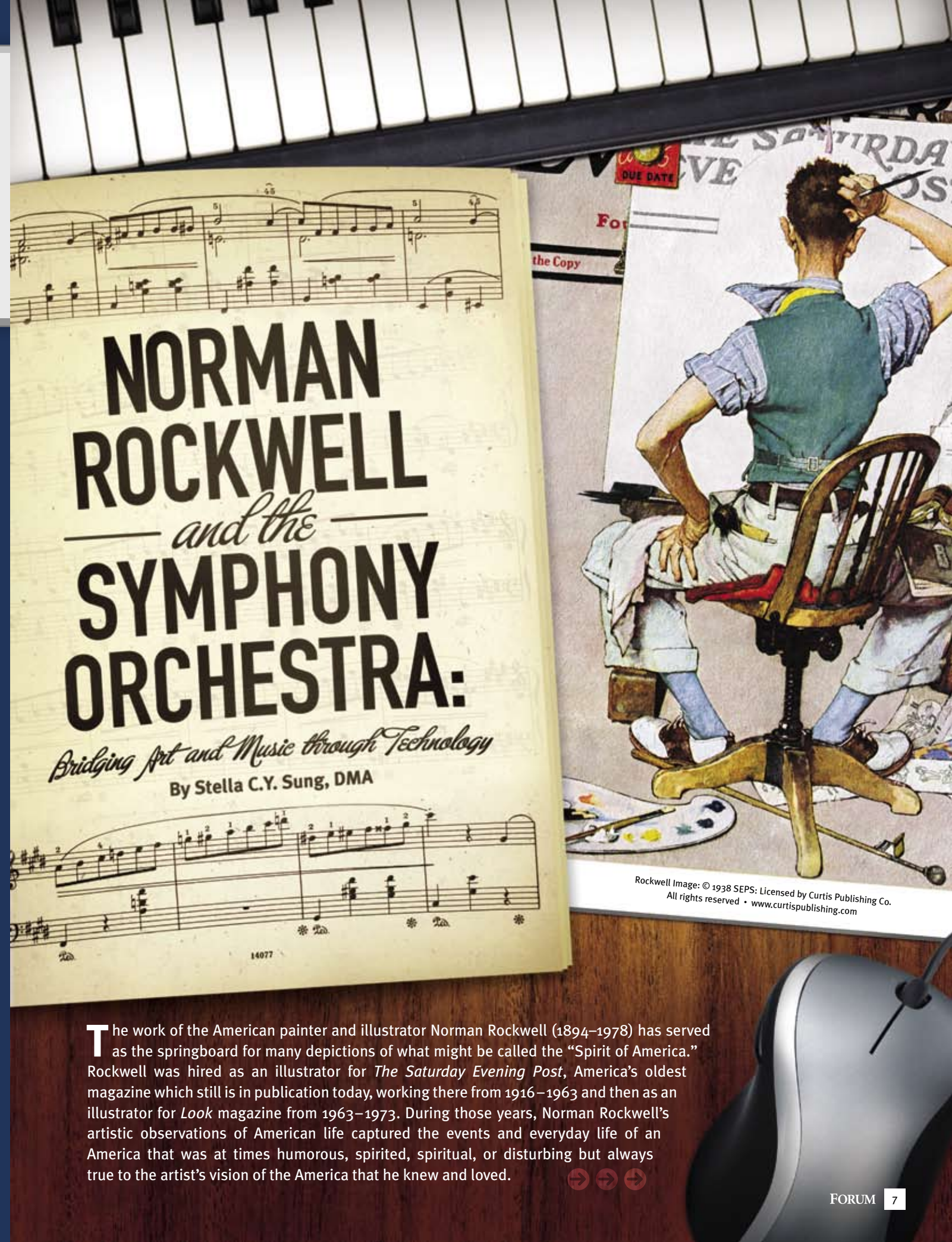
> Love of Learning Award

Fifty Phi Kappa Phi members recently received Love of Learning Awards, valued at \$500 each, to help fund post-baccalaureate studies and/or career development activities. In only its second year, the Love of Learning program is becoming one of the Society's most competitive awards with nearly 700 active members applying in 2008, more than double those in the inaugural year.

For more information or to apply for a 2009 Love of Learning Award, see [www.phikappaphi.org/Web/Scholarships/loveoflearning.html](http://www.phikappaphi.org/Web/Scholarships/loveoflearning.html)

AWARD WINNERS

<b>Charlene Angelo</b> <i>University of Connecticut</i>	<b>Elizabeth Danforth</b> <i>University of South Florida</i>	<b>Edward Hallenbeck</b> <i>The Sages Colleges</i>	<b>Katherine Krohn</b> <i>University of Tennessee</i>
<b>Diana Baltimore</b> <i>Iowa State University</i>	<b>Corrie Daurio</b> <i>University of Montana</i>	<b>Lindsay Hampson</b> <i>University of Michigan</i>	<b>Shin-Young Lee</b> <i>University of Illinois at Chicago</i>
<b>Laura Marie Barge</b> <i>University of Southern California</i>	<b>Gary Dodd</b> <i>Tennessee State University</i>	<b>Michele Hanks</b> <i>University of Illinois Urbana-Champaign</i>	<b>Laurel Mitchell</b> <i>Slippery Rock University</i>
<b>Kate Billman-Golemme</b> <i>University of Massachusetts, Amherst</i>	<b>Kristen Ehrenberger</b> <i>University of Illinois at Urbana-Champaign</i>	<b>Chauncy Harris, Jr.</b> <i>University of Wisconsin-Eau Claire</i>	<b>Jennifer Morey</b> <i>Old Dominion University</i>
<b>Arpita Bose</b> <i>University of Illinois at Urbana-Champaign</i>	<b>Katherine Faust</b> <i>Louisiana State University</i>	<b>Joni Hays</b> <i>Pittsburg State University</i>	<b>Seamus Mulryan</b> <i>University of Illinois at Urbana-Champaign</i>
<b>Melissa Bright</b> <i>University of North Florida</i>	<b>David Flannigan</b> <i>University of Minnesota-Twin Cities</i>	<b>Justin Hoesterey</b> <i>San Diego State University</i>	<b>Lynette Olson</b> <i>Kansas State University</i>
<b>Marieka Brouwer</b> <i>Michigan State University</i>	<b>Erin Ganaway</b> <i>Georgia State University</i>	<b>William Hua</b> <i>University of North Texas</i>	<b>Neal Overstrom</b> <i>University of Massachusetts</i>
<b>Sarah Bucklin</b> <i>University of Wyoming</i>	<b>Steven Garcia</b> <i>Southern Illinois University, Carbondale</i>	<b>Valerie Innella</b> <i>University of North Texas</i>	<b>Eric Rawson</b> <i>University of Southern California</i>
<b>Emily Calderon Galdeano</b> <i>The University of Texas - Pan American</i>	<b>Christine Gardner</b> <i>Brigham Young University</i>	<b>David Jensen</b> <i>Elmhurst College</i>	<b>Angela Speece</b> <i>Youngstown State University</i>
<b>Kimberly Carren</b> <i>North Carolina State University</i>	<b>Monica Glina</b> <i>Montclair State University</i>	<b>Ma. Nympha Joaquin</b> <i>University of the Philippines</i>	<b>Sarah Swanson</b> <i>Southern Oregon University</i>
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<b>Juliett Chun</b> <i>San Jose State University</i>	<b>Maria Goswitz</b> <i>California State University, Long Beach</i>	<b>Mitchell Keller</b> <i>North Dakota State University</i>	<b>Roger Ullman, II</b> <i>United States Naval Academy</i>
<b>Joan Clapper</b> <i>South Dakota State University</i>	<b>Scott Grapin</b> <i>Villanova University</i>		



**NORMAN ROCKWELL**  
and the  
**SYMPHONY ORCHESTRA:**  
*Bridging Art and Music through Technology*  
By Stella C.Y. Sung, DMA

The work of the American painter and illustrator Norman Rockwell (1894–1978) has served as the springboard for many depictions of what might be called the “Spirit of America.” Rockwell was hired as an illustrator for *The Saturday Evening Post*, America’s oldest magazine which still is in publication today, working there from 1916–1963 and then as an illustrator for *Look* magazine from 1963–1973. During those years, Norman Rockwell’s artistic observations of American life captured the events and everyday life of an America that was at times humorous, spirited, spiritual, or disturbing but always true to the artist’s vision of the America that he knew and loved.





FOR MORE INFORMATION ON NORMAN ROCKWELL, VISIT [WWW.NORMANROCKWELLMUSEUM.ORG](http://WWW.NORMANROCKWELLMUSEUM.ORG)

In the fall of 2006, I was approached by Christopher Wilkins, music director of both the Akron Symphony Orchestra and the Orlando Philharmonic Orchestra, to write a new musical composition for the 2007–08 concert season that would be based upon the works of Norman Rockwell. The composition, commissioned by symphony patrons Mr. and Mrs. Charles Steinmetz of Orlando, would be performed by each orchestra, and the performances would coincide with a traveling exhibit of Rockwell’s works, “American Chronicles: the Art of Norman Rockwell,” to be mounted in the art museums of both Akron and Orlando. This proved to be an interesting proposition from both a personal and professional perspective; as my mother was a professional painter and artist, I was long-familiar with Rockwell’s work, and the concept of a collaboration between orchestra and museum was exciting and intriguing.

In the summer of 2007 I began to explore the works in the Rockwell collection and, after going through many selections and pairings, I finally chose five illustrations to set to music. These were, in order: *Artist Facing a Blank Canvas*, a 1938 cover for *The Saturday Evening Post*; 1927’s *The Stay at Homes*; 1928’s *Checker*; 1965’s *Murder in Mississippi*; and *Peace Corps*, painted in 1966. I chose five very different works which I felt I could best interpret musically. Each illustration had a different setting and emotional context, and came from different periods of Rockwell’s work. One of the illustrations, *Murder in Mississippi*, is a powerful work that we do not normally associate with Rockwell. However, I was immediately struck by the emotional impact of this illustration, produced after his famous *Saturday Evening Post* period when he worked for *Look* magazine and covered the civil rights movement. Coincidentally, the touring exhibition featured this work, so I felt that I had instinctively made a good choice. As I was determined to set *Murder in Mississippi*, it became quite a challenge to find other orchestral works that could surround it without destroying the integrity of any of the illustrations. In the end, I determined that following *Murder in Mississippi* with *Peace Corps* would meaningfully end the set.

I was surprised in selecting *Peace Corps* to discover a personal connection. While researching the actual Peace Corps and its founding, I learned that then-Sen. John F. Kennedy first made a call in 1960 to college students at the University of Michigan in Ann Arbor, challenging them to serve America in the cause of peace by living and working in developing countries. Thus the seeds of the Peace Corps were planted. It so happened that I received my bachelor of music degree from UM-Ann Arbor, and I knew the steps of the student union where Kennedy had made his speech. So I felt that this, too, was an appropriate illustration to set to music and that, in some way, I’d again instinctively chosen the right work.

After completing my selections, I made copies of the illustrations and pinned up the five reproductions on a corkboard where I would see them each time I set to work. For approximately two months I composed every day, using both old and new technologies by writing at the piano and using computer music notation programs. While I often play through initial musical ideas on the piano, I now am able to write and orchestrate at the same time – that is, I no longer make a piano version first and then set and assign the music to instruments within the orchestra. Orchestration is an art unto itself, and it is quite possible to make a living as a professional orchestrator. For example, the next time you go to a theater to see a movie that has a large orchestral soundtrack, take a few minutes to watch through the end credits. Very likely, you will find at least two to three “orchestrators” who have contributed to the work of the movie score, but who are not listed as the “composer.” So, with the aid of my computers, these “technological tools,” I was able to make a Musical Instrument Digital Interface, or MIDI, version of the complete orchestral score. Taking computerized musical notations, the computer is able to generate sounds that simulate or are of actual recordings of orchestral instruments. In this way, the conductor now can have an idea of what the music will sound like even before the first

“  
For approximately two months I composed every day, using both old and new technologies by writing at the piano and using computer music notation programs.”

rehearsal. This audio information then is transferred to an audio track that can be made into a CD recording. At the end of the summer of 2007, I had finished the work and was ready to send the score to Maestro Wilkins for his study and preparation for the first performance, to be given by the Akron Symphony Orchestra in November 2007.

When Wilkins and I considered how to bring the work of Rockwell to the concert hall audience, we decided to incorporate the use of modern technology to produce and display a multimedia production. We began the production process with the idea of projecting the Rockwell images, one by one, upon two large screens in the hall, beginning with each title, followed by a slow fade-in of the full image. In this way, Maestro Wilkins and I felt that the audience could consider the title, give some thought as to what that might mean in their own imaginations, let the music be heard, and then follow with a gradual appearance of the images. Having decided upon the format for presentation, the next step of the production was to address the technical issues of how to reproduce the images. Here I began working with computer graphic artists who animated each Rockwell image so that it could be manipulated to appear gradually and, using MIDI versions of the music as a guide, be synchronized to the music. This meant, however, that there had to be the capability to adjust timing since orchestras are not machines and can vary tempos and timings during live performances. So, in working with the timing

of the images, we had to make certain that there was some “space” for fluctuation. After a few weeks of working with the images and deciding where in the musical score the images would begin to appear on the screen, the animations of each image were complete, and we were then ready to prepare for the premiere performance.

Arriving in Akron in November 2007 for the premiere, I began working with the projectionists to synchronize the DVD of the images with the music. Here an assistant director, acting as the “score reader,” would follow the score in the projection booth as the music was being played, and then would cue the projectionist to begin the projection. Once we arrived at the correct timings, we were ready for the premiere.

Indeed, this concert turned into quite an undertaking with the addition of a technical engineer who ran the “switcher box,” a piece of specialized equipment that could start and stop the images at any given point. Ultimately, we had two high-powered projectors specially formatted for portrait-style projections of the Rockwell images, two large screens, a smaller screen for the projected titles, a score reader, a conductor, projectionists, a technical engineer, an 80-plus member symphony orchestra – and one nervous composer!

The case of nerves, however, was unwarranted. In the end, both the Akron and Orlando concert performances were met with fine success, and the melding of a traditional symphony orchestra, visual projections, and the utilization of modern technology brought a fresh approach to the work of Rockwell and the concert experience. The audience response in Akron and Orlando was enthusiastic and warm, and it became clear to me that, as a modern composer, the use of technology could be used in such a way that would be accepted and tasteful to symphony audiences who, for so long, have been accustomed to the concert experience in the traditional format. Embracing the advantages of new technology, more and more concert halls are being outfitted and built with technical specifications, allowing for projections, enhanced sound, and multi-disciplinary projects. As the Rockwell exhibit travels over the next five years to cities across the nation, it is my hope that we can bring this blend of technology, art, and music to the attention of a new generation of concertgoers and art enthusiasts who will see – and hear – music and art in a new way. ■

“  
**The melding of a traditional symphony orchestra, visual projections, and the utilization of modern technology brought a fresh approach to the work of Rockwell and the concert experience.**”



**Stella C.Y. Sung**, Professor of Music, University of Central Florida

Stella C.Y. Sung, PhD is the 2007-2010 Phi Kappa Phi Artist. An accomplished and innovative composer of national and international stature, Dr. Sung’s highly unique and versatile work can be found in full-length feature and documentary films, video games, theme parks and more.

