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Phi Kappa Phi Forum

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The purpose of the *Phi Kappa Phi Forum* is to enhance the image of the Honor Society of Phi Kappa Phi and promote the pursuit of academic excellence in all fields through a quality, intellectually stimulating publication for its membership.

The Honor Society of Phi Kappa Phi

Mission Statement

Recognizing and Promoting Academic Excellence in All Fields of Higher Education and Engaging the Community of Scholars in Service to Others

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

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President's Page



Paul J. Ferlazzo

**President of
The Honor Society of
Phi Kappa Phi**

An important characteristic of Phi Kappa Phi has been the desire to remain relevant and useful not only to our members, but also to the colleges and universities that support our campus chapters. To this end, we recently sponsored a working retreat at a facility in Orlando, Florida, for a small number of Chief Academic Officers (CAO) at leading Phi Kappa Phi institutions. Our goal was to explore with a representative group of senior academic administrators the major issues and concerns that relate to honor and excellence on their campuses. We wanted to know how we might help.

A committee made up of Board and staff members and chaired by Board of Director's member, Nancy Blattner, who is herself the CAO of Fontbonne University, drew up an agenda and a short list of invitees. After considering dates and availability, the following CAOs from Phi Kappa Phi institutions participated: from Kansas State University, Duane Nellis; from North Carolina State University, Larry Nielsen; and from the University of Massachusetts-Amherst, Charlena Seymour. Four representatives from Phi Kappa Phi (two members each from the Board and from the staff) also attended. Facilitation services were provided by Karen Russell from the Facilitation Center at Eastern Kentucky University.

Two days of workshops and numerous informal conversations over dinners and recreational activities ranged widely and candidly over many subjects.

Exchanges proved revealing and enlightening. It will take some time for us to process all that we have learned from the retreat and to explore all of the implications for Phi Kappa Phi. A few items from our discussions may be reported at this point:

- Honor and excellence as represented by Phi Kappa Phi are essential to the health and vitality of a university that aspires toward greatness. The presence of our chapters helps to build the reputation of an institution and in turn attracts superior faculty and high quality students.
- In the busy and complex environment of a modern campus, competing forces and issues frequently divert the attention of academic leaders from scholarly and creative matters to primarily management concerns. At such times the presence and stability of Phi Kappa Phi on a campus helps to maintain the academic focus where it necessarily must be — on high achievement in scholarship, creativity, and service for both students and faculty.
- Phi Kappa Phi's fellowships, grants, and recognition programs are seen as an important source for supplementing institutional priorities and supporting the goals of "value-added" education. When student and faculty achievements are documented in various annual reports on a given campus, the awarding of Phi Kappa Phi fellowships or grants is added to the list of noteworthy recognitions.
- These academic leaders encourage the Phi Kappa Phi local chapters to seek partnerships with other units on campus to foster the mission and goals of the university. In the past when a local chapter has worked on programming with other campus units, such as the honors program or a service club, the chapter has flourished and achieved well-earned recognition.
- We explored the possibility that Phi Kappa Phi could become an active developer and a repository for authoritative statements concerning selected academic policies and educational best practices. Universities frequently have need for reliable

statements and authentic documentation concerning such items as a university honor code, a policy concerning faculty roles and rights in distance-education programs, statements concerning a safe working and learning environment, and so on.

At the close of our meeting, we explored possible directions for the future. Should Phi Kappa Phi hold another CAO retreat? All agreed that meetings of this type are most productive when there is a homogeneous group present whose campus problems and opportunities are similar in dimension — as was true for this group of CAOs. Important considerations for Phi Kappa Phi are the issues and concerns of our smaller and private institutional members. Should we host a similar retreat for the CAOs from these member institutions?

Should we establish a task force of university administrators who would meet regularly to advise the leadership of Phi Kappa Phi on matters of honor and excellence? Such a group would be an obvious resource to Phi Kappa Phi and might lead to opportunities for collaboration on other important issues in higher education.

We are sorting through these and other possible directions for Phi Kappa Phi.

In closing, I wish to extend a special note of thanks to Drs. Nellis, Nielsen, and Seymour for taking time out of busy schedules to share their experiences and insights in support of the continued growth of Phi Kappa Phi.

Paul J. Ferlazzo, PhD, is a professor of English at Northern Arizona University. He can be reached at paul.ferlazzo@nau.edu.

Surviving the Storm



Claiborne Avenue near Tulane Avenue — one of LSU Health Sciences Center's dormitories is the building in the left foreground.



All photographs in this article are courtesy of Leslie Capo, Director of Information Services, LSU Health Sciences Center.

Patient evacuation from Charity Hospital

Emerging from the Chaos: The LSU Health Sciences Center

Larry H. Hollier, MD

As the eye of Hurricane Katrina came ashore thirty-five miles east-northeast of New Orleans, poorly designed flood walls failed, allowing water to pour through the breaches and flood 80 percent of the city. Our campuses, our homes, and our city were inundated, as the steadily deepening and stagnating water washed away life as we knew it. LSU Health Sciences Center (LSUHSC) in New Orleans, comprising the six professional health schools that educate 70 percent of Louisiana's physicians and 75 percent of its dentists along with nurses, allied health professionals, public health professionals, and research scientists, found itself in unprecedented circumstances, facing challenges never before experienced in this country.

The months since August 29, 2005, have held both tragedy and triumph. Our heroic faculty endured unimaginable conditions for many days, keeping their patients alive without power, running water, and even the most basic medical resources in hospitals with no life support. Others cared for evacuated patients in temporary medical-operation staging areas planned by LSUHSC faculty, staff, and others, not knowing the fate of their homes, property, and loved ones. Still others worked to resurrect our educational enterprise, achieving a feat some said was impossible — essentially rebuilding six health-professional schools from scratch. Faculty, staff, and students were scattered throughout the country, and communications were crippled. We had no classrooms, textbooks, clothing, or housing. Seven of our teaching hospitals were closed, and other clinical sites were under water, too.

The only New Orleans medical school and health sciences center to remain intact in the state, we kept not only our educational commitment to our students but also our commitment to Louisiana's health. As the source of the majority of Louisiana's health-care professionals, we were able to safeguard immediate access to care and future access as well by reestablishing our academic programs. A testament to the fortitude of faculty and student alike, attendance was 98 percent on September 26, 2005, the day classes resumed in borrowed space in Baton Rouge — four short weeks after the devastation. With lost revenue streams and property damage of more than \$200 million, we were forced to downsize by about half, including the loss of about 20 percent of our faculty and about \$20 million in research funding.

ADAPTING TO THE DEVASTATION

Through indescribably difficult circumstances, shining examples of character and creativity emerged. It is amazing how much can be done with precious little. A movie theater became lecture rooms. A state-of-the-art dental-student clinic was built next to a cow pasture. A Baltic ferry with overnight accommodations became housing for hundreds for an academic year. A field hospital was erected in a K-Mart parking lot. A civilian emergency tent was integrated, for the first time, into a Combat Support Hospital. Three-phase power and running water were established in a matter of hours in a bare parking lot for a mobile hospital, even if the water was delivered via hose from a fire hydrant. An LSUHSC physician became medical director of a Navy Hospital ship. And a department store was converted into an emergency room.