Dr. Sung has received awards from many distinguished organizations such as the National Endowment for the Arts, the American Society of Authors, Composers, and Publishers, and the American Symphony Orchestra League. She is a two-time winner of a Florida Individual Artist’s Fellowship, sponsored by the Division of Cultural Affairs for the State of Florida, as well as the 2005 recipient of a Florida Artist’s Enhancement Award.

Dr. Sung is a Professor of Music at the University of Central Florida’s School of Film and Digital Media. She has also served on the Theory/Composition faculty of the Interlochen Arts Camp, Interlochen, MI. She holds a Bachelor of Music degree (piano performance) from the University of Michigan, a Master of Fine Arts degree from the University of Florida, and a Doctor of Musical Arts degree from the University of Texas at Austin.





# ONLINE DEMOCRACY

Open Source Programming Brings Power to the People

» By Jason Caudill

Just a few short years ago the Internet, and its interactivity, began undergoing a sea change. Rather than Internet users being “given” content online produced by a technically-savvy few, new technologies and interfaces allowed searchers actually to use the Web in a collaborative, interactive way. Use of these technologies and applications has exploded in recent years, and the multi-platform, collaborative face of the Internet now is commonly referred to as New Media, or “Web 2.0.”

One of the most significant factors in the rise of new media has been access. While the Internet delivers access to a worldwide audience, it is the software behind the creation of new media that enables people to take their thoughts and turn them into digital media objects to distribute electronically. And while a number of software companies develop and sell computer applications enabling the masses to become part of Web 2.0, there also is a community of “open source” software developers working hand in hand to give everyone free access to new media.

Open source software is software that is developed with the intention to distribute freely not only the program, but also the source code – the programming behind the software – to anyone with an interest. How does this practice contribute to new media access? Open source software provides anyone with a computer access to high-quality, comprehensive software packages free of charge. And because an entire computer community can be involved in the creation, and modification, of open source software, problems can be fixed and improvements made more quickly than with many commercially-sourced software products.





Because an entire computer community can be involved in the creation, and modification, of open source software, problems can be fixed and improvements made more quickly.

The community of developers involved in open source software is the real power behind its growth and its role in expanding new media access to all types of people. Many commercial software packages, especially media software such as video editing, audio recording and graphics programs, are beyond the financial reach of the average home computer user. The cost of development and marketing becomes an economic barrier to pervasive access to media creation and editing. Even for those people who can afford these packages, their user experience can be frustrating. Many times commercial software packages are “buggy” or they lack useful features that users want but have no way to access. In the commercial software world, a user’s only option is to wait for the company to release an update, if in fact the update comes at all.

This is not the case with open source software. The power of community, of dedicated individuals working together to offer their time and experience, means that “buggy” programs are fixed in almost real time, and improvements to a program are essentially a request away. Because the source code – the “instructions” that make the program do what it does – is released with open source programs, the programming community can contribute their talents at any time. During the early stages of an open source computer program’s development, multiple versions of the software are released to the testing and programming community but not intended for average users. These test versions, commonly referred to as beta tests, are used by programmers who, as they encounter errors, notify the software’s authors of the glitch. Often, they will submit their own solutions to fix the problems encountered in their testing. Not so with commercial software. In those cases, beta tests are often limited to a few select users, and fixes are written by a handful of

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**Once the test phase is over, a fully functional, near-error-free piece of software can be distributed to users.**  
 ”

company programmers. As it’s impossible for anyone to test every part of a program and detect every glitch prior to launch, commercial software also comes with a commensurate and seemingly never-ending array of patches, workarounds and other short-term fixes users must track and download.

Because of the communal nature of open source beta testing, once the test phase is over, a fully functional, near-error-free piece of software can be distributed to users. Downloads by regular users are where the user and programmer communities begin to come together, expanding and refining the software. As more users experience the software, online user communities, often in the form of message boards, develop and become active. It is here, during this almost viral spread of a program’s testing and use, that deeply rooted errors are discovered and posted by regular users. This also is the stage when users begin compiling a “wish list” of things they want the software to do that it initially does not.

Based on their own experiences and those expressed on user message boards, open source programmers go to work to fix problems or write extensions that expand

the capabilities of popular programs. This close connection between users and programmers is, more than anything, what generates the quick turnaround times seen between the discovery of a problem or the identified need for an improvement and the provision of an answer. While only the commercial software companies themselves can explain exactly how they gather user information and translate that information into work assignments for updates and new releases, it seems unlikely that commercial programmers are online reading user forums and deciding individually to pursue projects that will answer needs communicated directly from the users.

The experience of the open source community does not, however, end with fast fixes and rapid improvements. Many computer users likely have had the experience of buying a new computer or piece of software eagerly anticipating all of the wonderful things they can do with it, only to discover that they have absolutely no idea how to use the technology they now own. The open source community offers this remedy: while programmers work to develop software, other members of the community assemble and distribute online guides to using that software. These may be as simple as quick text explanations posted to a user forum, or as complex as fully automated, annotated tutorials built on screen captures – essentially freeze-frames of the program on-screen – of the software in action. Regardless of the form these tutorials take, they serve the purpose of giving users the knowledge needed to fully use the software after they have installed it.

Beyond tutorials and directions, troubleshooting resources are available within the open source community as well. Technology does not always work the way it is supposed to, as many users know from experience. Sometimes a technical issue needs to be fixed by programmers, but sometimes the user is doing something, or a combination of things, to cause

the problem. Here, again, user forums for open source software provide answers for common operating errors; even if the users themselves fail to find an answer, experts monitoring the message boards will try to replicate the problem on their own machine, formulate a solution, and post it for others’ benefit.

So what does open source programming mean for the future of new media and, more importantly, for computer users longer on imagination than cash? More than anything it means that anyone with a computer and network connection now can access almost any type of media creation or media editing software they choose. There are some significant exceptions of course, but the majority of media options available to commercial software users now are available to open source users as well. Once inaccessible to the common computer jockey, the world of online media production – from creation to online journaling, from audio recording to moviemaking – is now within reach. Just as importantly, open source software users have a huge network of learning resources available, from text-based and automated tutorials to expert users who gladly share their expertise online. In other words, once users have the software, the only thing holding them back is their imagination.

Through a tightly-knit, collaborative community, facilitated by the Internet and its own new media, open source programmers and users are expanding everyone’s access to technology and, by extension, to new media creation and use. What is familiar to us today online will likely change and evolve over the coming months and years because of this very spirit of collaboration and openness. The resources are out there for anyone and everyone to contribute to the next online evolution. Just imagine: Web 3.0. It doesn’t sound too far-fetched ... or too far off, for that matter. ■



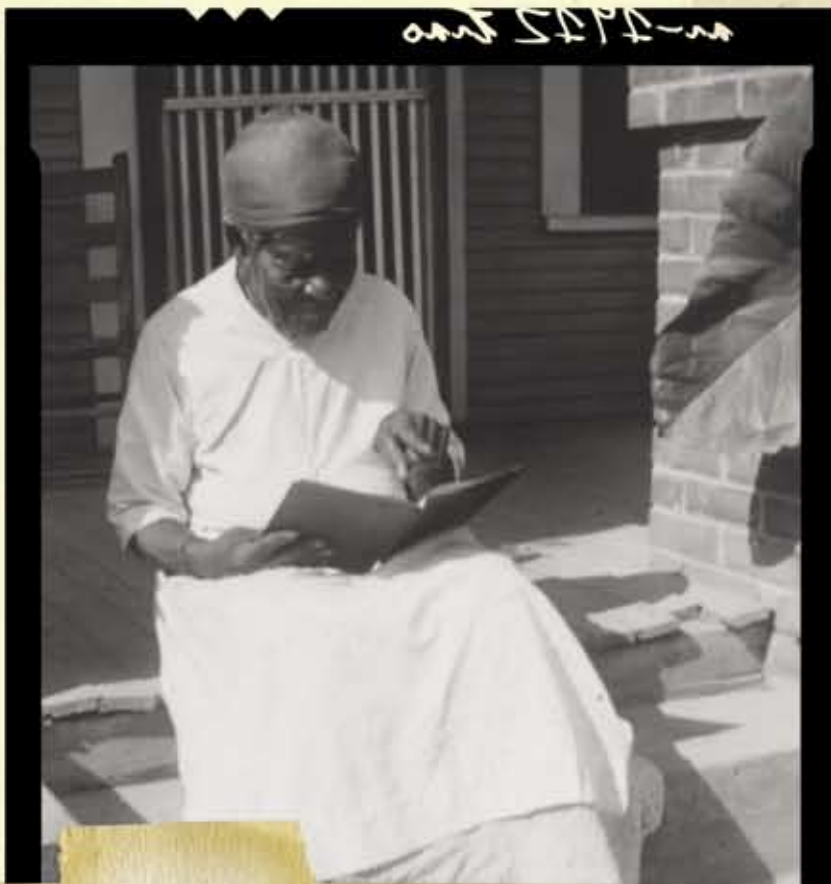
**“Once users have the software, the only thing holding them back is their imagination.”**

About the Author
Jason Caudill



**Jason Caudill** is an Assistant Professor of Business at Carson-Newman College and a PhD candidate in Instructional Technology at the University of Tennessee. He holds a bachelor’s degree in Business Administration and an MBA from the University of Tennessee. His research interests include technical management and open source software integration. Jason joined Phi Kappa Phi at the University of Tennessee in 2006.





PHI KAPPA PHI FORUM

ARTICLE NO. 2

AUTHOR  
*Margaret Livi*

# Folks' Tales:

*Oral Histories Connect Communities across America*

**F**or all the public's apparent love affair today with the newest, most technologically-advanced methods of communication, one form - the oldest form, actually - of communication today is staging a strong resurgence in the communities of America.

Oral histories, those stories passed down from one family or community member to another, are reconnecting people and cultures long dissected by technology and time.

Defined as the systematic collection of living people's testimony about their own experiences, oral history is a cultural mainstay in many countries.

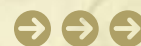
"In West African cultures, there traditionally were great learning centers," says Kerrie Cotton Williams, Chief Archivist for Atlanta's Auburn Avenue Research Library on African American Culture and History. "However, at the same time there has always been an emphasis on having an elder responsible for remembering stories and passing them on to the community." Williams says that tradition in American culture becomes even more important as our cultural norms shift over generations.

"A generation ago, my mother's mother would not have gone to a nursing home as she aged," Williams said. "She'd have been in the family home with her children and grandchildren, to whom she could tell her stories and history. Intergenerational living in African-American homes was common 30, 40 years ago. Today, we don't have that living structure, and capturing those stories before the family thread unravels becomes even more important."

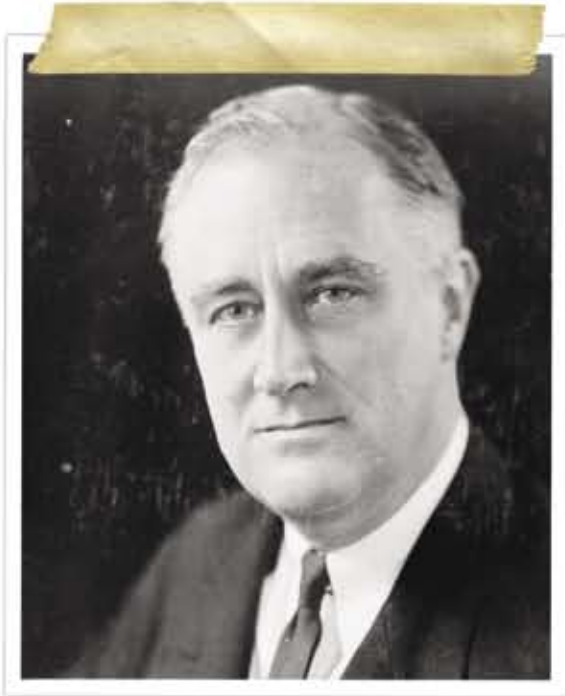
It may seem fitting that one of the 20th century's most compelling orators and architects of American history, President Franklin Delano Roosevelt, can claim some responsibility for defining the American experience through the gathering and dissemination of oral history.

**“ Tradition in American culture becomes even more important as our cultural norms shift over generations. ”**

During the Great Depression, one of Roosevelt's Works Progress Administration, or WPA, programs retained nearly 6,500 writers, artists and photographers to create guidebooks offering a unique look at each state in the nation. The guidebooks became a centerpiece of the Federal Writers' Project program and launched a number of literary careers, including those of novelists Nelson Algren, Saul Bellow and John Cheever, and poet May Swenson. Distinguished African-American writers who served literary apprenticeships on the Federal Writers' Project include Ralph Ellison, Margaret Walker, Zora Neale Hurston and Richard Wright.<sup>1</sup>







**"Franklin D. Roosevelt's Federal Writers' Project recorded more than 10,000 stories of American men and women."**

However, the Federal Writers' Project provided more than a kitschy album of Americana; over the course of the late 1930s, Federal Writers recorded more than 10,000 stories of American men and women. The results, representing a cross-section of all American ethnicities, regions, and occupations, were laid down with the intention of producing a series of anthologies. The project, however, came to a halt with the advent of World War II, and these stories languished, until fairly recently, in the archives of the Library of Congress.

Today, oral history is once again coming into its own, thanks in part to the incredible success of StoryCorps, a national oral history project often featured on National Public Radio. Established in 2003, StoryCorps is one of the fastest-growing, most comprehensive story-gathering projects in modern history, gathering the stories of "tens of thousands" of ordinary people.

"It started five years ago as an idea, and has caught on like crazy," says StoryCorps founder Dave Isay. "We've grown 10 times in size over the past five years, and our not-for-profit organization is one of the fastest-growing in the United States."

Isay says StoryCorps' success comes, in part, directly from the work of those Federal Writers of the 1930s.

"There were lots of inspirations," Isay says of StoryCorps' founding. "I had been doing radio documentaries for about 20 years before starting StoryCorps. This documentary work, which focused on the stories and poetry in the words of regular people, led directly to the project. So it all came together to

create this very simple idea, which is all about bringing people together to listen to one another. It's been a success beyond my wildest imagination.

"At its core, the project tells people that they matter and they won't be forgotten," Isay says. "In the midst of all of the technology we're barraged with and often distracted by – BlackBerrys, the Internet, endless cable television stations – StoryCorps is a little slice of the day set aside to focus on someone important to you face-to-face. It's about honoring people who matter to you and remembering what life is all about."

Transcending color, culture, age and gender, StoryCorps' original program has expanded to include special oral history projects, such as the collection of stories gathered from the families of those who were killed during the U.S. terrorist attacks of Sept. 11, 2001, and the StoryCorps Griot (pronounced "GREE-yoh") Project, which is collecting the stories of thousands of African Americans in what has become the largest oral history project of its kind since the WPA Slave Narratives of the 1930s.

Atlanta's Auburn Avenue Library is one of several locations across the country where participants could take part in the Griot Project. Kerrie Williams often acted as a facilitator for those StoryCorps interviews and says regardless of age, the 20-plus participants in the Atlanta recording sessions tended to offer personal stories that fit into a larger context.

"Some of these people opened up old, closed memories," Williams says. "It was very cathartic and emotional, because in some cases the stories weren't so happy."

Williams relates the story of Rev. Will Rogers, who is originally from Mississippi. Rogers worked with Medgar Evers in the early days of the NAACP.

"His story about Medgar Evers being assassinated was very powerful," Williams said. "He related it in such a way that expressed, with absolute immediacy, how angry and hurt he and so many other African Americans were at the assassination. It was very hard to see his pain."

While many older people participated in the Griot recordings, younger participants had their stories to tell, too.

"A lot of people who spoke did it for their kids and grandkids, but then there were some who used it as an opportunity to get something out," Williams continued.

"A late-30s same-sex male couple just adopted a little boy, and they spoke about how they came to adopting their son ... what it meant them. They had always wanted to have a family and had been together 10 years, so it was an evolution of their relationship.

"But they also saw the Griot project as their opportunity to be part of a historical record," Williams said. "They wanted something for their son to go back to when they're both gone."

One of the hallmarks of oral history over the decades has been its egalitarian nature. While Americans love celebrity gossip, the stories that tend to be passed along through oral histories



star the common folk among us. StoryCorps' Isay says his organization's mission is to keep right on recording the remarkable stories that exist in every person.

"The real story of America is the vast majority of people who care about their families and communities, and live lives defined by quiet acts of courage and kindness, and sometimes even heroism," he says. "In gathering stories for StoryCorps from every corner of the country, that is who we are as Americans.

"Our outreach is to all sorts of folks whose stories might not typically be represented in the mainstream media – from homeless people, to people with HIV, to veterans, to inner-city school groups," he continues. "We work very hard to ensure that stories we gather represent the full spectrum of lives and stories that are found in this country."

Today, those stories now are available for all of us to enjoy. Every interview conducted through StoryCorps is archived at the Library of Congress and will be part of a permanent collection at the planned National Museum of African American History and Culture in Washington, D.C.

Through StoryCorps, Dave Isay and the project's participants have taken an idea – of sharing, catharsis, and connection – and turned it into a movement that lauds, yet transcends, the individual. And the program's success only makes him want more people to turn to oral history as their means of leaving a legacy.

"I hope that StoryCorps will become part of the fabric of society in this country, a project that helps to document and define who we are as a nation," Isay says. "I believe that StoryCorps has the potential to grow into an institution that will live on for generations, helping Americans connect and listen to one another, and helping them to recognize the amazing and important stories we find all around us. These are the stories that remind us how great it is to be alive." ■

See inside back cover for bibliography



**MARGARET AUSTIN LISI** is an Atlanta-based communications consultant whose career has spanned significant areas in the creative and consultative fields. She has been an award-winning community outreach/marketing director, creative director, editor, copywriter, designer, and illustrator. She has owned and managed Folio, a communications firm, since 1991. She was honored to serve Phi Kappa Phi in 2008 as the *Forum's* interim editor and creative director.

## Resources:

**StoryCorps:**  
www.storycorps.net

**The Auburn Avenue Research Library on African American Culture and History: A Special Library of the Atlanta-Fulton Public Library System:**  
[http://www.afplweb.com/cms/index.php?option=com\\_content&task=view&id=63&Itemid=86](http://www.afplweb.com/cms/index.php?option=com_content&task=view&id=63&Itemid=86)

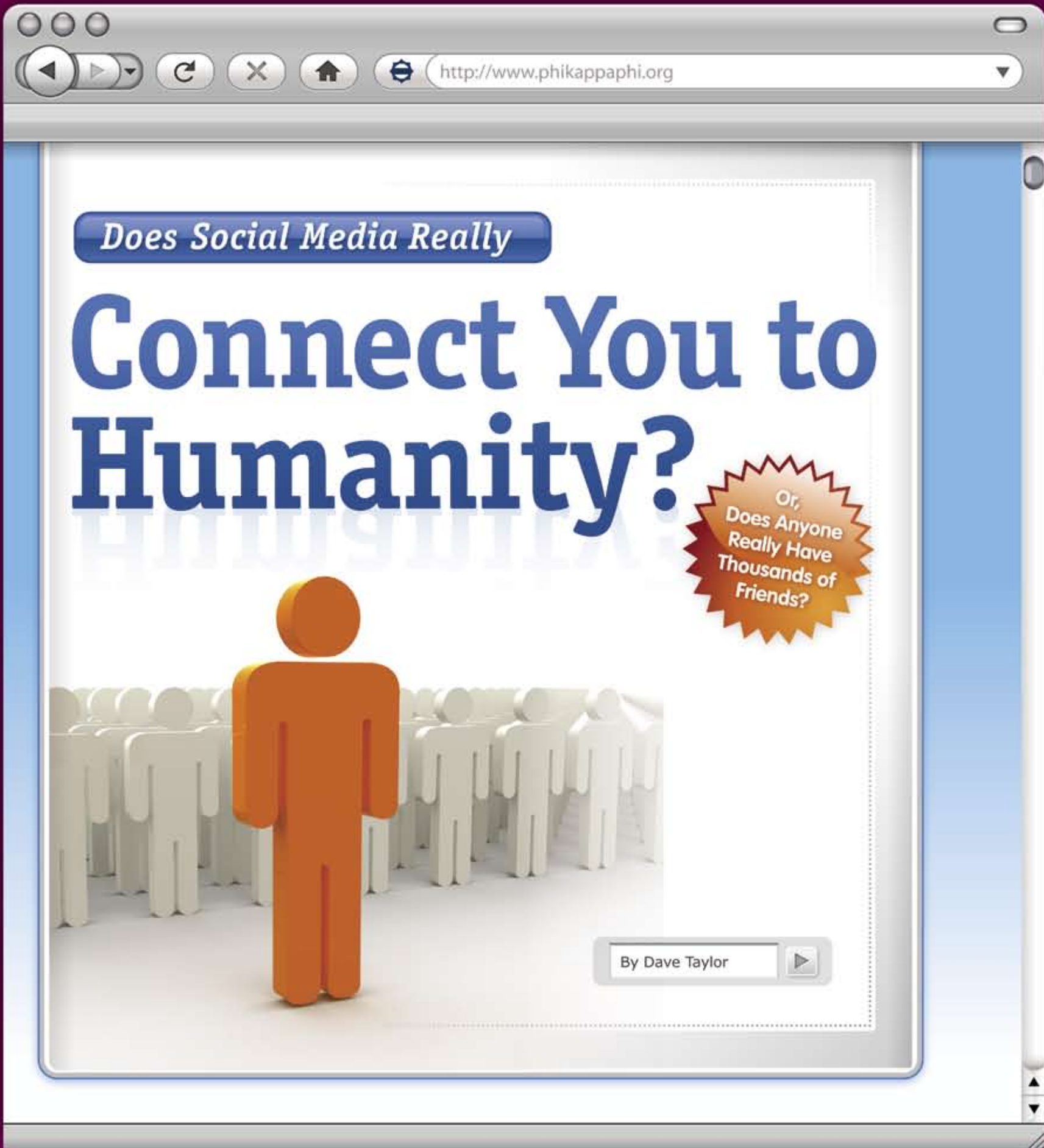
**The Oral History Association:**  
<http://alpha.dickinson.edu/oha/>

**Making Sense of Oral History:**  
<http://historymatters.gmu.edu/mse/oral/what.html>

**A Do-It-Yourself Oral History Guide:**  
[http://dohistory.org/on\\_your\\_own/toolkit/oralHistory.html](http://dohistory.org/on_your_own/toolkit/oralHistory.html)

Photo courtesy of StoryCorps





**L**et me start out with a confession. I'm about as plugged in to the computer networks as anyone you're likely to meet. I first connected to the Internet back in 1980, when it was the ARPAnet and commercial use was completely verboten. Yes, it's come a long way, and so has our society.

Nowadays, professionals are just as likely to have their Facebook or LinkedIn URL on their business cards as a phone number, and entire conferences seem to be run simultaneously in both the physical world and as a running, often snarky, stream-of-consciousness dialog on the microblogging service Twitter.

But all of this begs the question: are we really more connected? Do computer and social networks *really* make us more connected as human beings?

### MySpace Redefined Friendship

One of the first phenomena you notice when you start to connect with people through web sites that are designed to memorialize connections is that the word "friend" takes on a different meaning. In the physical world – what people in the virtual reality world of Second Life call "RL,"

**“** **One of the first phenomena you notice when you start to connect with people through Web sites is that the word 'friend' takes on a different meaning.**

**”**

In real life, of course, we all have close, important friends, intimates who are privy to the highs and lows of our lives, a larger circle of what we can call "pretty good" friends who can help out in a crunch but with

or real life – friends are generally defined as those people you have a personal relationship with, not anyone you happen to encounter, anyone at your college, company, or other organizations. The latter are colleagues or acquaintances or just people with whom you have something in common.

The first popular sites to delve into the world of friendship, of letting you quantify and identify your circle of friends, were Friendster, which is now essentially defunct, having long-since fallen out of the zeitgeist, and MySpace. On these sites every connection you made had a similar strength, so your best friend Mike is considered just as important in your life as Aunt Flo, with whom you've connected to stop her complaining at family gatherings.

whom we don't interact regularly and, finally, "almost friends" who are people with whom we feel an affinity but geography, time, or other logistical issues prevent us from becoming closer. And then there are the ever more nebulous circles of acquaintances, colleagues, and so on.

### The Kevin Bacon Effect

Very little research in sociology has caught the public fancy as much as the early work by Harvard social psychologist Stanley Milgram, in which he posited that we all are far more connected than we realize. His famous 1967 Small World Experiment, in which randomly-chosen Midwesterners hand-delivered letters to Bostonians they didn't know through a chain of friends, produced the conclusion that people in the United States are separated by about six people on average.

A variety of flaws have been found with Milgram's research, but whether we're connected through six hops, eight hops, or 17, the basic idea that social chains are sufficiently all-encompassing that you and I can find a sequence of friends or acquaintances to connect us is fascinating. Make the end point well-known actor Kevin Bacon and you have a party game: "Six Degrees of Kevin Bacon," or "the Kevin Bacon Effect."

It was this question of how to gain access to your friends' friends, or, more accurately, the connections of your connections, that has become the basis of LinkedIn, a social network that lets you answer the question, "I wonder if any of my friends know someone who..."





## Do Any Social Networking Sites Really Make a Human Connection?

So if we're trying to determine what sites help us become less socially isolated, rather than gaining the appearance of more friends while still leaving us as disconnected as before, perhaps the answer lies in dating sites? After all, those are sites where we connect with others because of either an existing or desired personal connection. But that's still not right because, with the exception of novel sites like Ignighter.com, they are focused on whom you *want* to know, not whom you already know.

Other possibilities are lightweight social networks like Twitter. The idea behind sites like Twitter is that it would be useful and interesting to be able to keep tabs on your friends as you all go through your day. Spontaneous meet-ups, collaboration, and mutual support all easily flow from this sort of connectivity.

Twitter indeed fulfills some of peoples' desire to be connected, especially with its great strength as a mobile application. It's interesting to see how this will evolve too, however, particularly in light of our quest for online tools that help us truly connect with humanity. Case in point: I keep track of slightly more than 100 friends, all of whom I *would* recognize at a party, but more than 2,000 people keep track of what I am saying and doing. I'm connected, and yet I'm not ... at least not really, and certainly not to the degree you might infer from those numbers.

## Is Social Media About Measuring Friendships?

As we explore the landscape of social media and social networks, whether it's the immediacy of Twitter or the businesslike utility of LinkedIn, what has become clear is that these tools need to let us differentiate between close friends and acquaintances and to rate the strength of our connection. Without that capability, everyone's in the same proverbial pool; my connection with my close friend Richard is identical to my new connection with members of Phi Kappa Phi's editorial staff.

That being the case, you need to make a decision, preferably before you proceed to enmesh yourself in a social network, as to whether it will capture everyone you know and have more than a passing acquaintance with, or whether you will restrict it to only your closest friends.

In the social network world we refer to this as *quality versus quantity*, and there are strong arguments for each approach. To wit: a quality approach ensures that every single person on your list will help you move or offer up their couch when times are tough, while a quantity approach means you always have a large circle of people to invite to parties and solicit for business opportunities. But what I want, predictably, is both. Quality gets you the connection with humanity, the ability to stay in closer touch with intimate friends. Quantity offers all the benefits of our modern, highly-connected world.

How to attain both? Well, we're still at the veritable infancy of social networks so I'm pushing their edges and watching it all evolve on a weekly basis.

So which tool connects us more? I could waffle at this point and say that any tool can connect you more with your fellow human beings, depending on how you use it, but instead I'll state directly that it's the small, high-interaction tools like Twitter (and, by extension, the short status updates that a small percentage of Facebook users can utilize for a similar purpose) that let you gain insight into the lives of your digital friends and nurture those relationships into full-blown friendship.

How about you? How or *will* you choose to use the many online tools available to expand your own social and professional circles? ■

"Of my 358 Facebook friends, I wouldn't recognize at least 25 percent if we bumped into each other at the local Starbucks."

The numbers quickly grow at an extraordinary rate. For instance, I have 705 connections on LinkedIn. Take one further step out onto that social network and that gives me more than 330,000 people in my immediate network. Take an additional step out – we'd call these friends of friends, I suppose – and the number is a staggering 8,392,600 connections.

What does that mean? Am I obligated to send holiday cards to them all or keep track of their birthdays? I sure hope not!

Because they're not friends. While they offer up a tremendous professional resource, they don't in any fundamental way expand my social or personal network. They don't connect me with the greater humanity.

In case you're wondering, Facebook isn't any better. You can certainly join many, many different circles of common interests through mailing lists, applications, and other tools, but it's still a very abstract, intellectual world. Of my 358 Facebook friends, I wouldn't recognize at least 25 percent if we bumped into each other at the local Starbucks.



We may have millions of connections on LinkedIn, but how many are friends?

## Profile

**Dave Taylor** has been involved with the Internet since 1980 and holds both a master's in Education (Purdue) and an MBA (Univ. Baltimore). A professional public speaker and author of 20 business and technical books, he spends much of his time blogging and interacting on social networks. You can find him at [www.intuitive.com](http://www.intuitive.com), [www.askdaveytaylor.com](http://www.askdaveytaylor.com), on all the major social and professional networks, and even track him online through [twitter.com/DaveTaylor](http://twitter.com/DaveTaylor).



If you have questions, comments or thoughts about this article, you're invited to contact him directly via email – [taylor@intuitive.com](mailto:taylor@intuitive.com) – but please also send a copy of your message to the *Forum* editors so we can open up a dialog on this important subject for us all, both professionally and as human beings in a complex world.