Immediately after the storm, we began working to rebuild the health care infrastructure. Our faculty opened the first outpatient clinic in our stricken city and delivered care in partnership with local, state, and federal health concerns. We worked with the U.S. Department of Health and Human Services, the Centers for Disease Control, the U.S. Public Health Service, the City, the State, and others to develop a structure to meet immediate needs as well as longer term solutions.

GOING HOME

Despite continuing challenges, both professional and personal, we are well along the road to recovery. With the exception of the dental school, which had to remain in Baton Rouge for another year, our schools and research enterprises began a phased return home in January of 2006. Our students graduated on time as scheduled. Enrollment is now on par with pre-Katrina numbers. Our graduate medical education programs are getting back to their pre-Katrina strength. The value of our research enterprise is about \$150 million, and our faculty were awarded \$67.1 million in new grants in 2006. We are investing in faculty recruitment and retention, although replenishing these invaluable human resources has never been more challenging. New Orleans's recovery is far from complete. We are at about half of our pre-Katrina number of hospital beds and physicians, and the nursing shortage is acute. And other issues must be solved involving living conditions, housing, and the perception of crime. Although some are still leaving, people also are coming back. We are even attracting some who have no ties to New Orleans, both faculty and residents. These dedicated individuals have a pioneering spirit and a strong desire to help, to be part of history.

Temporary repairs to our facilities continue, and we now occupy most of our buildings. Although we are still

unable to use the medical school building connected to the shuttered Charity Hospital as well as the first floors of our other buildings, the LSU Interim Hospital (University Hospital) began accepting patients in November 2006, and the trauma center moved back in February 2007. Planning includes a new university hospital in partnership with the Veterans Administration. Our School of Dentistry will return home this summer.

Friedrich Nietzsche was right when he said, “What doesn’t kill us makes us stronger.” We are building back smarter, better, and with a heightened strength of purpose forged through the knowledge that we have been tested and we have triumphed.

Larry H. Hollier, MD, is the chancellor of LSU Health Sciences Center in New Orleans and dean of the LSU School of Medicine. Dr. Hollier is the author of more than three hundred articles in the medical literature and serves on the editorial boards of thirteen surgical journals. He lectures widely and maintains an active practice of vascular and endovascular surgery.

Renaissance: Medical Education at Tulane in the Wake of Katrina

L. Lee Hamm

In late August 2005, Hurricane Katrina caused profound devastation to New Orleans and the surrounding Gulf Coast region. The disruption and financial losses at Tulane University were staggering, and challenges continue. Yet, the tragedy has been accompanied by profound efforts and inspirational leadership on the part of many. Now, the future looks bright. In this brief article, I will describe the recovery and rejuvenation at the School of Medicine of Tulane University. As a private university, Tulane faced the challenges of Katrina without any assurance of governmental support, but at the same time it was unencumbered by some of the bureaucratic constraints that have plagued the recovery of other institutions. Also, Tulane benefitted from our most valuable assets: its people and supporters. Despite the diverse national representation of our students and trainees, almost all have continued their training at Tulane. In this article, the names of the true Tulane heroes are unlisted — they are simply too numerous.

The School of Medicine is located in downtown New Orleans and was flooded after Katrina. During and immediately after Katrina, the faculty and staff of Tulane worked tirelessly and heroically at the Medical School and at the four surrounding hospitals that serve as our



LSU Medical Education Building



Evacuated patients arriving outside the temporary medical operations staging area on the LSU campus in Baton Rouge.



The first class — a pathology lecture to LSU medical students — in borrowed space in Baton Rouge.

clinical training sites: Tulane University Hospital and Clinic (a private joint-venture hospital with HCA), the Medical Center of Louisiana of New Orleans hospitals (historic “big” Charity Hospital and University Hospital three blocks away — both facilities in which LSU and Tulane split physician coverage), and the Veterans Administration Hospital. The early activities involved our faculty and residents treating patients at all of these hospitals during and immediately after the storm.¹ Miraculously, no patients were lost at Tulane Hospital.² Subsequent efforts focused on rescuing each of our missions of the medical school: teaching, research, and clinical service. The results have been dramatic.

TEACHING

The main medical school buildings were closed for any normal activities for months. But via remarkable logistics, the medical-student classes and clinical rotations were temporarily shifted predominantly to Baylor University in Houston and a coalition of South Texas medical schools. Medical school classes began after only a month’s delay — a delay that was prolonged initially by Hurricane Rita. Moving the medical school was accomplished and led by a host of individuals and has been documented previously.³ Needless to say, the move to Texas could not have occurred without the leadership and hospitalities of these schools. One of the early lessons of Katrina was that bureaucracies may fail you, but professional colleagues and institutions in education and medicine exhibit profound generosity and camaraderie in times of crisis.

Medical school classes and the majority of the clinical training of medical students returned to New Orleans only in the summer of 2006, nearly a year after the storm. (The main campus of Tulane University, encompassing the undergraduate schools and a variety of professional and graduate programs, was able to resume classes in New Orleans in January 2006.) Graduate students were hosted by a variety of schools throughout the country. Postgraduate clinical training of residents and fellows was initially hosted by a large number of academic medical centers, but some of these activities began to move back to New Orleans within a month of the storm. In fact, Tulane residents helped initiate many community-based “safety net” health clinics throughout New Orleans.⁴ Most resident programs reduced their size because of patient-volume limitations but are now rebuilding numbers.

Unbelievably, student academic performance and recruitment of new medical students and residents have equaled or even exceeded pre-Katrina levels. Applicants are inspired by the students and residents whom they meet — by their love of New Orleans and their dedication to service. Accrediting organizations have followed

Katrina to New Orleans; most reports have been extremely favorable. The education mission is progressing well enough that Tulane will increase the medical-student class size from 155 to 175 this academic year, consistent with national recommendations to increase the number of medical school graduates. We also have embarked on an aggressive Educational Strategic Plan that has led to the current construction of new educational facilities, most notably a new teaching auditorium and a new patient-simulation center.

RESEARCH

In terms of research, Tulane has the largest amount of National Institutes of Health funding of any Louisiana institution. This vital mission also was disrupted by Katrina. In the immediate aftermath, many investigators were hosted by collaborators at other research institutions. Initially, rescuing precious research samples and reagents was a priority. Next, retaining our most successful investigators became a major focus of the university. This retention has been aided by financial commitments and investment of the university even in the midst of the financial struggles. The NIH was particularly helpful in making accommodations for our investigators.

The vast majority of our most successful scientists has stayed, resumed cutting-edge research, and remained committed to our renaissance. Our department and Center leaders have remained committed. Astonishingly, fiscal year 2006 was very successful, our second-highest research-funding level ever. We also have initiated a Research Strategic Plan that involves ongoing recruitment of talented scientists and physicians. Our graduate programs at the medical school have coalesced into a single integrated program as has occurred at many of the best institutions throughout the country. We have been able to recruit top graduate students from around the country.

CLINICAL

The clinical mission has been perhaps the most challenged. Medical school training requires clinical patients. The VA hospital still does not have inpatient services. Charity Hospital may never reopen; University Hospital did not open until November 2006. Fortunately, however, our partnership with HCA had acquired a suburban hospital a few months before Katrina. Using this hospital enabled an early return to New Orleans. Our main downtown hospital also was able to reopen quickly.