# THE HONOR SOCIETY OF PHI KAPPA PHI

## Member Benefits

For more information,  
please visit  
[PhiKappaPhi.org](http://PhiKappaPhi.org)

### Scholarship and Award Opportunities

#### Fellowships

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

#### Study Abroad Grants

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

#### Literacy Grants

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

#### Love of Learning Awards

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

#### Emerging Scholar Awards

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

#### Phi Kappa Phi Scholar and Phi Kappa Phi Artist

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

#### Chapter Awards

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

### Other Member Benefits

Career Connection service for members to post résumés and search job listings

Subscription to the *Forum*, Phi Kappa Phi's quarterly magazine

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

Virtual seminars on educational and career-related topics

Member verification letters and logo graphics for résumé use

Personalized press releases

Exclusive Phi Kappa Phi merchandise

### Discounts and Privileges from Strategic Partners

- Apple
- Dell
- SunTrust Bank
- Bank of America
- Enterprise Rent-A-Car
- T-Mobile
- Barnes&Noble.com
- Liberty Mutual Insurance
- The Princeton Review
- Becker CPA Review
- Marsh Health Insurance
- Women For Hire Network
- *The Chronicle of Higher Education*
- Stalla System™

### Apparel



**A Baseball Cap** ..... \$15  
Made of durable khaki or olive canvas and embroidered with the Phi Kappa Phi logo, this baseball cap makes an ideal present for any Phi Kappa Phi member. (.5 lb)  
(olive) Item #ACC08 (khaki) Item # ACC09

**D Long-Sleeve T-Shirt** ..... \$27  
99% lightweight cotton t-shirt in ash gray or navy features the embroidery of the Society's logo in medium gray and the Greek letters in blue and gold. Available in unisex sizes S-XL. (1 lb)  
(navy) Item #APP12 (lt gray) Item #APP13

**B Women's Cut T-Shirt** ..... \$17  
Pre-shrunk 100% cotton women's cut t-shirt features the embroidered Phi Kappa Phi logo in the upper left corner. Offered in pale blue, pink, navy, or gray and available in women's sizes S-XL. (1 lb)  
(pink) Item # APP05 (gray) Item # APP07  
(navy) Item # APP06 (pale blue) Item #APP08

**E Anorak** ..... \$49  
Perfect for those cool days when a light jacket is just what you need! Pullover zips from chest to chin and features the Greek letters in white embroidery against a navy background. Shell is 100% nylon and lining is 100% cotton. Offered in unisex sizes S-XL. Item #APP74

**C Phi Kappa Phi Tie** ..... \$29.50  
Men's dress tie adorned with the gold Phi Kappa Phi key. Offered in navy blue and burgundy.  
(navy) Item #ACC27 (burgundy) Item #ACC26

**F Coffee Mug** ..... \$7  
Navy blue and white 12 oz. ceramic coffee mug is perfect for everyday use. (1 lb) Item #ACC20

### Accessories



**G Medallion** ..... \$11  
Two inch cloisonné medallion hanging from a royal blue ribbon, features a detailed rendering of the Society seal. (1 lb)  
Item #S-5

**K License Plate Frame** ..... \$15  
Die-cast metal license-plate holder features a chrome frame and the Greek letter monogram on a blue background. 12" x 6". (2 lbs) Item #ACC21

**H Honor Cord\*** ..... \$10  
Braided navy and gold cords, ending in fringed tassels. (1 lb) Item # REC10

**L Greek Letter Charms**  
Vertical Greek letter charms are crafted in sterling silver and 10k gold. (1 lb)  
Sterling Silver Charm Item #JE24 ..... \$28  
10K Gold Charm Item #JE25 ..... \$47

**I Stole** ..... \$24  
Gold satin stole with the Greek letters and Society key embroidered in a striking navy blue. (1 lb) Item #REC20

**M Pen** ..... \$10  
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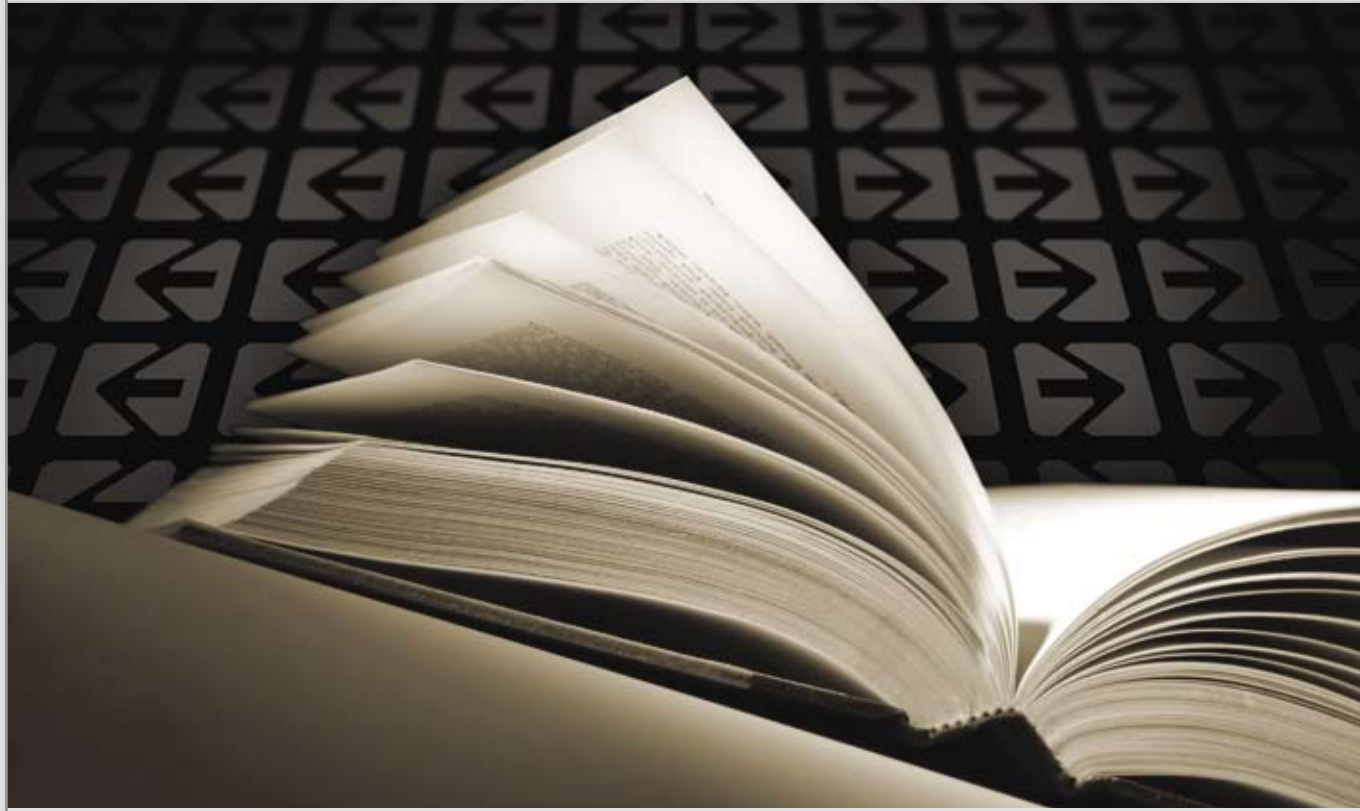
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## FAST-FOWARD OR REWIND: Considering Literacy and 21st Century Sponsors

» By HELEN COLLINS SITLER



In *Literacy in American Lives*, Deborah Brandt introduces the concept of sponsors of literacy. Defining a sponsor as one who opens or obstructs access to literate practices, Brandt illuminates the concept through a narration of the work history of research participant Dwayne Lowery.

After graduating from high school in 1956, Lowery spent time in the U.S. Army, an auto assembly plant, and municipal services. In the 1970s, he took a job with a public employees' union. As a field representative who handled grievances and contract negotiations, Lowery was trained for his work through union-sponsored seminars where participants were schooled in "regulations, systems, and laws." In the field, Lowery's primary work was to read and interpret documents and to present verbally the union's positions. In other words, he consumed the products of literacy rather than produced them.

During his tenure, however, municipalities began hiring lawyers to negotiate for them. Lowery found himself scrambling to write briefs and appeals in this new landscape where writing superseded speech. In 1995 he took early retirement, his literacy skills no longer able to sustain him in an environment that demanded production of text rather than consumption. While Lowery had continued to attend seminars and even some short university courses, the manner in which his union employer could sponsor his increased production of written information was limited.



Brandt describes Lowery's experience as literacy in "fast-forward," with increased expectations for literate practices shifting multiple times within one lifetime. This, she says, causes chronic literacy gaps for those whose access to new literacies is limited or somehow obstructed by sponsors. Lowery is a prime example. At retirement he was replaced by "a recent graduate from a master's degree program in industrial relations," university-trained not only to read legal documents, but also to write them.

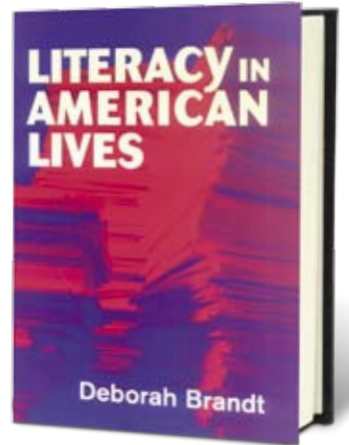
Literacy expert Kylee Beers, too, traces shifts in literacy in America. Since the 17th century, literacy has moved from simply signing one's name to being able to read and demonstrate good penmanship to, in the late 20th century, having the "ability to know, to analyze, and to explain." Today, Beers writes, literacy has again changed on a trajectory foreshadowed by Dwayne Lowery. "Creative thinking," Beers writes of today's professional, is paramount; "producing, not consuming, information is the measure of success."

One would assume, then, that producing text would be a primary goal of literacy instruction in schools; however, this is not necessarily the case. Donna Alvermann, writing about the multiple literacies of today's middle and high school students, argues that teens routinely synthesize visuals, sound, and print in their out-of-school lives. In school, though, they find their literate practices increasingly narrowed by "those in authority over school-related reading instruction."

Current "No Child Left Behind" legislation is a powerful sponsor of literate practice in schools. The practice it sponsors has been visible in some student teacher lessons I have observed. In one seventh-grade classroom, the student teacher was required to teach from a coaching book for the state reading test. Students spent that class reading short passages and answering multiple-choice questions about literary concepts. Literacy that day, and on many other days, essentially became an exercise in selecting the "right" theme and identifying the "right" string of words as a metaphor, all within unrelated passages. Comprehension hardly mattered. The only text generated was to circle the correct answer.

Numerous researchers and theorists agree that literate practices are again fast-forwarding toward synthesis and text generation. Lowery learned the limitations of a consumption-oriented literacy sponsorship first-hand. Now, more than a decade later, the demand for schools to demonstrate Adequate Yearly Progress sponsors an approach to literacy that still is largely oriented toward text consumption. It is an approach that offers little synthesis and practically no production of text. It is the opposite of fast-forward, rewinding toward a literacy of the past. Inevitably students who experience literacy this way will, like Dwayne Lowery, also experience a new literacy gap. The question is this: What can sponsors of literacy practices in schools – policymakers and also publishers – be encouraged to do about it? ■

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See inside back cover for bibliography



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Lowery is a prime example [of literacy in ‘fast-forward’]. At retirement he was replaced by ‘a recent graduate from a master’s degree program in industrial relations.’”



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## THE GLOBAL 500: The World's Largest Corporations

» By JURGEN BRAUER

**F**ortune magazine's 2008 list of the world's 500 largest companies<sup>1</sup> ranked by 2007 revenue — sales, for all practical purposes — contains interesting tidbits. Wal-Mart is listed as No. 1, with \$379 billion<sup>2</sup> in sales, followed by ExxonMobil with \$373 billion. Who would you rather be, No. 1 or No. 2?

Careful now, it's a professor's trick question: whereas the retailer's profit was a respectable \$12.7 billion, the oil giant raked in a gargantuan \$40.6 billion. When ranked by profit rather than by revenue, seven of the Top 10 most profitable companies of 2007 are in the energy sector. Of the other three, two are in the financial sector, and the General Electric conglomerate rounds out the list of peak performers.

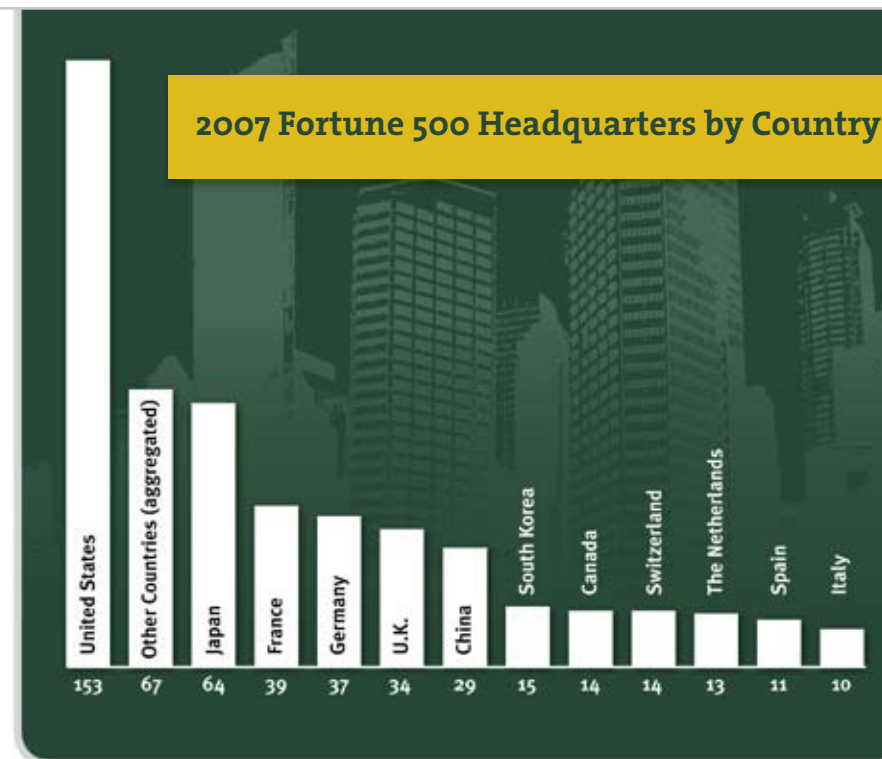
Toyota Motors ranked No. 5 with \$230 billion in sales. Its closest automotive competitor is General Motors, with \$182 billion in revenue that placed that company at No. 9. But whereas Toyota made \$15 billion in profits, GM tallied \$39 billion in losses. You may be surprised that the U.S. Postal Service also is listed. With \$74.8 billion in annual sales, it placed 83rd on *Fortune's* list, although with \$5.1 billion in losses.

In terms of profits-to-sales ratio, Dutch chemicals conglomerate AkzoNobel made \$12.8 billion in profits on only \$18.5 billion in sales. Its sales ranking on *Fortune's* list may be a lowly 455,

but it lands at No. 1 in terms of return-on-revenue, a rather more remarkable achievement.

With slightly more than two million employees in 2007, Wal-Mart is the world's biggest corporate employer. That tops the entire population count of such sovereign nation-states as Swaziland in southern Africa, Fiji in the South Pacific, or Guyana in South America. The second-largest employer in the world with nearly 1.5 million employees is, although I would not have guessed it, State Grid, mainland China's largest power distributor.

In terms of headquarters, the United Kingdom accounts for 34, or 6.8 percent, of the Top 500 firms; Canada for 14, or 2.8 percent; France at 7.8 percent with 39; Germany for 37, or 7.4 percent; Italy at two percent with 10; Japan for 64, or 12.8 percent; and the United States for 30.6 percent with 153 Fortune 500 headquarters. Combined, the G7 countries host 351, or 70.2 percent, of *Fortune's* top 500 businesses.



Other significant countries playing host to Fortune 500 companies are the Netherlands with 13, or 2.6 percent; South Korea with 15, or 3 percent; Spain for 2.2 percent with 11, and Switzerland for 14, or 2.8 percent. Add BRICs to that formidable wall, or rather the BRIC countries — Brazil and Russia with five Fortune 500 companies each, India's seven and China, with 29 — and together these 11 countries host 79.4 percent, or 397, of *Fortune Magazine's* top 500 companies of 2008.

*Fortune's* entry/exit list also is interesting. Most new arrivals on the list are headquartered in the United States, the European Union, Japan, and South Korea. Still, of China's 29 corporations in *Fortune's* Global 500, five are new arrivals on this year's list. India's Tata is that country's sole new entry, as Sherbank is Russia's. On the exit list, with the exception of seven Japanese and two South Korean corporations, all the others are North American and European. No businesses from Brazil, Russia, India, or China fell from the list.

When one matches industrial sectors by country one finds that Australia's eight corporations in the Global 500 — BHP Billiton, National Australia Bank, Woolworths, Coles Group, Commonwealth Bank of Australia, Australia & New Zealand Banking, Westpac Banking, and Telstra — cluster on the financial sector; they are otherwise diversified with one corporation each in mining and telecommunications and two in the food and drugs retail category. Brazil's five include three in the financial sector and two in the mining, extractive, and processing industries.

Of *Fortune's* Top 500 companies, airline and shipping companies made the No. 1 and No. 2 profit improvements from 2006 to 2007. Unlike their tightly squeezed passengers, airlines gained some breathing room, and shipping companies made a killing on the Asian commodity and manufactured products trade boom that has driven up shipping rates under high shipping capacity constraints.

Despite the roadside bombs and small arms that seem nowadays to dominate warfare, big-ticket aerospace and defense (A&D) companies are not at all failing. To the contrary, 12 firms, with total sales of \$416 billion and \$23.6 billion in profits, made the Global 500 list, although Boeing, at No. 93, is the only A&D company in the Top 100. Because this category commingles civilian aircraft with military hardware, it is difficult to isolate the effects of defense procurement. However, simply leaving out the clear cases of commercial aircraft producers such as Boeing and EADS, the maker of the Airbus line of aircraft, still reveals sizeable revenues and profits for the remaining defense firms. Interestingly, of the 12 companies, five — EADS, BAE Systems, Finmeccanica, Bombardier, and Thales — are based outside the United States, suggesting substantial inroads are being made into the U.S. defense market by non-American firms, a trend defense economists have noted for some time.

All in all, this year's Fortune 500 list makes for entertaining reading. Comparing this year's list to those of prior years only confirms the huge shift that has begun to move economic power from Europe and North America toward Asia. No doubt future versions of *Fortune's* Global 500 list will show that this trend will continue. ■

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





## FACING DOWN MALARIA: Taking on a global child killer

» By JOHN S. WILLIAMSON

In the West sometimes we tend to forget the terrible health problems that persist in the Third World, including malaria, which remains one of developing countries' most severe public health problems.

Approximately 2.7 million people across the globe die of malaria each year, or approximately 2 deaths per minute, with the largest percentage of these deaths occurring among children younger than five years old. In the United States, deaths from malaria in children are virtually non-existent, but globally this infectious disease remains one of the leading causes of death of the innocent.

According to the Centers for Disease Control and Prevention (CDC), approximately 40 percent of the world's population lives in areas where malaria is prevalent, including Africa, Asia, the Middle East, Central and South America, and tropical ocean islands. Malaria is a disease of warm, humid climates where stagnant pools of water provide excellent breeding grounds for the mosquitoes that spread the disease.



Most vulnerable are the people of sub-Saharan African countries, where an estimated 90 percent of all deaths due to malaria occur.

Malaria is transmitted via the female *Anopheles gambiae* mosquito, which provides a very efficient transmission of the causative parasite species that results in the most severe form of malaria. There exist four forms of the malaria parasite, but by far the most deadly is *Plasmodium falciparum*. Malaria parasites also can be transmitted from one person to another without requiring passage through a mosquito, including from mother to child in "congenital malaria," or through transfusion, organ transplantation, or shared needles; however, such transmission routes are rare.

In general, the infected person will become ill within 7–21 days after the parasite is introduced. Usually, the first sign of malaria is fever, with symptoms in infected children frequently including shivering, joint pain, severe headaches, coughing, diarrhea, convulsions, and coma. Early diagnosis is imperative in young patients since the infection in children, if not treated within a day, can lead to death through severe anemia.

It is worth pointing out that malaria used to be a significant killer in the United States, especially in the warm, humid areas of the Southeast. In 1947, the U.S. Public Health Service began an eradication program consisting of land drainage, removal of mosquito breeding sites, and pesticide land spraying. By 1949 malaria, as a significant public health problem in the U.S., was considered to have been defeated.

Over the past few years in some Third World countries, migration, poverty, and poor sanitation have led to a resurgence of malaria caused by *Plasmodium falciparum*, even in countries where previously it was eliminated. Refugees, migrants, and tourists have spread the disease across borders. Even more problematic is that this re-emergence is of malarial parasites now resistant to the affordable, readily available anti-malarial therapeutics used among poorer global populations. Many of the drugs that must be employed to treat these resistant forms of the parasites are relatively expensive and less available for Third World countries.

Efforts to prevent, control, and eventually eradicate malaria are coordinated between various partner organizations and their programs such as *Roll Back Malaria*, spearheaded by



**“Some of the simplest efforts also are proving to be tremendously effective: educating the illiterate on prevention methods, eradicating mosquito breeding grounds, and supplying inexpensive mosquito nets to citizens in malaria-prone areas.”**

the World Health Organization, the United Nations' Children's Fund, the World Bank, and the U.S. Agency for International Development. Mechanisms for financially supporting the *Roll Back Malaria* campaign can be found online. In addition, organizations such as the CDC, the National Institutes of Health, the U.S. Department of Defense, and others provide much-needed financial support to continue research targeted at finding an effective, readily available treatment for those infected with newly-resistant forms of the disease.

Currently there are many significant scientific advances on the horizon to help in the control and treatment of malaria, and efforts in the development of an effective vaccine may mean a significant drop in infection and death rates among Third World countries. However, some of the simplest efforts also are proving to be tremendously effective: educating the illiterate on prevention methods, eradicating mosquito breeding grounds, and supplying inexpensive mosquito nets to citizens in malaria-prone areas all appear to be decreasing spread of the disease. Additionally, the very real threat of a re-emergence of the drug resistant parasite in developed countries, especially the United States, also has begun to raise awareness and financial support for the fight against this preventable killer. ■



» JOHN S. WILLIAMSON received his doctorate in medicinal chemistry and natural products chemistry from the University of Iowa. He has been active in pharmaceutical research and the education of students at the University of Mississippi since 1989.





## FROM HOT ROD TO HOT MOD: Customizing Computers from the Inside Out

» By STEFAN HALL

If you happen to overhear some young people conversing today, you may hear references to power output, performance tuning, custom effects, chassis adjustments, and other terms that recall the vehicle modification craze of the 1950s.

However, many of the proponents of what is known today as 'modding' aren't talking about cars — they are devoting their time and talents to altering computer systems and video game consoles. Much like the '50s car craze, development of home computers began literally as a garage industry in the 1970s, and early computer enthusiasts were just as concerned as their mechanical forefathers with maxing out the functionality and performance of their machines. For

them, building an operational personal computer was a non-stop process that involved building one that was faster, more powerful, and generally better than the one right before it. Modders were early adopters, and in some cases designers, of cutting-edge computer technology, buying new motherboards, central processors, memory, and other components before they filtered down to the general public. With the release of systems like Radio Shack's TRS-80, Commodore's PET, and



Apple's Apple II in 1977, modders also had mass-manufactured computer systems to dissect, study, and transform — usually in violation of the manufacturer's warranties — all in search of increased processing speed and power.

Over the years, this drive for customization also translated to a computer's external aesthetic quality. While bragging rights went to modders who had extremely robust systems, what was under the hood, or inside the computer case, needed to be reflected in the outward appearance of the system itself. As more manufacturers' case designs became simpler and more streamlined, seemingly in an effort to make the computer just another tool among many in the office, modders became almost anarchic; they intentionally showcased the elegance of their computer's internal architecture, and also began treating the case itself as a work of art.

Gone were the drab beige boxes that were the de facto dressing for computers; they were functional but hardly attractive. Rolling into a local area network (LAN) party for some group gaming with a highly tweaked system required an equally evocative visual flair so that a computer boasting an overclocked, water-cooled processor, a hacked graphics card, and other power alterations now looked like something stolen from the fanciful science fiction films that sometimes served as inspiration for the gamer's case design.

The side panel of a computer case might now be fitted with a clear plastic window — with or without laser engraving — to show off internal components and some of the visual effects generated by LEDs, electroluminescent wire lights, and cold cathode lights that evoke the look of the movie *TRON*. The standard method of cooling computer components with fans may have been replaced with specialized systems that use more exotic resources like carbon dioxide, mineral oil, or even liquid nitrogen.

Today, with off-the-shelf cases now available in a wide range of colors and styles, modders take even more artistic liberties with their system cases, often using customized paint jobs to give their chassis a distinctive, personal flair. Some even go beyond the familiar rectangle, using automotive body filler to sculpt new shapes inspired by H.P. Lovecraft's Cthulhu mythos, video games like *Half-Life* and *World of Warcraft*, or robots such as R2-D2 from *Star Wars*, Optimus Prime from *The Transformers*, and Bender from *Futurama*. Even home console players are modifying their PlayStations, Xboxes, and Wiis to show their affection for everything from *Super Mario Bros.* and *Halo* to *God of War*.

Just as hot rodders in the 1950s souped up their cars then finished their creations with a killer paint job, today's modders have used artistic expression to take their revved-up machines beyond the blank canvas of mass production. The ways that we can express ourselves through our media can take many alternative forms, enabling individuals to demonstrate creativity in the arts perhaps even as new artistic forms are invented. A hall filled with hundreds of these modded machines certainly would make for a fascinating museum exhibit, giving one a chance to reflect on the many different avenues we continue to find for human expression through, and along with, all of our technological progression. ■

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Modders take even more artistic liberties with their system cases, often using customized paint jobs to give their chassis a distinctive, personal flair.”



» STEFAN HALL is an Assistant Professor of Communication and Media Studies at Defiance College.



## STANDARDIZATION AND EVALUATION:

Training's Evil Twins » By ROBERT TATE



In a previous column, which appeared in the spring 2008 issue of *The Forum*, I focused on the necessity for businesses to develop and maintain robust training programs. In addition to training, however, any organization that wants to succeed must also implement training's evil twins, standardization and evaluation.

I say evil with my tongue firmly imbedded in my cheek, but standardization and evaluation move beyond training by encompassing aspects of analysis, enforcement and if necessary, punishment – punishment in that if you don't make the standard, you're finished.

In the flying world, standardization in safety results in annual checkrides. In my 25 years of flying, this

standardization, while admittedly creating consternation and many a restless night, continues to serve as a linchpin to safety and mission effectiveness. During these evaluation flights, everything the pilot does is watched by the evaluator. Having been on both sides of the checkride fence, much like a Christmas present, it is always better to give than to receive.



What a pilot is graded on during their checkride, and the number of checkrides per year, depends on the type of aircraft they fly. Although civilian and military requirements differ greatly, while flying NATO Airborne Warning and Control System (AWACS) aircraft, for example, I received at least two checkrides per year. One checkride was a four-hour simulator event from hell in which I was tested on dozens of normal and emergency procedures. The other consisted of actually flying the airplane. Once I became an instructor pilot, annual instructor requirements had to be graded as well.

Each of these “tests” consisted of mission planning, ground operations, all phases of flight including takeoffs, landings, approaches, air refueling, post-flight, and debrief. In all, 30 or more items were watched by an evaluator pilot, then graded Level 1, or Pass; the less-enjoyable Level 2, Pass but Needs Work, or a failing Level 3. A Level 3 in certain critical items such as “Judgment” or “Safety” meant an automatic Fail for the entire ride. Failure for any reason also meant mandatory retraining, then a “recheck” in which the pilot successfully executed the failed event or even performed the entire checkride over again.

As a standardization and evaluation pilot, my primary instrument outside of the checkride was the Trend Analysis Tool (TAT). Here, every item graded on every checkride was logged. If I had 30 pilots in my squadron, some 60 or more annual checkrides would be reflected in the TAT. At a glance, I could see 60 or so results for ground ops during the year, results for maybe 70 three-engine approaches, how many pilots flew 10 knots slow on approach or how many pilots successfully hung onto the boom the requisite amount of time during air refueling. If two out of 30 pilots demonstrated an inability to land the jet on centerline for example, that would not indicate a training problem, but 15 pilots failing the same task would indicate a trend requiring the training program to address the weakness.

This is where standardization and training go hand in hand, as illustrated in Fig. 1. While training equips personnel to perform at a certain standard, standardization and evaluation compel that training to produce the desired effect. If an organization has an “excellent” training program, how exactly do you know? Without methods of testing, grading, and evaluating personnel, you don't. Those tools are essential to say demonstrably whether your training program is a success. In my professional life this has never been a problem since ongoing training and evaluation have been, and continue to be, standard operating procedure in the aviation world. But for some in other careers, the thought of being rigidly tested two or three times every year is a scary proposition. I have talked with people who cringe at the idea of being tested on a regular basis, especially should one's job hang precariously in the balance.

While no one will disagree that excellent training in any career field is paramount, many still unfortunately oppose standardization in part because of its potentially punitive effect. At the same time, the success of any operation cannot rely on a training program that has no way of verifying its own validity. Regardless of the profession, development of a program that unites training with its sibling twins, standardization and evaluation, is essential for all-around success. ■



Fig. 1 – Standardization and evaluation complete the safety cycle.

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While training equips personnel to perform at a certain standard, standardization and evaluation compel that training to produce the desired effect.  
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ROBERT TATE graduated from the University of Tennessee with a degree in psychology and received his master's in humanities with a concentration in history from California State

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## SPORT AS A REFLECTION OF SOCIETY

» By ANGELA LUMPKIN

**T**he pervasiveness of sports in the United States today is undeniable. Athletics have become so interwoven into the fabric of families, friendships, and business connections in this country, it can be argued that sport plays a role in shaping the minds and lives of individuals of all ages.

Social and cultural bonding through athletics, which extends beyond the playing field to activities such as parents playing sports with their children or families and friends tailgating before their favorite team's game, helps shape the values of those involved. Conversely, it could be argued that sports journalism describes athletics in ways that reflect people's cultural, economic, and moral values.

So, in a social climate characterized by corporate executives fabricating financial records, employees cheating employers, and thousands falsifying their reported taxes, it should come as no surprise that many athletes, coaches, sport administrators, and owners choose to cheat in sports – whether in class, during games, while recruiting, or in gaining economic and competitive advantages. Today,



looking out for one's own self-interest often seems to trump everything else inside, and outside of, sports. Many coaches, athletes, sport administrators, and owners even claim that "if you are not cheating, then you are not trying hard enough to win."

Yet, sports also have been praised for teaching values. Parents, coaches, school and college administrators, and many fans claim that young people can learn respect, responsibility, self-discipline, sportsmanship, and teamwork through participation in sports. However, it is when winning becomes the primary or only goal for coaches, athletes, and parents that the potential for developing character disappears and is replaced by a "win-at-all-cost" mentality. Taught at a young age to grab the competitive edge, young athletes can learn how to cheat and gain unfair advantages that will allegedly improve the chances of winning. Many athletes have even acknowledged that their coaches taught them how to cheat or engage in other unethical behaviors in pursuit of glory.