Tulane Avenue — down the street on the right are the LSU Medical School Building and Charity Hospital.



LSU outpatient and research building is on the left, and University Hospital is on the right.



Drowned van that served as the gauge for the rising water:



Welcome Home Block Party held in June 2006.

Tulane faculty physicians and trainees are now providing clinical care to the returning New Orleans population in several locations throughout the city.

Fortunately for our clinical enterprise, on which the medical school operation depends to a significant extent, the metropolitan area of New Orleans was much less affected by Katrina than the city itself. The total population of the area was reduced only some 20 percent, even in the immediate months after the storm. Therefore, our provision of referral services as a tertiary care Medical Center has continued strong. For example, our kidney and liver transplant programs are operating at pre-Katrina levels and have added three new physicians to the team. In a variety of other programs, we also have successfully recruited physicians from throughout the country — they are inspired by our efforts, our rejuvenation, and our future. In our recovery and renaissance, we have engaged outside consultants to make certain that our clinical programs function even better than previously. In this mission as well, we have renewed dedication and focus.

The city and region are in actual fact recovering nicely too, considering the extent of the natural disaster. For example, large conventions and festivals have returned successfully to the city.

This article has emphasized the positives; the national media have monopolized the negatives. Tulane is extraordinarily proud of its role in the recovery of medical care in New Orleans, and in fact Tulane University has played an important leading role in a variety of recovery efforts: the economy, primary education, planning, and housing. Tulane and New Orleans itself are destined for renaissance.

L. Lee Hamm, MD, is Huberwald Professor and Chair of Medicine and Interim Dean at the Tulane University School of Medicine.

Notes

- ¹ Hamm, L. L. "Personal Observations and Lessons from Katrina." *Am J Med Sci* 332: 245–250, 2006.
- ² Carey, B. *Leave No One Behind: Hurricane Katrina and the Rescue of Tulane Hospital*. Clearbrook Press, 2006.
- ³ Taylor, I. L., N. K. Krane, R. G. Amedee, and M. J. Kahn. "Rebuilding Institutional Programs in the Aftermath of Hurricane Katrina: The Tulane Experience." *Am J Med Sci* 332: 264–268, 2006.
- ⁴ Niyogi, A., E. Price, B. Springgate, C. Joplin, and K. B. Desalvo. "Restoring and Reforming Ambulatory Services and Internal Medicine Training in the Aftermath of Hurricane Katrina." *Am J Med Sci* 332: 289–291, 2006.



Dedication marking the opening of LSU Interim Hospital in New Orleans.



The "War Room" in a conference room at the LSU Systems Office that served as a base of operations during the early days. Faculty, administrators, staff, and students manned the phones.



Students board the Finnjet, their home at the Port of Baton Rouge.



DESIGNhabitat 2: Affordable Housing for Disaster Victims

David Hinson and Stacy Norman

AU ARCHITECTURE GROUP WINS NATIONAL AWARD FOR HOME DESIGN

The American Institute of Architects has named AU School of Architecture's Designhabitat 2 Studio (see note 1), led by professors David Hinson and Stacy Norman, winners of a 2007 Housing Design Award for Special Housing as part of the AIA's Housing Awards Program. The Designhabitat 2 Studio won for their work on the Designhabitat 2 home that was built in partnership with Palm Harbor Homes and Habitat for Humanity. The project was part of Hinson's and Norman's fourth-year studio, with fifteen students creating a design and working onsite to complete the home. The project also has earned an Association of Collegiate Schools of Architecture (ACSA) "2007 Collaborative Practice Award" and an AIA Alabama "2006 Honor Award."

Since 2001, the School of Architecture at Auburn University has collaborated with Habitat for Humanity (HFH) affiliates across Alabama to improve the energy performance and design quality of Habitat homes.

Building on the success of the first round of this collaboration, I as director of the DESIGNhabitat Program approached the Alabama Association of Habitat Affiliates (AAHA) with a proposal to study ways to integrate factory-based production into the volunteer-builder culture of HFH affiliates (see Figure 1).

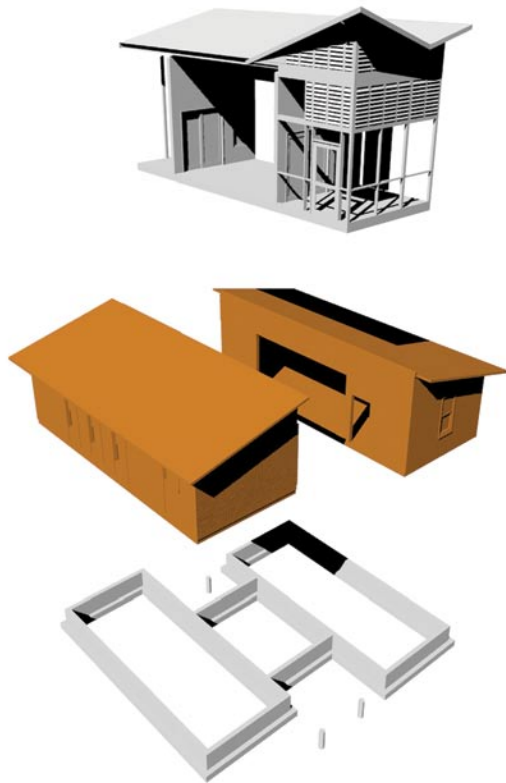


Figure 1. Axon illustrating site- and factory-built components

GENESIS OF DESIGNhabitat 2

Initial research pointed toward modular construction as the most promising strategy, and in 2005 the “DESIGNhabitat 2” initiative began. In this initiative, a team of architecture students¹ and faculty (Stacy Norman and I) at Auburn partnered with a modular-housing production company, Palm Harbor Homes, to design and build a modular HFH home.

The DESIGNhabitat 2 initiative was designed with five objectives:

1. Capitalize on the systems-built industry’s expertise with production process, resource efficiency/conservation, and quality control;
2. Build on the design-quality advances realized by recent designer-led/academy-based modular-design and construction initiatives;

3. Integrate the energy-performance expertise developed in the prior phases of the DESIGNhabitat program into the DESIGNhabitat 2 home;
4. Explore how this approach might benefit HFH affiliates that struggled to build homes because of limited volunteer resources; and
5. Immerse students in the challenges and opportunities associated with affordable-housing design and cultivate an ethic of service and community engagement as an integral part of their strategy of response.

The students began the project with a semester-long pre-design research effort intended to immerse the team in the specific design opportunities and constraints associated with factory-based construction. The students also sought to identify the cutting edge of modular design and construction (including energy performance, materials and construction systems, and building configuration) both inside the industry and within the professional design community.² Perhaps the most important area of pre-design exploration involved a careful study of how this approach could be integrated within HFH’s traditional site-built, volunteer-builder culture.

The team began the next semester with a month-long “charrette” (that is, an intensive design effort) intended to generate alternative prototype home proposals incorporating the lessons of the fall research phase. In mid-February, five proposals were presented to a panel of project advisors (HFH leadership, modular-industry representatives, and faculty) who selected one of the schemes to advance to design-development and construction.

The selected scheme was chosen by the advisors because of its energy-conserving design features (shown in Figure 2), because of the clarity of its plan, and because the scheme offered the most clearly identifiable site-built features (the central connecting space and porches) — an important consideration in HFH’s volunteer builder-centered culture.