Intercollegiate athletics today, and especially football and men's basketball, threaten to make a travesty of the claim that sports are educational at their core. For example, when colleges preferentially admit students based on athletic prowess, spend millions of dollars on state-of-the-art athletic facilities in an athletic "arms race," and pay coaches more than college presidents, they are using athletics and the sports media to promote their institutions while trying to keep up with or surpass other, equally-motivated schools. Many institutions charge fees to all students, take resources away from academic purposes or become, in essence, commercialized businesses to fund their expensive intercollegiate athletics programs. Playing a zero-sum game, these institutions continue to spend more and circumvent rules in order to elevate their institution's status through athletics.

In the headlong pursuit of championships and national recognition, many directors of athletics prostrate themselves to corporate sponsors who demand rule changes and scheduling accommodations that reduce athletes' abilities to be serious students. Athletes, with dreams of million-dollar contracts despite the infinitesimal odds against this goal, are encouraged by coaches to lie about the number of hours they spend engage in their sports. Parents invest thousands of dollars in the elusive pursuit of elusive grants-in-aid for their children, even though the trade-offs physically, psychologically, and pharmacologically are often harmful. Spectators demand more victories, as if blinded to the cheating that occurs in recruiting top athletes and keeping them academically eligible.

Athletes, coaches, and boosters know that cheating has helped CEOs, lawyers, accountants, and other wealthy individuals get ahead in life by prioritizing themselves, regardless of how much harm they may cause to others. Athletes and coaches frequently see the successful perpetrators of white-collar crime profit handsomely; so, they may argue, this justifies their cheating, too.

Why shouldn't they? Told they are exceptional from an early age, many upper-echelon athletes see themselves as the next superstars in their chosen sports, but only if they can stay in the game until they sign lucrative contracts. Athletes thrive on the cheers of fans and encouragement of coaches to help them on their journeys, even as the echo of "everybody cheats" rings in their ears and unethical behaviors to get ahead become their models.

Many athletes, coaches, directors of athletics, and educational administrators believe that only chumps play by the rules. These self-promoting individuals believe the way to get ahead is to do whatever it takes to win. These individuals are reflecting – and enjoying the rewards of – sports as seen through the prism of today's attitudes, beliefs, and values of society. ■

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Many coaches, athletes, sport administrators, and owners even claim that 'if you are not cheating, then you are not trying hard enough to win.'  
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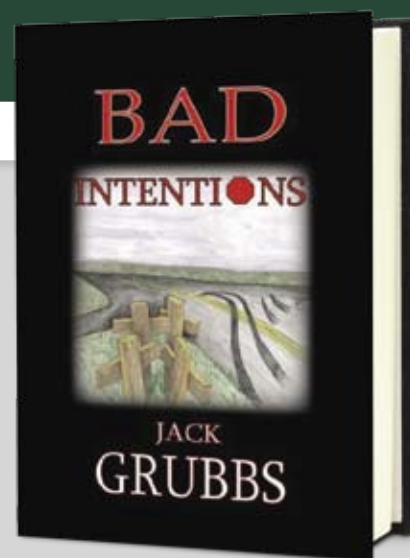
➤ DR. ANGELA LUMPKIN is a professor in the Department of Health, Sport, and Exercise Sciences at the University of Kansas. The author of 20 books and 40 scholarly publications, she has shared her expertise through more than 170 professional presentations. She is the 2008-2009 Gene A. Budig Teaching Professor in the University of Kansas School of Education.



**Book Review Editor's Note** » The books reviewed below have special appeal to those interested in science and engineering — in both technical and everyday settings. By the way, this is my last issue as Book Review Editor. Thanks to Traci Navarre in the National Headquarters and the former editorial staff at Auburn who have helped me since my first stint for the Fall 2006 issue. — Neil Luebke, PhD

### > Bad Intentions

Reviewed by Cline Young, PE



**B**ad Intentions is a thoroughly enjoyable murder mystery. Author Jack Grubbs chose the arena of automobile “accident reconstruction,” with a minor part for “products liability,” in which to pit good (truth and honesty) against evil (amoral greed for money and power). The wrongdoers along with their goals and means are identified early in the book, but once things start to vary from the planned track, the book becomes a real “page-turner.” This reviewer’s special task was to inspect the “accident reconstruction” techniques and the “products liability” issues for correctness with regards to procedures and rules in American courts.

The author clearly has researched many if not all of the means of reconstructing automobile accidents. Furthermore, he understands and can explain complex issues such as the effect of inertia in an emergency turning maneuver as at the end of chapter three: *“The immense inertia of the tubes wanting to continue forward controlled the unfolding sequence of events. As the straps split one by one, the steel tubing shot off of the left side of the flatbed.”* Or, as in his description of a complex structural computational procedure known as finite-element analysis in chapter eleven (pg. 78), *“Wire frame models of automobiles shown elegantly in television advertisements are analogous to a three-dimensional finite-element model. Each corner of an individual element was identified as a node... In its simplest form, finite-element theory allowed forces to be modeled at specific nodes.”* Then, having identified a design flaw in the overhead compartment window of a recreational vehicle, he succinctly identifies how to correct that flaw in chapter eighteen (p.149), *“The problem is solved by rounding off corners, using stronger materials and adding thickness to the structural components.”*

**“Having been the expert witness on numerous occasions, the reviewer felt some envy of the hero.”**

Upon first starting to read the book there appeared to be several omissions of proper accident investigation techniques (the gathering of evidence). However, by the end of the book nearly all of the omissions were shown in retrospect to have been covered after all. The reviewer felt a sense of tension and wonder that such important steps had not taken place but then felt the relief towards the end of the book when the history of the investigation and reconstruction was more fully revealed.

The courtroom exchanges were riveting. Having been an expert witness on numerous occasions, the reviewer felt some envy of the hero, Tom Seiler. His explanation of the “dilemma zone” in chapter seventeen was superb. It should be noted that on several occasions either the examining attorney closely approached the jury box or the witness box without express permission of the court. That is a literary license that should be allowed the author because it enhanced the tension of the moment. For the same reason the same license should be allowed for the occasional confusion of the terms “plaintiff’s attorney” with “prosecuting attorney” in chapter thirty during the civil trial.



The reviewer, having offered his unreserved approval of the book, needs to note a few minor errors in the technical aspects of the novel:

- 1 On page 7, Martha Stetly, northbound, noted the westbound traffic light turn yellow and timed her entry into the intersection accordingly at something more than 40 mph. The yellow light was revealed to be only 2 seconds long later in the book; hence, Martha should have been nearly stopped by the time the light turned yellow given that she would have a combined perception reaction time of about 1.5 seconds.
- 2 On page 26 Tom Seiler states, “I know the two boys would have made it if there were any structural integrity at all in that upper window.” On page 148 he again states this during the criminal trial. His credentials allowing him to be admitted as an expert in the field of bio-mechanics were not challenged and most certainly would have been.
- 3 Also on page 148, AutoCAD is indeed a computer-aided design program, but it is for the drafting and drawing part of the design, not the structural computational part as is suggested in the testimony.
- 4 There are some mathematical errors on pages 138 and 139:
  - a. 40 mph converts to 58 2/3 feet per second, not 58.1.
  - b. 4.5 seconds of travel at 40 mph is exactly 264 feet, not 264.1.
  - c. 264 feet minus (60 + 62 feet) is 142 feet, not 144 feet.

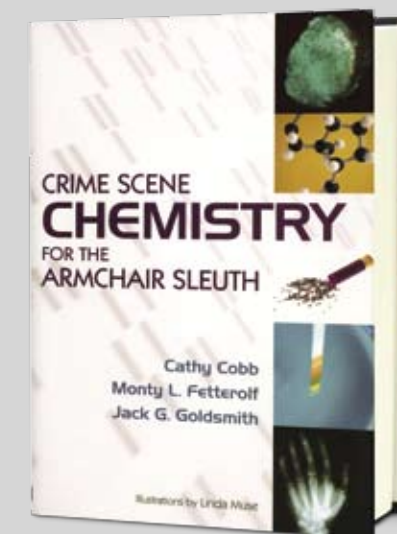
One suggestion for the reader, though outside the reviewer’s original assignment, would be to eat before starting to read this book, otherwise an interlude for shrimp and beer should be expected due to the images so vividly created by the author — and it would be a shame to interrupt such a fine story. ■

Jack Grubbs, Denton TX: Zone Press, 2007. 296 pages. \$15.95 (paper).

> Reviewer **CLINE YOUNG, PE**, who served in the Merchant Marine and Navy Reserve and also taught mechanical engineering, is currently a consulting engineer living in Dallas. Author and Phi Kappa Phi member Jack Grubbs, who had a long military career, taught at Tulane, and is a native of Texas, now lives and works in Charlotte, NC.

### > Crime Scene Chemistry for the Armchair Sleuth

Reviewed by E. Ann Nalley



**S**ince *CSI: Crime Scene Investigation*, a fast-paced drama series that trails a team of Las Vegas forensic scientists on the job, first aired on CBS-TV on Oct. 6, 2000, there has been a growing interest in the applications of science to help solve crime.

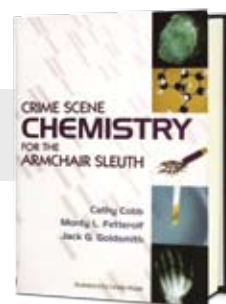
This is especially true with young people in elementary school through high school and continuing into college. And chemistry teachers have begun to realize that including classroom experiments that utilize principles of CSI helps students become more engaged in chemistry labs. The students change their attitude toward chemistry labs.

Cobb, Fetterolf and Goldsmith have developed a very clever method of using the principles of forensics to catch the reader’s interest and teach the basics of chemistry. By introducing each crime-scene chemistry topic with a crime scene-setting minute mystery, the reader is drawn into the desire to understand the fundamentals of chemistry almost without realizing it. One cannot help but be impressed by the clever manner in which a police officer applies some training in forensic chemistry to make the necessary observations to help solve a crime.





Review of *Crime Scene Chemistry for the Armchair Sleuth* (Continued)



“  
The book  
not only teaches  
some very good  
chemistry in a  
very ingenious  
way, but also  
the principles  
and terminology  
involved in the  
use of chemistry  
in forensics.”

The book teaches not only some very good chemistry in a very ingenious way, but also the principles and terminology involved in the chemistry of forensics. Terms like “presumptive” and “confirmatory tests” are not usually introduced in beginning chemistry classes. The many demonstrations that have been developed throughout the book to illustrate principles of forensics are unusual because most use household chemicals that may involve very complex chemistry. Parents, aunts, uncles, and grandparents who want to turn youngsters on to science should certainly consider assembling the materials used for the demonstrations in this book into a kit and providing it, along with the book, to their favorite future Mr. (or Ms.) Wizard while helping them figure out the demonstrations.

Unfortunately, there have not been nearly enough chemistry lab experiments developed in our school systems to meet the needs and desires of science and chemistry teachers who want to include principles of forensic chemistry in their science classes. This book will also serve as a great resource for teachers as the demonstrations and experiments based on principles of CSI will meet the needs of middle school, high school, and college professors who want to excite students about chemistry and relate its principles to the real world. I highly recommend the book as a resource for science teachers and college students who want to develop demonstrations that will interest a wide variety of students from all age groups and, yes, even their parents. It also will serve as an excellent resource for the high school student who is being home-schooled.

This book, like the television series – the latter such a hit that it spawned two spin-offs – presents forensic chemistry in an entertaining way while teaching the principles of chemistry that are fundamental to solving crimes. I found it to be very entertaining and interesting and plan to use the demonstrations in my lecture classes. I also will use the principles illustrated in the experiments in my general chemistry lecture and lab.

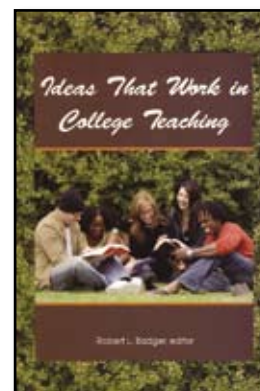
This book also should serve as an important resource for instructors in criminal justice who often need to explain the chemistry behind a CSI investigation in layman’s terms.

My congratulations to the authors on a real winner. ■

Cathy Cobb, Monty L. Fetterolf, and Jack G. Goldsmith. Amherst NY: Prometheus Books, 2007. 394 pgs. \$26.00 hardbound.

➤ Reviewer **E. ANN NALLEY, PHD**, has served as President of the American Chemical Society (2006) and as President of Phi Kappa Phi (1995-98). She is Professor of Chemistry at Cameron University. Author Cathy Cobb was initiated into Phi Kappa Phi in 1997 by the Augusta State University Chapter. She lives and teaches in Aiken, SC.

➤ Phi Kappa Phi Bookshelf



■ Ideas That Work in College Teaching

Robert L. Badger, editor

As members of the faculty of the same college, the State University of New York at Potsdam, the 15 contributors to this book have the unique experience of working from the same pool of students in order to explore how to improve teaching, enhance learning, and make the classroom more interesting. Together, professors from 13 different disciplines — art, biology, computer science, education, geology, history, math, modern languages, philosophy, physics, politics, psychology, and sociology — discuss their varied approaches to teaching. They offer ideas and philosophies that have been tried and have been successful, and discover that nothing works for all students but nearly everything works for at least a few.

.....  
Robert L. Badger was inducted into the State University of New York at Potsdam chapter of Phi Kappa Phi in 2006.



■ Family: a Century of Blood and Tears

D. C. Force

*Family: a Century of Blood and Tears* paints an insightful portrait of 20th century generations within a single family, from their immigrant roots replanted in America’s northern Midwest to the melting pot microcosm of the country that they become by the century’s end. Force tackles some strong adult themes including the breakdown of the family, loosening of societal morals, the failures of traditional religions, denominational feuding, domestic abuse, adultery, child neglect, and prejudices; themes to which many readers can relate on some level, no matter their hometown, ethnic, or religious background.

.....  
D. C. Force was inducted into the Western Carolina University chapter of Phi Kappa Phi in 2006.



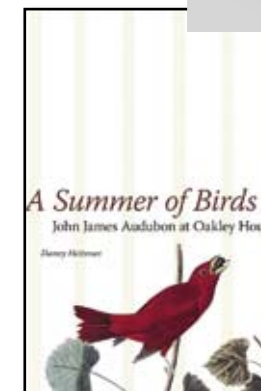
■ Hans-Joachim Marseille:

An Illustrated Tribute to the Luftwaffe’s “Star of Africa”

Robert Tate

Military history buffs should enjoy this new book about the man better known as “The Star of Africa” — legendary Luftwaffe ace Hans-Joachim Marseille. Tate examines Marseille’s personality, flying skills, physical attributes, tactics, and victories through the words of historians and the men that flew with and against Marseille in the North African desert. With more than 260 black and white and color photographs (some never before published), maps, and diagrams, this book offers a unique look into the career of Hans-Joachim Marseille.

.....  
Robert Tate was inducted into the California State University at Dominguez Hills chapter of Phi Kappa Phi in 1998.