REFRAMING THE INITIATIVE

As the project moved into design-development, HFH International was working to develop a viable strategy for responding to the devastation of Hurricanes Katrina and Rita. The effect of these two disasters on the Gulf Coast states of Texas, Louisiana, Mississippi, and Alabama dramatically reframed the DESIGNhabitat 2 initiative. Within the span of a few weeks, the condition envisioned in Goal 4 — small, often rural HFH affiliates with money but fewer human resources — became the reality for HFH affiliates throughout the four-state Gulf Coast region. Facing a need for more than 20,000 homes and a human resource capacity of (at best) 1,000 houses a

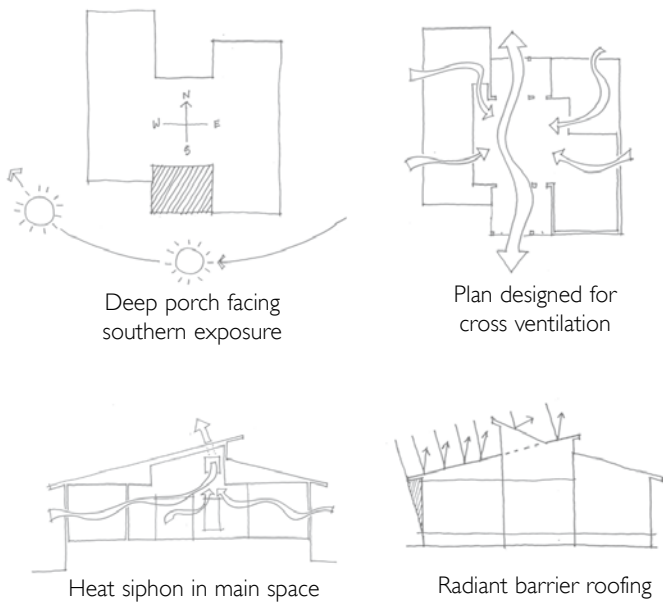


Figure 2. Energy-conservation strategies

year, HFH International realized that this emergency demanded new ways of approaching the construction of HFH homes. Modular production quickly emerged as one of the “alternative” strategies that HFH’s “Operation Home Delivery” (OHD) leadership wanted to evaluate.

With support from the OHD program, the DESIGNhabitat 2 project team partnered with a new HFH affiliate in Hale County, Alabama, one of the western Alabama counties most affected by hurricane Katrina. The Hale County HFH affiliate quickly identified a family displaced by Katrina as the future homeowners for the DESIGNhabitat 2 home.

PRODUCTION AND CONSTRUCTION

The student-designed DESIGNhabitat 2 home went into production on April 18, 2006, in Palm Harbor Home’s plant in Boaz, Alabama, and was shipped to the home site in Greensboro, Alabama, the following week. Under my and Stacy Norman’s direction, the architecture students responsible for the design then began a two-week “blitz build” to complete the site-built components of the home (illustrated in Figures 3–6). The keys to the DESIGNhabitat 2 House were turned over to Dorinda Crews and her three children on June 23, 2006.

The construction of this home was supported via a grant from HFH International’s OHD program, in-kind donations from Palm Harbor and other product vendors, and a generous grant from a private foundation. The home was constructed for approximately \$60,000 (including the value of donated materials and services).



Figure 3. Pre-fab module in production line



Figure 4. Setting modules on the foundation



Figure 5. Center bay under construction

MOVING THE WORK FORWARD

While the DESIGNhabitat 2 program builds on the prior (and ongoing) work of professional designers and academy-based modular initiatives, it also moves this work forward. Most significant among these accomplishments are:

- The DESIGNhabitat 2 home is among the first homes completed for HFH in the region to integrate this particular mix of design quality and energy-performance objectives with the modular-construction process. As such, it offers valuable lessons for HFH on integrating design-quality objectives, climate-appropriate design features, and energy performance into its efforts to rethink its delivery model in the wake of the Gulf Coast disasters.
- The DESIGNhabitat 2 home is among the first academy-based modular-home design initiatives to be built via direct collaboration with a production modular builder — integrating the industry’s experience with prefabrication and the innovation and imagination of a faculty/student design team. Together with recent and ongoing academy-based initiatives involving pre-fabrication,³ this project offers valuable lessons for future research and design.
- The DESIGNhabitat 2 home offers significant evidence that the gap between the design and energy-performance potential of factory-based construction and the realities of affordable housing has narrowed.

Beyond these accomplishments, the DESIGNhabitat 2 program’s integration of design/build and service-learning teaching methods has provided the students involved with a powerful model for meaningful action in the face of a natural disaster of overwhelming magnitude. In the process of creating a building of high design quality for a client type rarely served by the profession, they have developed invaluable insights into the collaborative nature of effective community engagement and the critical competencies to become effective “citizen architects” in their professional lives.

Notes

- ¹ The DESIGNhabitat 2 team student team included: Joey Aplin, Samuel Bassett, Cayce Bean, David Davis, Danielle Dratch, Joey Fante, Betsy Farrell, Russ Gibbs, Jennifer Givens, Simon Hurst, Walter Mason, Bill Moore, Matt Murphy, Ryan Simon, and Mackenzie Stagg.
- ² The design precedents studied by the DESIGNhabitat 2 team included the works of Michelle Kaufmann, Resolution 4 Architecture, Charlie Lazor, Jennifer Siegal, and others. The



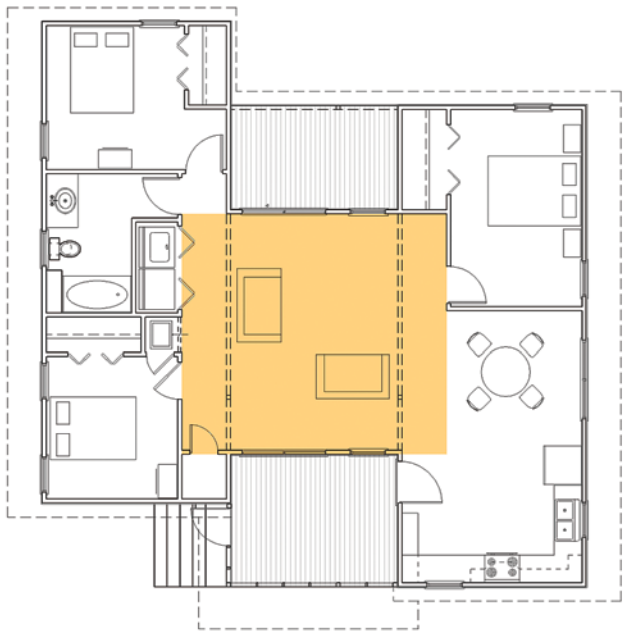
Figure 6. Front view of completed house

students also studied the work of “production” manufacturers including Palm Harbor Homes, Fleetwood Homes, Patriot Homes, and Royal Homes.

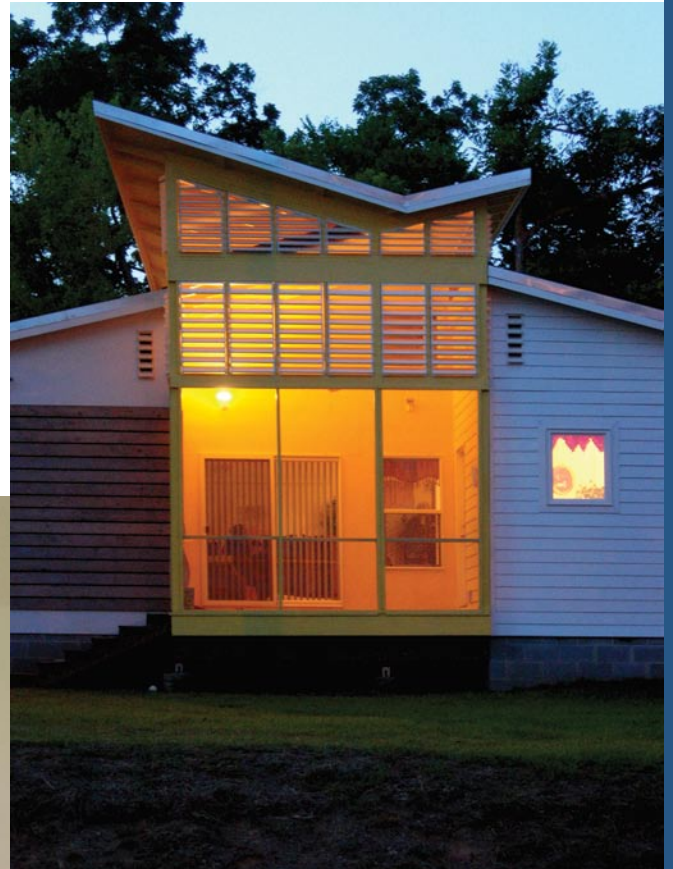
- ³ The work of Daniel Rockhill and his students at the University of Kansas and the work of John Quale and his students at the University of Virginia exemplify the excellent modular-design research underway in architecture schools. The work of these design/build studios provided a valuable source of pre-design insight to the DESIGNhabitat team.

David Hinson serves as Head of the School of Architecture at Auburn University where he has been a member of the faculty since 1997. He teaches upper-level design studios, lecture courses in construction technology and professional practice, and seminars on leadership and civic engagement. In addition, Prof. Hinson is actively engaged in research into the evolving challenges of architectural practice and how higher education can best prepare students to succeed as professionals and as community leaders. Hinson also leads The DESIGNhabitat Program, an ongoing collaboration between the School of Architecture and Habitat for Humanity.

Stacy Norman, AIA, is a registered architect and has been teaching in the area of digital design since the fall of 1999. Mr. Norman holds a Bachelor of Design from the University of Florida and Masters of Architecture from Columbia University. Since 2002 his research, teaching, and practice focus have included computer-aided design and digital fabrication methods. In the fall of 2003, Stacy Norman was awarded the Paul Rudolph Visiting Assistant Professor of Architecture at Auburn University’s School of Architecture and is currently an Adjunct Professor at Auburn University. Most recently, Mr. Norman has worked in collaboration with Professor David Hinson at Auburn University and the DESIGNhabitat 2 studio researching methods of modular of construction and affordable housing.



Floor Plan



Night view of porch

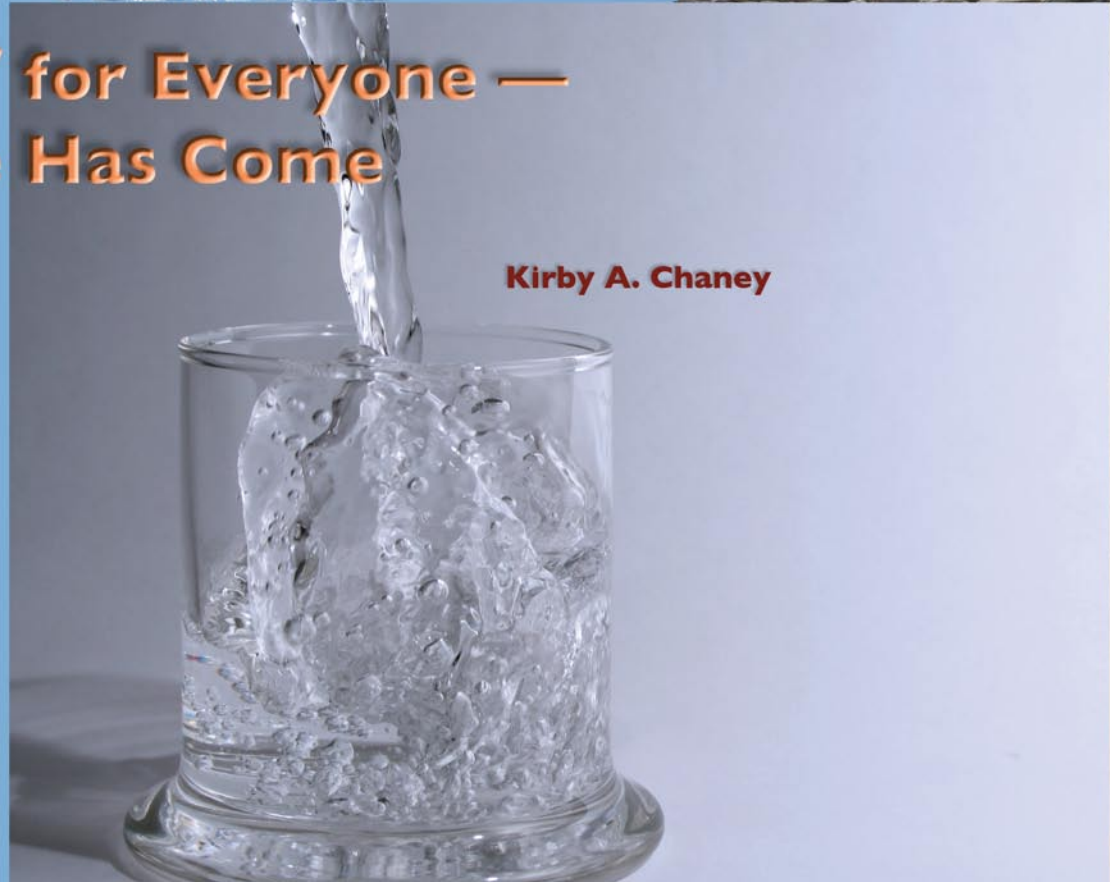


Interior view of house



Water for Everyone — The Time Has Come

Kirby A. Chaney



A WORLD OF INEQUITY

The average American uses 160 gallons of water [*Paul Ehrlich and the Population Bomb*/PBS] and discharges an average of two-tenths of a pound of pollution back to the environment every day. In that same twenty-four-hour period, nearly five thousand people globally die from causes traceable to a lack of access to safe drinking water



or basic sanitation. The World Health Organization (WHO) says that 1.1 billion people do not have access to improved water-supply sources, and 2.4 billion do not have access to any type of improved sanitation facilities. Every time those of us who live in the western, developed world

draw safe water from the tap or flush waste down a drain, we take for granted the critical, life-giving nature of water and sanitation and our inexpensive and abundant access to them, yet we often forget that many people struggle through their day and even die for the lack of them.