■ A Summer of Birds:

John James Audubon at Oakley House

Danny Heitman

In *A Summer of Birds*, journalist and essayist Danny Heitman sorts through the facts and romance of John James Audubon’s summer at Oakley Plantation, a season that clearly shaped the destiny of the world’s most famous bird artist. Heitman draws from a rich variety of sources — including Audubon’s own extensive journals, more recent Audubon scholarship, and Robert Penn Warren’s poetry — to create a stimulating excursion across time, linking the historical man Audubon to the present-day civic and cultural icon. *A Summer of Birds* will inform and delight readers in its exploration of this eventful but unsung 1821 interlude, a fascinating chapter in the life of America’s foremost avian artist. It is a pleasure for birders, Audubon enthusiasts, and visitors to Oakley House.

.....  
Danny Heitman was inducted into the Southeastern Louisiana University chapter of Phi Kappa Phi in 1986. He also authored this issue’s “End Note” found on page 48.



Note: for those Phi Kappa Phi members visiting Louisiana, Audubon prints are a focal point of the décor at Phi Kappa Phi National Headquarters.





**DJ CULKAR** (*Eastern Michigan University*) has been promoted to senior vice president and assistant general counsel for Comerica Bank. He will be responsible for managing the legal affairs of the retail bank, wealth and institutional management, and treasury management divisions of Comerica.



**RAY J. DAVIS, PHD** (*North Carolina A&T State University*), has been appointed interim director of the honors program at North Carolina A&T State University. Previously, he was assistant dean of programs at A&T's School of Technology. Davis is the Southeast Region Vice President of Phi Kappa Phi and responsible for more than 60 chapters in five states.

**FRANK DEDECKER, PE, PS** (*Michigan State University*), received the 2008 Distinguished Alumni Award from Michigan State University's College of Engineering on May 3. In 1954, he cofounded Spalding DeDecker Associates, Inc., an engineering consulting firm specializing in infrastructure, land development, and surveying. Retired since 1994, he has been a member of the American Consulting Engineers Council, the American Water Works Association, the American Society of Civil Engineers, and the Michigan Society of Professional Surveyors.

**GERALD DUFF'S** (*McKendree University*) recent collection of short stories, *Fire Ants*, published by NewSouth Books, was named a finalist by the Texas Institute of Letters for the Jesse Jones Award for the Best Book of Fiction published in 2007. Duff has appeared for readings and signings of his new book at the Alabama Book Festival and the Virginia Festival of Books, and is scheduled to appear at the Southern Literary Festival, Decatur Book Festival, and Texas Book Festival.



**DAWN EDMISTON, DM** (*University of Maryland*) received the 2008 Council for the Advancement and Support of Education (CASE) Alice L. Beeman Award for Outstanding Doctoral Dissertation for "An Examination of Integrated Marketing Communication in U.S. Public Institutions of Higher Education." CASE is one of the largest international associations of educational institutions, serving more than 3,400 universities, colleges, schools, and related organizations in 60 countries. Edmiston also was the recipient of the University of Maryland Chapter of Phi Kappa Phi 2006 Graduate Dissertation Grant.

**LISA B. ENGLISH, PHD, APR** (*University of Minnesota*) has earned the professional distinction of Accreditation in Public Relations (APR) by successfully completing a rigorous and comprehensive certification program governed by the Universal Accreditation Board, a consortium of nine professional communication organizations. English is director of corporate communications for Guava Technologies, Inc, in Hayward, CA, where she is responsible for developing and managing communication strategies, marketing support, and corporate branding in the field of life sciences research and human health for the privately held biotechnology and medical device company.

**KENNETH W. FONG, CPM** (*University of Nevada, Las Vegas*), has been appointed to the board of directors of Nevada Pacific Bank. He is a managing partner of Fong and Associates, which owns and manages several Las Vegas shopping centers and offices.



**CATHY GLENNON, RN, MHS, OCN, NE-BC** (*Wichita State University*), recently left Duke University Hospital in North Carolina to become director of nursing at

University of Kansas Cancer Center and an associate faculty member for the School of Nursing in Kansas City, KS. Glennon also was reelected to the board of directors of the International Society of Nurses in Cancer Care as one of two nurses representing North America. Glennon chairs the nurse executive certification exam Content Expert Panel for American Nurses Credentialing Corporation.

**JAY GOLDBERG** (*California State University, Fullerton*) and wife Sherrie were named the 2008 Americana Citizens of the Year for the City of La Palma by the Cypress College Foundation. He has been involved with school and school district committees, the Boy Scouts and various La Palma civic and cultural committees for the past 35 years.



**NELLY GOSWITZ** (*California State University, Long Beach*) was selected as the university's 2008 graduate recipient of

the Liberal Arts Scholar Program \$3,000 Award. This award was created to showcase students who excel academically. It is a unique scholarship endowment fund designed to encourage and assist outstanding liberal arts majors by providing financial support for collaborative projects between students and faculty members. She is a Spanish master's student, and her two areas of concentration are Peninsular and Spanish-American literature.



**CAROLYN HARVEY, PHD** (*Eastern Kentucky University*), received the Past Presidents of the National Environmental Health Association Award at the group's annual conference. Voted on by the past presidents of the association, this is one of only four awards presented during the opening ceremonies. A former chapter president at Eastern Kentucky University, Harvey is the first educator to receive this award.



**ROGER JENSEN** (*West Virginia University*) was honored by the American Society of Safety Engineers with the First Place Award for Technical Writing Excellence. The award was

for the best paper in the 2007 volume of the Society's monthly journal, *Professional Safety*. The paper advances the theory of safety by synthesizing all tactics for reducing risks associated with occupational hazards into nine strategies. Jensen teaches at Montana Tech of the University of Montana.

**JAMES P. KAETZ, PHD** (*Auburn University*), was named managing editor of The Encyclopedia of Alabama, an online resource currently in development as a joint effort of the Alabama Humanities Foundation and Auburn University. Intended for the general public, the encyclopedia aims to tell the complete story of the state in all its facets — business, culture, history, and the arts. The site, launched in September, can be viewed at [www.encyclopediaofalabama.org](http://www.encyclopediaofalabama.org). Kaetz served as editor of the award-winning *Phi Kappa Phi Forum* from 1993 to 2008.



**LANLAN KUANG** (*Indiana University at Bloomington*), a doctoral candidate in ethnomusicology at Indiana University at Bloomington, has been selected as a

Fulbright Fellow for the 2008-09 academic year. "As a U.S. Fulbright Fellow to China, I hope to further contribute to the cultural and academic exchange between the two great countries through my research," she says. "I look forward to sharing my understanding on the cross-cultural study of the arts with students and colleagues in China."



**STACI LAWRENCE** (*Western Michigan University*) is starring in *disFIGURED*, a feature film written and directed by Glenn Gers (*Fracture, Mad Money*). Film synopsis: Struggling anorexic Darcy (played by Lawrence) sees herself as hugely overweight, so she's shocked when she's rejected by Fat Awareness Group members who refuse to believe they have anything in common with the scrawny girl. But the self-help group's founder realizes they're both wrestling the same demon — weight. *disFIGURED*, which opened in New York in July and in Los Angeles in July, is out on DVD. Visit: [www.disfiguredmovie.com](http://www.disfiguredmovie.com)



**YOUNGIL LOEW** (*University of Bridgeport*), a 2008 University of Bridgeport graduate with a BA in world religions and international political economy and diplomacy, has been chosen as a Fulbright Fellow for the academic year 2008-09. Loew, who graduated summa cum laude and had the highest grades in his class, will conduct research in Macedonia.



**ANTONIO "TONY" LOPEZ, CPRP** (*Florida International University*), was named one of the "Four under Forty" by Parks & Recreation, the official publication of the National Recreation and Park Association. Lopez is the director of parks and recreation in Miami Lakes, FL.

**GEOFFREY LYNN** (*Elon University*) will pursue a dual medical and PhD degree through Johns Hopkins University School of Medicine, the National Institutes of Health and Oxford University in England. The 2007 Elon grad will be one of approximately 100 American students to have participated in a course of study that was founded in 2001 and that is part of the National Institutes of Health Oxford/Cambridge Scholars Program, providing individualized, accelerated training for students interested in biomedical research. The degree will take roughly eight years to complete and comes with full tuition at Oxford or Cambridge along with health insurance, travel expenses, and a daily-living stipend.



**JOHN MASON** (*Pennsylvania State University*), associate dean for graduate studies, research and outreach in the College of Engineering at Pennsylvania State University, has been named associate provost and vice president of research for Auburn University. Other credits include director of the Thomas D. Larson Pennsylvania Transportation Institute and executive director of the Mid-Atlantic Universities

Transportation Center along with roles at the Transportation Research Board of the National Academies, American Society of Civil Engineers, and the International Institute of Transportation Engineers.





## Member News (Continued)

**SAM MASSELL** (*Georgia State University*) has been given the annual Community Service Award by Georgia State University. Massell is founding president of the Buckhead Coalition, a 20-year-old nonprofit chamber of commerce-style organization. In the early 1970s, he served as mayor of Atlanta.



**TOM PITTMAN** (*Youngstown State University*) has been hired as a full-time instructor with the journalism program of Youngstown State University's College of Liberal Arts & Social Sciences. Pittman earned BA and MA degrees in English while attending YSU, and upon graduation in 2007 was hired as an adjunct faculty member to teach news reporting and developmental writing.



**SARAH PULLEN** (*University of Central Florida*) will apply her prestigious Jack Kent Cooke Foundation Graduate Scholarship to study at University of South Florida's College of Medicine to become a doctor. A National Merit Scholar, Pullen graduated in May; during her studies, her ailing single mother fell into bankruptcy and ultimately died of cancer. Pullen hopes one day to open a clinic for those who cannot afford healthcare. Each year, roughly 50 of 1,000 nominees earn the scholarship, which totals up to \$50,000 a year for up to six years of study for distinguished low-income college seniors and recent college graduates.



**SUSAN HARKNESS REGLI, PHD** (*Carnegie Mellon University*), received an Award of Distinction, the highest award granted for superior performance, from Lockheed Martin Advanced Technology Laboratories in Cherry Hill, NJ. The award recognized her outstanding technical development and leadership in user interfaces. She lives in Philadelphia with husband William and their children, Dominique and Anthony.



**SAM A. RIHANI, PE, FASCE, SECB** (*University of Maryland*), has been elected Governor of the board of governors of the Structural Engineering Institute. He is principal and chief executive officer of BEI Structural Engineers, Inc., in Fairfax, VA, providing technical assistance to the firm's engineering staff and overseeing major projects. He also heads the administrative, business development, and planning activities of the firm. His specialty is in the structural analysis and design of steel framing systems with an emphasis on commercial, office, and industrial buildings.



**ROD RISLEY** (*Mississippi State University*), executive director of Phi Theta Kappa international honor society and longtime advocate for community colleges, was presented with the 2008 National Leadership Award from the American Association of Community Colleges (AACC) during a historic joint session of the AACC Annual Convention and the Phi Theta Kappa international convention held April 5 in Philadelphia. The award honors outstanding leadership at the national level and long-standing commitment to community colleges.

**KATRINA S. ROGERS, PHD** (*Northern Arizona University*), has been named associate dean for research and practice at Fielding Graduate University, Santa Barbara, CA. She also is the director of Fielding's Institute for Social Innovation (ISI), which supports the creation of social capital by strengthening the capacity of individuals and organizations to address societal problems. ISI is organized into three program areas: research frontiers, leadership for change, and organizational development. See [www.fielding.edu/hod/ISI](http://www.fielding.edu/hod/ISI)



**JO ROWAN** (*Oklahoma City University*), (above right), chair of the dance department at Oklahoma City University's Ann Lacy School of American Dance and Arts Management, presented an honorary Doctor of Performing Arts Degree to legendary tap dancer Arthur Duncan during the university's commencement ceremony May 10.

**CHARLES JOSEPH SMITH, DMA** (*University of Illinois at Urbana-Champaign*), performed in a master class and recital at the University of Illinois at Urbana-Champaign Summer Piano Institute in June. He then performed again at his first appearance at the Amalfi Coast Music & Arts Festival in Vietri sul Mare, Italy, in July. Also in July, he earned a free piano lesson with Aldo Ciccolini at the Radio France and Montpellier Music Festival.

**SPENCER TOFTS** (*University of Delaware*), age 14, has been awarded a scholarship for 2008-09 by the Barry M. Goldwater Scholarship and Excellence in Education Foundation, which encourages outstanding students to pursue careers in math, the natural sciences, and engineering. The University of Delaware junior mathematics major enrolled at the school at age 10, and was initiated last year into Phi Kappa Phi.



**GAIL M. TURLUCK** (*Eastern Michigan University*), a personal financial advisor with Ameriprise Financial, one of the nation's largest financial planning and services companies, has achieved the company-sponsored title of business financial advisor. Turluck completed the requirements that include coursework, client work, and an exam. Individuals who earn this title have demonstrated the experience and knowledge needed to develop financial plans and employee benefits programs for small business owners.



**CHRISTINE URISH, PHD** (*Western Michigan University*), was recently inducted into the Roster of Fellows of the American Occupational Therapy Association at the 2008 annual conference in Long Beach, CA. She also was promoted to professor at St. Ambrose University in Davenport, Iowa. In July, she was appointed by Iowa Governor Chet Culver as a member of the State Rehabilitation Council for a three-year term. She is president of the Iowa Occupational Therapy Association and a member of the Commission of Continuing Competence & Professional Development for the American Occupational Therapy Association.

**PHAIL WYNN, JR., PHD** (*North Carolina State University*), Duke University's vice president for Durham and regional affairs, has been elected chair of the board of directors for the Triangle Community Foundation. Created in 1983, the organization connects philanthropic resources with community needs and has \$140 million in assets. Wynn was the first African-American to serve as president of a community college in North Carolina (at Durham Tech in 1980). Other acclaim includes the 1995 Civic Honor Award from the Greater Durham Chamber of Commerce and, from Gov. James B. Hunt, the 2000 Order of the Longleaf Pine, North Carolina's highest civilian honor.

## In Memoriam

> **VIRGINIA WESTON BLEWETT** (*University of the Pacific*) passed away March 9, 2008, at age 90. She devoted much of her adult energies to her husband of 65 years, attorney Robert N. Blewett, who died in 2005, and to numerous charities including being on the board of the Children's Home and being one of the founders of the Dameron Hospital Auxiliary. That can-do spirit might have come from her pioneer stock: her great-grandfather led 22 families in a wagon train to the West in 1861.

> **KARYN BURKART** (*University of Wisconsin-Eau Claire*), who taught French for more than 30 years at Eau Claire Memorial High School in Eau Claire, WI, died on Sept. 3, 2008. Success in the classroom resulted in her being a member of *Who's Who Among America's Teachers*. A world traveler, Burkart as a young woman studied in France, Canada, and England, then journeyed to Germany during her teaching career and went on a Fulbright teacher exchange to Luxembourg.

> **JOHN WATSON FOSTER DULLES** (*University of Texas*), a Latin American studies professor at the University of Texas for 45 years, passed away on June 23, 2008, at the age of 95. Son of Secretary of State John Foster Dulles, he earned degrees from Princeton (BA) and Harvard (MBA), along with undergraduate and graduate degrees from the University of Arizona. He also taught at the University of Arizona for decades. His scholarly writing includes at least a dozen books on the political history of Brazil in the 20th century. His wife of 68 years, Eleanor Ritter Dulles, died four days prior to his passing. His full biography and downloadable photos are available at [jwfdulles.blogspot.com](http://jwfdulles.blogspot.com).