In January 2007 a *British Medical Journal (BMJ)* poll named the “sanitary revolution” as the most important medical milestone since 1840, the year the journal began. More than 11,300 readers of the *BMJ* named the introduction of piped water to peoples’ homes and sewers rinsed by water ahead of antibiotics, anesthesia, vaccines, and the discovery of the structure of DNA as the greatest medical breakthrough in a century and a half (*BMJ*, 24 March 2007 [Vol 334, No 7594]). Yet unhealthy sanitary conditions continue as the norm in much of the developing world. Each year poor hygiene, unsafe water, and inadequate sanitation lead to more than 1.5 million deaths from diarrheal disease in low and middle-income countries.

According to the WHO, the reasons that these conditions persist include the following:

- lack of priority given to the water and sanitation sector,
- lack of financial resources,
- lack of sustainability of water supply and sanitation services,
- poor hygiene behaviors, and
- inadequate sanitation in public places, including hospitals, health centers, and schools.

Not enough emphasis is given to solving these problems. While access to clean water has improved since the turn of the twenty-first century, sanitary conditions are actually getting worse for the developing world (*Meeting the MDG Drinking Water and Sanitation Target, A Mid-Term Assessment of Progress*, World Health Organization and United Nations Children’s Fund, 2004). The cascading effects of the resulting illnesses are huge roadblocks to further development of these disadvantaged millions. Until we recognize and work together to solve water and sanitation shortages, poverty will continue to exist in increasing contrast to our own relative wealth and comfort. Conversely, a concerted effort to provide water and sanitation could enable and accelerate the development of impoverished countries.

THE PLAN FORWARD

Cost is certainly an obstacle. But cost alone does not prevent us from tackling these important issues. We can afford to spread access to water and sanitation. The Millennium Declaration signed by 189 heads of state at the 2000 UN Millennium Summit established a set of eight goals, termed the Millennium Development Goals (MDGs). The MDGs provide targets that aim to end extreme poverty worldwide. At least four of the goals, those

addressing health and disease, environmental sustainability, child mortality, and maternal health, are directly related to advances in clean water and sanitation. The United Nations seeks to achieve the MDGs by 2015. Thus far, though, progress on the MDGs is behind schedule, with some estimating achievement at the current pace delayed to 2050. Oxfam, a consortium of nonprofit organizations working to end global poverty, calculates that meeting the MDG targets on health, education, water, and sanitation would require an extra \$47 billion a year. This amount seems large until you compare it with annual global military spending of \$1 trillion, the \$160 billion that the world spends every year on jewelry, or the \$40 billion spent on pet food.

Wealthier countries need to provide the lion’s share of funding to solve the problems of developing countries. The developed world does not see this as an urgent matter, though, because its access to water and sanitation is so routine and reliable that it fails to perceive contaminated water as still one of the most debilitating problems existing in the world today. This problem is not only about a safe drink of water but also about the widespread effects on poverty, productivity, and development. For example, in sub-Saharan Africa, one part of the world most deprived of water access, women and girls spend a large proportion of their energy just gathering and carrying water (UNICEF, 2005). The time and energy that they spend hauling water from a distant source is not available to them for learning or for other productive work. The chain reaction caused by this labor slows further individual and community development and progress. Water supply and sanitation projects have been ranked among the top ten most cost-effective ways to advance global welfare. A WHO cost-benefit analysis calculated that every dollar invested in water yields an economic return of between



ten and twelve dollars. The total investment required to provide a clean, safe, and reliable water supply point in Africa costs from twenty to fifty dollars per capita, depending on local climate, topography, and the technology employed (WHO).

RECENT ADVANCES

Thirty years ago, nearly two-thirds of the water bodies in the United States were polluted, some dramatically, and waterborne illness still occurred routinely, if infrequently. After a massive expenditure of federal, state, and local funds during the three ensuing decades, those polluted waters are again suitable for use, and even then-clean waters are healthier than before. Most communities now treat sewage to “secondary” treatment levels and must comply with nationally uniform standards. Key elements of the EPA’s water program for the United States, as stated in its strategic plan for water, emphasize:

- Protecting human health by reducing contaminants in drinking water, fish and shellfish, and recreational waters;
- Protecting the quality of rivers, lakes, streams, and coastal and ocean waters; and
- Enhancing science and research by applying a scientific foundation to EPA’s clean and safe water goals through research and an improved understanding of environmental outcomes (USEPA, *2003–2008 EPA Strategic Plan – Direction for the Future, Goal 2 – Safe and Clean Water*, March, 2004).

In short, the United States, when it comes to safe water and the water environment, is in a period of fine-tuning.

In contrast, the MDGs are far more fundamental, addressing matters of life, death, living standards, and life expectancy (United Nations, 2005):

- Eradicate extreme poverty and hunger
- Achieve universal primary education

- Promote gender equality and empower women
- Reduce child mortality
- Improve maternal health
- Combat HIV/AIDS, malaria, and other disease
- Ensure environmental sustainability
- Develop a global partnership for development

Worldwide, we are still struggling to improve quality of life for a large segment of the population from conditions that have changed little in the last thousand years.

URGENT RESPONSE

Water and sanitation become especially critical in times of disaster recovery and relief. A recent example of the impact of new technology and a multidisciplinary water-resource community poised for quick mobilization played out after the December 2004 Indian Ocean tsunami. In the days immediately after the disaster, additional loss of life resulting from waterborne illness was a major concern. In the tsunami’s aftermath, global-health experts worried that the combination of flood-contaminated water supply, lack of sanitation, displacement of a large population to temporary shelter, and pressure on medical resources would combine to allow disease to spread exponentially, pushing the tsunami’s enormous death toll even higher. In reality, the effective disaster response that took place after the tsunami largely prevented any increase in death from disease following the disaster. Indicative of the importance of water and sanitation in this response, the American Red Cross and its partners spent about 22 percent of all their Tsunami Recovery Program funds on



water and sanitation, the largest single category of allocation (American Red Cross, 2005).

The generally accepted death toll from the 2004 tsunami is about 200,000. To put the ongoing water and sanitation problem worldwide into perspective, more people than that have died from water- or sanitation-related illnesses in the last two months.

THE STORY FROM THE ROAD

As I reflect on a career in the water and wastewater field nearing thirty years, the time spent within and outside of the United States nearly equal, my impression is of contrast and inequity. Water-utility operation and management under the purview of the U.S. EPA and its state-level counterparts have long since become a struggle to comply with a complex system of increasingly detailed and stringent requirements. Internationally, available resources do not begin to address the most basic needs. And because poverty and corruption are closely linked, local officials whose interest should be the well-being of their constituents are often preoccupied with placing themselves close to the flow of aid dollars in case a small part of the stream might be diverted to their own pockets.

Observations from the ground in this field, both within and outside of the developed world, confirm both the striking contrast between the haves and the have-nots, as well as the published obstacles to progress. American cities certainly face some challenges as the infrastructure built in the 1960s and 1970s ages, and technology requires additional investment. In general, though, you can drink from any water tap in the country without fear of illness or disease, and you can swim in or consume fish from nearly any waterway without any but the most cautious reservations.