> **THOMAS DANIEL EDMUNDS** (*University of Central Missouri*) passed away on March 27, 2008, at age 73. He was an educator, serving two years as a high school principal in Plattsburg, MO, and 39 years in a number of functions at the University of Central Missouri. He earned a doctorate in education from the University of Kansas, and served on many statewide educational committees in Missouri as well as many community organizations.

> **RICHARD HENDRICKSON, PHD** (*Iowa State University*), passed away April 14, 2008, at age 75. He was a professor in the nuclear engineering department at his alma mater Iowa State University for nearly 30 years. Something of a Renaissance man, he excelled on his high school and college rifle teams while in later life grew roses.

> **LAWRENCE O. FINE** (*South Dakota State University*), a longtime agronomy professor, passed away on Nov. 23, 2007, at the age of 90. Specializing in social science, he received a bachelor's degree in 1938 from North Dakota Agricultural College (now North Dakota State University) in Fargo and a doctorate in 1941 from the University of Wisconsin-Madison. He served in the U.S. Navy from 1942 to 1945 and then took a position at South Dakota State College (now University) in Brookings in 1946, where he worked in the agronomy department until his retirement in 1982. He served as department head from 1958 to 1969 and ran the water quality laboratory under the Water Resources Institute of South Dakota from 1972 to 1982. After university retirement, he did research and consultant work for the Northern Border Pipe Line Co. and the City of Rapid City until 1996. He was a fellow of the American Society of Agronomy, the Soil Science Society of America, and the American Institute of Chemists.





## In Memoriam (Continued)

> **FARISSA KIMBRELL** (*Arizona State University*) passed away May 16, 2008, at age 70. Kimbrell worked at the Mesa/Boswell School of Nursing for many years, teaching first-year through graduate-level nursing majors. She also worked at several hospitals during her career, and her first job out of nursing school was as school nurse at the Grand Canyon.

> **MARY KENNEDY LAWLER, RN, PHD** (*Oklahoma State University*), president of the Oklahoma State University Chapter of Phi Kappa Phi from 2006 to 2008, died June 25, 2008, from brain cancer. She held degrees from the University of Michigan, University of Pittsburgh, and Oklahoma State University. Having been a pediatric oncology nurse in Pittsburgh and a teacher of family medicine at the University of Oklahoma Health Sciences Center, she was, at the time of her death, director of Oklahoma State's Upward Bound Program in Math and Science.

> **STEPHEN L. O'BARR, MD, MPH** (*California State University-Long Beach*), passed away May 20, 2008, at age 59 of liver cancer. He worked in private practice in internal medicine and served as ICU director at Lassen Community Hospital in Susanville, California. Before his retirement, O'Barr was the head of the medical department at the California Correctional Center.

> **JANET L. SHORTEN** (*Brigham Young University*), passed away Sept. 25, 2007, as the result of a traffic accident at age 61. Shorten was a homemaker and community volunteer, serving her church, various charities, and the PTA and as an election registrar and judge. She also had retired as a Lieutenant Commander, U.S. Navy Reserve.

> **AGNES STILLMAN** (*The Sage Colleges*), passed away May 13, 2008, at age 62, following a long battle with breast cancer. A lover of learning, she earned a doctorate from Teachers College of Columbia University and two more degrees afterwards. She worked in various capacities at The Sage Colleges for more than three decades. Over the past five years before her death, she earned a certificate in bereavement studies and became a lay associate of the Sisters of Mercy order.

> **RICHARD D. WALTERMIRE, DVM** (*Washington State University*), passed away March 11, 2008, at age 77. Waltermire worked as a veterinarian for 40 years. One career highlight was designing and building a pet hospital in Alameda, California. In retirement, he enjoyed building and flying a Glastar airplane, a single wing, tail dragger kit plane.

> **DONALD HARVEY WHITE** (*Western Oregon University*), passed away Jan. 25, 2008, at age 76. The physics major earned a bachelor's degree from the University of California at Berkeley and a doctorate from Cornell. After spending his initial professional career doing research at the Lawrence Livermore National Laboratory, part of the National Nuclear Security Administration within the Department of Energy, he turned to teaching and retired as professor emeritus from Western Oregon University in 1995. The prolific author got out of the lab and away from the books, though; he was a rock climber, mountaineer and backpacker – when, that is, he wasn't piloting planes or playing piano, guitar, or banjo.

## Chapter Updates

### > Headquarters Welcomes New Chapter Relations Director

Jim Carlson, The Honor Society of Phi Kappa Phi's newest Chapter Relations Director, considers himself an advocate of high education.

"I am excited about being part of an organization that believes in academic excellence," Carlson said from Phi Kappa Phi national headquarters in Baton Rouge a few days after starting his new job on Aug. 18, 2008. "I cannot wait to meet the chapter officers so I can share my experiences with them."

A native of Janesville, WI, Carlson also spent part of his childhood in Mississippi, Connecticut, and Georgia. He is a graduate of the University of Southern Mississippi where he earned a BA and MS in speech communication. Prior to joining Phi Kappa Phi, Carlson had been working in higher education as an assistant professor of communication studies at Baton Rouge Community College, where he was highly active in community service and service learning.



"I have always believed in helping students discover the importance of civic responsibility," Carlson said. "My personal goal is to help implement a national service project that will be embraced by all of our chapters."

"Jim joins chapter relations directors Traci Payne and Molly Stauffer and chapter relations assistants Stacie Pelegrinis and Tenisha Bates.

Executive Director Perry Snyder said, "Expanding the chapter relations team will enable Phi Kappa Phi to better serve its chapters and chapter officers."

Carlson and his wife, Jessica, a post-anesthesia care unit nurse, enjoy traveling, fitness activities, spending time with friends and family, and cheering on the Southern Miss Golden Eagles.

To contact Jim, call 1-800-804-9880, ext. 12, or e-mail him at [jcarlson@phikappaphi.org](mailto:jcarlson@phikappaphi.org). ■

## Chapter Updates (Continued)

### > Society's Newest Chapter Holds First Initiation Ceremony



Utah Valley University initiated 63 students and five faculty or staff members into its newly awarded chapter of the Honor Society of Phi Kappa Phi on April 3, 2008, at a gala ceremony in the Grande Ballroom.

ABOVE (LEFT TO RIGHT): Chapter President Dr. Kathryn McPherson, Phi Kappa Phi Western Region VP Dr. Penny Wright, and Interim UVU President Dr. Elizabeth Hitch.

Dr. Penny Wright, Phi Kappa Phi's Western Region Vice-President, formally installed Chapter #303 of the Society and swore in its officers: President Dr. Kathryn McPherson, President-Elect Dr. Michael Shaw, Treasurer Dr. Greg Briscoe, Secretary Tiffany Nez, and Public Relations Officers Troy Smith and Dr. Julie Nichols.

Vice-president for Academic Affairs Dr. Elizabeth Hitch, who is now serving as Interim President, and President William A. Sederburg, now serving as Utah's Commissioner of Higher Education, also were initiated.

Members of the Brigham Young University Chapter also attended to support the Society's newest Chapter.

The new Society members, along with family members and friends, enjoyed a deluxe dessert reception and heard members of the administration and faculty briefly discuss the implications of the Society's mission, "To recognize and promote academic excellence in all fields of higher education and to engage the community of scholars in service to others."

In support of this mission, the newly installed chapter awarded Honorary Membership to Monroe Paxman, a longtime supporter of the university's nationally-recognized Center for the Study of Ethics, and acknowledged his wife, Shirley Paxman, a longtime Phi Kappa Phi member.

Chapter 303 also awarded Honorary Membership to Tye Noorda, who established the Noorda Regional Theatre for Children and Youth at the university in memory of her husband Ray Noorda, former CEO of Novell.

The chapter celebrated all who attended – students, faculty, staff, family, and friends, for their outstanding support of academics at UVU.

### SUBMISSIONS

See page 47 for information on submitting your news.





## > New Chapter Installed at University of Texas at Tyler



ABOVE (LEFT TO RIGHT): Dr. Donna Dickerson, Vice Provost for Academic Affairs and Dean of Graduate Studies; Dr. John Miller, Director of Longview University Center; Gregg Lassen, VP for Business Affairs; Dr. Rodney Mabry, UT Tyler President; Dr. Gilbert Fowler, Phi Kappa Phi South Central Region VP; Joseph Vorsas, Director of Human Resources; Dr. Rick Osburn, UT Tyler Provost; Dr. M. Sathyamoorthy, Chapter President & Associate Provost for Academic Affairs.

The University of Texas at Tyler established chapter #304 of the Phi Kappa Phi Honor Society on April 17, 2008, and inducted 61 members including faculty, staff, and students.

“It is an honor for us to start this highly-regarded honor society at UT Tyler,” said Dr. M. Sathyamoorthy, Chapter President. “We have outstanding students who excel academically, and we are proud to recognize them.”

One of 15 campuses of the UT System, UT Tyler offers excellence in teaching, research, artistic performance, and community service. More than 90 undergraduate and graduate degrees are available at UT Tyler, which has an enrollment of more than 6,000 high-ability students at its campuses in Tyler, Longview, and Palestine.

UT Tyler President Rodney H. Mabry was inducted along with Gregg Lassen, Vice President for Business Affairs; Joe Vorsas, Director of Human Resources; and Dr. M. Sathyamoorthy, Associate Provost for Academic Affairs. ■

“It is an honor for us to start this highly-regarded honor society at UT Tyler. We have outstanding students who excel academically, and we are proud to recognize them.”



## > UA Welcomes Return of Phi Kappa Phi Honor Society

On Oct. 5, the University of Alabama chapter of Phi Kappa Phi honor society held its first initiation ceremony in five years. Thanks to a new slate of officers, the chapter has been revitalized and will continue its tradition of recognizing outstanding students at UA.

“As a member of Phi Kappa Phi, I am honored to be part of this special community of scholars,” said UA President Robert E. Witt. “As a teacher, I value the opportunity to facilitate learning and community engagement that make a difference. As President of the University of Alabama, I am pleased that we will once again be able to recognize our best and brightest students with this distinguished and meaningful honor.”

Dr. Mark Nelson, Interim Vice President for Student Affairs, Assistant Provost for Academic Affairs, and Phi Kappa Phi member, said reactivating the chapter brings positive opportunities to the campus. “It is important for us to support membership in organizations like Phi Kappa Phi which recognize individual academic achievements and provide opportunities for service and engagement beyond the classroom. Having an active chapter of Phi Kappa Phi will enable our students to link into a network of relationship opportunities that will last a lifetime,” he said.

UA was granted a chapter of Phi Kappa Phi, the nation’s oldest, largest, and most selective all-discipline honor society, in 1986. Since that time, more than 2,500 students who met the high academic standards of the organization have been initiated at UA.

Dr. Stacy L. Jones, Director of Student Leadership in the UA Office of Student Involvement and Leadership, is coordinating the reactivation of the UA chapter of Phi Kappa Phi. UA members interested in participating are encouraged to contact Jones at (205) 348-6114 or phikappaphi@ua.edu. ■

Having an active chapter of Phi Kappa Phi will enable our students to link into a network of relationship opportunities that will last a lifetime.

## Submissions

### > PHI KAPPA PHI BOOKSHELF

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

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

All submitted books will be added to the Phi Kappa Phi Library, housed at the Society Headquarters.

### > MEMBER NEWS

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

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

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

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# Birds, Batman and the Boon of a Summer Blockbuster

» By DANNY HEITMAN



When my book about John James Audubon was published recently, I never expected that Batman would help me introduce it to readers.

But that's what happened when I attended a bookstore signing at a local mall, an event quickened by a healthy traffic of customers throughout the afternoon.

The manager explained that a screening of the latest "Batman" movie at the cineplex next door meant extra business for the bookstore, too. Patrons would stop by before or after the show to browse the shelves or have coffee, and summer blockbusters translated into especially brisk sales at the bookstore counter.

Sitting at the signing table for a couple of hours, I witnessed the pattern firsthand. At least half of the Audubon admirers who asked for my signature had either come from a matinee with the Caped Crusader or were heading to the theater to see him.

The common practice of placing bookstores near movie theaters suggests that what I saw at my book signing could be

the rule, not the exception. This interests me because of the widespread notion that movies, particularly those of the big-budget variety, are the enemy of the printed word.

But a world in which Batman and a bird artist can shake hands suggests that our culture might be big enough to accommodate any number of other strange pairings — and that sharply different forms of media can complement, not just compete with, each other.

Or so the late historian and former Librarian of Congress Daniel Boorstin believed when he cautioned Americans to reject what he called the Displacive Fallacy of media technology.

"This is the belief that a new technology displaces the old, and drives it from the field as a conquering army disperses the enemy," Boorstin said in 1975. "Pundits not so long ago prophesied that the telephone would displace the mails, that radio would displace the telephone, that the phonograph would displace live orchestras, and of course, that television would substantially displace both radio and the book. ... Now we hear similar predictions of how audio-visual aids, motion pictures, tape recordings, television, or the computer will displace the book — or perhaps human beings themselves."

But Boorstin noted that despite some obvious exceptions, "the general rule in history is that a new technology does not displace, but rather transforms or finds new uses for, an earlier technology."

I thought about Boorstin quite a few times as I wrote my book about Audubon. The Internet connected me with a universe of helpful research, and I used e-mail for quick, easy consultation with experts such as renowned Audubon scholar Christoph Irmscher. I also have used the Internet, television, and radio to help build an audience of readers for the book. These things convince me that the arrival of new media technologies needn't be a zero-sum game for traditional media forms such as books.

Boorstin, were he still around, would tell us that this is so. ■

A review of Danny Heitman's book, "A Summer of Birds," can be found on page 39 of this issue of The Forum.



Phi Kappa Phi member **Danny Heitman** is the author of "A Summer of Birds: John James Audubon at Oakley House." An award-winning columnist for *The Baton Rouge Advocate* and an essayist for numerous national publications, he received the John Templeton Foundation's national "In Character" prize for commentary in 2007.

## Bibliography

### Folks' Tales: Oral Histories Connect Communities Across America

<sup>1</sup> Library of Congress, American Life Histories: Manuscripts from the Federal Writers' Project, 1936-1940. <http://lcweb2.loc.gov/wpaintro/wpahome.html>

### Fast-Forward or Rewind: Considering Literacy and 21st Century Sponsors

<sup>1</sup> Alvermann, Donna E. "Multiliterate Youth in the Time of Scientific Reading Instruction." *Adolescent Literacy: Turning Promise into Practice*. Eds. Kylene Beers, Robert E. Probst and Linda Rief. Portsmouth, NH: Heinemann, 2007. 19-26.

<sup>2</sup> Beers, Kylene. "The Measure of Our Success." *Adolescent Literacy: Turning Promise into Practice*. Ed. Kylene Beers, Robert E. Probst and Linda Rief. Portsmouth, NH: Heinemann, 2007. 1-18.

<sup>3</sup> Brandt, Deborah. *Literacy in American Lives*. New York: Cambridge University Press, 2001.

### The Global 500: The World's Largest Corporations

<sup>1</sup> *Fortune Magazine*, 21 July 2008 issue

<sup>2</sup> All financial figures in U.S. dollars

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