Working on a USAID-funded project to develop institutions supporting water and sanitation development was universally frustrating in the slow pace of progress and the indifference, if not difficulty, of the recipient agencies of the aid efforts. The problems we faced working in one developing allied nation included funding and fee collection, maintenance practices for sustainability of donated facilities, public education, affordability, cultural differences, and workforce education, skills, and motivation. The North African city of four million collected from customer-rate charges only about one-third of the funds necessary to operate, maintain, and reinvest in the utility. Any attempt to encourage a rational approach to maintaining the utility by increasing those rates clashed with the ability of the millions of poor customers to afford the cost and could cause a public outcry, even violence. Yet without the funds to operate the utility, it is difficult to provide a safe and reliable product. Many of the employees of the utility were distracted from doing their jobs by “second jobs” or other activities to supplement their

income, because the utility position did not pay a living wage. Those who have spent years working in this kind of effort tend to agree that progress is slow but sure and best observed over a longer time frame.

But the frustration of this work is balanced by a profound sense of reward. Working on the tsunami-relief effort went far beyond just hardship and long days. We were on the ground, looking the beneficiaries of our efforts in the eye and receiving their hugs and handshakes. In another time, our religious, political, and cultural differences might very well have made our interaction with the Aceh people difficult. In that time of need, when we were giving the Aceh people safe water, we were all just people with a common goal, and those differences were put aside, at least for a while. And it is my sincere hope that our efforts facilitated a faster and more complete recovery from the disaster, and just maybe those efforts fostered a long-term advancement in understanding between our cultures, so long isolated by geography and politics.

CALL TO ACTION

Take this, if you will, as a call to action. The planning already has been done. International aid agencies and NGOs have defined the path forward, as exemplified by the Millennium Development Goals. There is a cost, but when measured against the potential benefits of advancement for women, children, and the disadvantaged population, the cost is small and highly effective. Organizations are in place to serve the need. These organizations include international aid agencies such as the Red Cross and our own USAID, the World Water Council, the United Nations and its subsidiary organizations, and nonprofit organizations such as Water for People, which is supported by the U.S. water industry as a way of assisting those beyond our borders. The first obstacle to progress is awareness of and emphasis on the problem. You can contribute directly to an organization with water issues as part of its mission. But you also can do a lot by remembering when you draw water or flush the toilet that it is a valuable privilege and by giving some thought to those still in need. Communicate the urgency of this problem to friends and associates; by doing so, you can help to elevate water issues to their rightful place near the top of the list of urgent global needs.



Kirby A. Chaney is an active member of Phi Kappa Phi. He graduated from Oklahoma State University with a B.S. in Engineering in 1992 and works as an engineer in the water and wastewater field. His travels have taken him to more than forty countries on six continents. He and his wife, Angela, live in Luquillo, Puerto Rico.



Photo by Kirby A. Chaney.

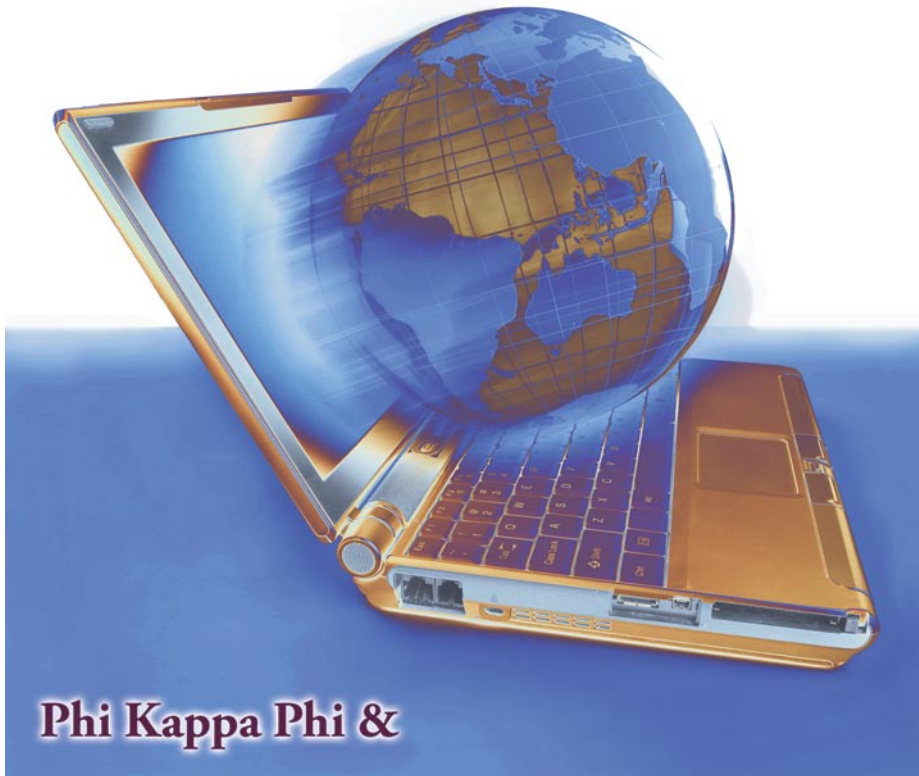
People gathering water from relief efforts in Banda Aceh, Indonesia following the tsunami.



Photo by Kirby A. Chaney.



Photo by Kirby A. Chaney.



Distance Education

Wendell H. McKenzie

It is hard to ignore the emergence of distance education in higher education. Even so, no honor society to my knowledge has systematically addressed pertinent issues related to quality, effectiveness, recognition of excellence, and other facets of this burgeoning student population. That is both interesting and odd, in my opinion. Arguably, Phi Kappa Phi has an obligation to do so because one of our operating principles is to recognize excellence wherever it exists.

The purpose of this article is to:

- Draw attention to our responsibilities as leaders of the academy as it relates to Phi Kappa Phi and distance education;
- Relate the journey that a major Phi Kappa Phi committee has taken in conceiving, researching, writing, and disseminating a white paper on distance learning; and
- Encourage you to read Phi Kappa Phi's white paper on distance learning.

In sum, this article asks you to think critically about the significance of distance education, especially as it relates to Phi Kappa Phi's role in this expanding dimension of higher education.

A SEED IS PLANTED

Society President Paul J. Ferlazzo deserves credit for recognizing a void; as a proponent of distance education, he recognized that no honor society has considered the implications of distance education in any comprehensive way.

Dr. Ferlazzo approached me, knowing that I have some experience in distance education, to determine my interest in chairing a Phi Kappa Phi committee to study this matter. I happily agreed to do so.

A COMMITTEE IS FORMED

President Ferlazzo established the Membership Opportunities Committee (MOC) made up of colleagues from throughout the country. The MOC members and their affiliations are given below:

- Dr. Wendell H. McKenzie (chair), North Carolina State University
- Dr. Yaw A. Asamoah, Indiana University of Pennsylvania
- Dr. Catherine Clark-Eich, Ohio Department of Education
- Dr. Paul J. Ferlazzo, Northern Arizona University
- Dr. Marilyn J. Musacchio, Spalding University
- Dr. Diane G. Smathers, Clemson University
- Dr. Perry A. Snyder, Executive Director, Phi Kappa Phi

- Ms. Lourdes Barro, Associate Executive Director/Chief Financial Officer, Phi Kappa Phi

THE COMMITTEE'S EXECUTION OF ITS CHARGE

The MOC was asked to consider the following:

- Are chapters initiating their distance-education students?
- Are there issues and concerns that might constitute barriers to initiating distance-education students? What strategies might overcome such barriers?
- Should we be doing more for our distance-education Phi Kappa Phi students?
- Should we establish chapters, ceremonies, or activities that make greater use of the virtual environment to better engage our distance-education students?
- What opportunities or services should we provide them?
- How can we help them identify more strongly with Phi Kappa Phi?
- What skills and resources might they be able to provide for Phi Kappa Phi?

The MOC addressed these and many additional questions. For example, what does the research literature have to say about the quality of teaching/learning when delivered via distance education? Are distance-education programs accredited, and if so, by what agencies or bodies? Do potential employers perceive distance-education students as of lesser quality? Is that perception changing? To what extent has distance education grown in recent years? What are the predictions for its future?

The MOC met face-to-face for a weekend meeting early in the triennium to consider its charge, direction, and plan for executing its charge. A consensus emerged from that meeting as well as from numerous subsequent conference calls and e-mail exchanges that the MOC should research and write a scholarly piece on distance learning, that is, a white paper.

The MOC recognized a need to review the literature on distance education, particularly as it related to quality and standards. Without such documented evidence, Phi Kappa Phi would have no basis for taking a position or recommending action. That said, it was also the MOC's

The White Paper

Want to know more about Distance Education (Distance Learning) and The Honor Society of Phi Kappa Phi? Read and download the complete White Paper *Phi Kappa Phi and the Distance Learner* by logging on to www.PhiKappaPhi.org/web/Publications/DistanceLearner/index.html.

perspective that currently no shortage of unsubstantiated opinion and healthy skepticism exists.

Phi Kappa Phi's Board of Directors endorsed the MOC's proposal and approved funds to research, write, and disseminate the finished product. Dr. Diane G. Smathers, one of the MOC members, agreed to take the lead in researching and writing the document. Although Dr. Smathers is listed as the author of the white paper, it is a product of the MOC and the Board of Directors. Similarly, this *Forum* article has had input by many.

We decided that the target audience for the white paper should be primarily Phi Kappa Phi's now more than three hundred chapters, but that it would have relevance for others as well.

Of special note, we also decided that the white paper and its findings would be featured at the 2007 Triennial Convention at workshops and roundtable discussions. Hard copies of the white paper would be provided to each convention attendee. Further, copies would be sent to each chapter, with executive summaries going to key administrators at member institutions.

In addition, white paper copies would be provided to selected media outlets, distance-education journals, and pertinent professional organizations. And, of course, the white paper will be available to anyone on Phi Kappa Phi's Web site: <http://www.PhiKappaPhi.org/>.

Table 1 summarizes the salient points elaborated in the white paper; it is, in a sense, a "top ten" list. The white paper itself has much more detail, is substantially referenced, provides support for conclusions drawn, raises critical unanswered questions, and poses practical possibilities for Phi Kappa Phi. It is, indeed, a scholarly communication.

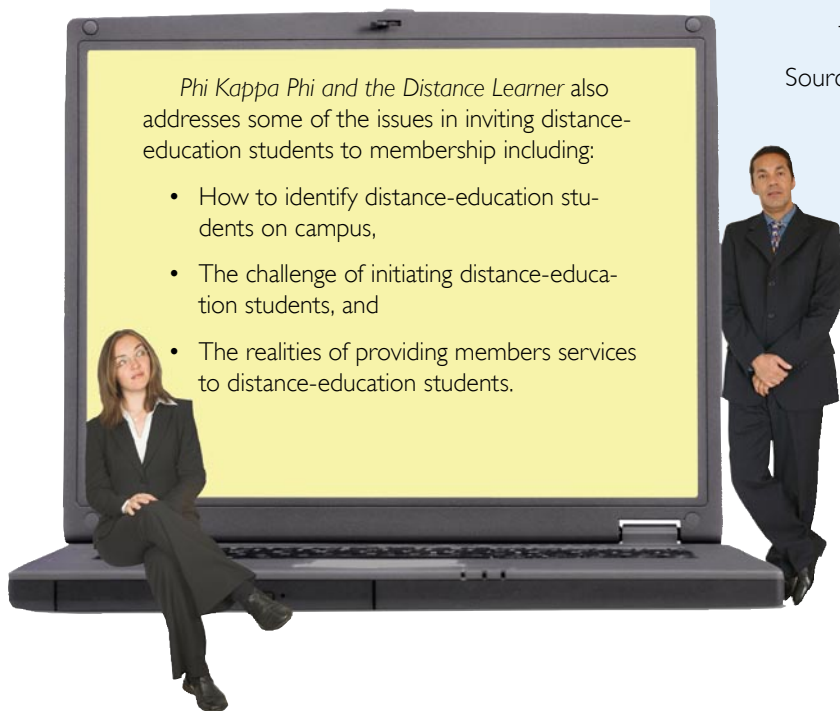
Table 1. Did You Know? Facts about Distance Education

1. No significant difference in learning outcomes exists between distance-education classes and traditional classroom instruction.
2. In 2002, 11 percent of all college students took at least one on-line course.
3. Enrollment in on-line courses has increased 20 percent per year since 2002.
4. Many academicians believe that distance education may be the most important issue higher education has faced in the last one hundred years.
5. It is projected that by 2008, 10 percent of all degrees awarded will be on-line.
6. The most common use of distance education today is to support traditional classroom instruction.
7. Numerous guidelines and criteria for distance education can be found, including those established by various accrediting agencies.
8. Although distance education cannot simulate the undergraduate experience, research shows that it can create a sense of community.
9. Distance education is popular because it is convenient, flexible, relevant, and reasonably affordable.
10. Distance education has changed the way education is perceived, delivered, and planned for the future.

Source: *Phi Kappa Phi and the Distance Learner: A White Paper* by The Honor Society of Phi Kappa Phi.

Phi Kappa Phi and the Distance Learner also addresses some of the issues in inviting distance-education students to membership including:

- How to identify distance-education students on campus,
- The challenge of initiating distance-education students, and
- The realities of providing members services to distance-education students.



SOCIETY AND CHAPTER RESPONSIBILITY

“I’m a chapter officer; what should I do?”

We have learned that some of our Phi Kappa Phi chapters are already including distance-education students in the pool from which they invite to membership. Others are not. Still others are not sure whether or not they are. It seems only logical that we have a more defined rationale and practice.

Given the first fact cited in Table 1, excluding distance-education students from Phi Kappa Phi, assuming that they qualify for invitation to membership according to all other criteria, cannot be justified.

Therefore, Phi Kappa Phi encourages its chapters to consider eligible distance-education students for membership in Phi Kappa Phi. Table 2 identifies a series of “action steps” that each chapter should put into effect.

We understand and expect that our chapter leaders will have questions about how to implement these steps. They will have the opportunity to address these and other related topics at the Triennial Convention in August. Our headquarters staff and Board of Directors are available at other times as well, of course, to speak to any concerns that might arise.

SUMMARY

This article emphasizes the journey that the white paper has taken, from conception to birth. It also challenges the Society, particularly the chapters, to care for and nurture excellence in this relative academic newborn, distance education.

Distance education, as “the new kid on the block,” is sometimes regarded with suspicion, even disdain. Phi Kappa Phi needs to be an objective leader in identifying the excellence that exists in distance education, rather than be a passive bystander, or worse yet, an uninformed critic, in this important arena.

Wendell H. McKenzie is the immediate past president of The Honor Society of Phi Kappa Phi. He is an Alumni Distinguished Professor of Genetics at North Carolina State University.

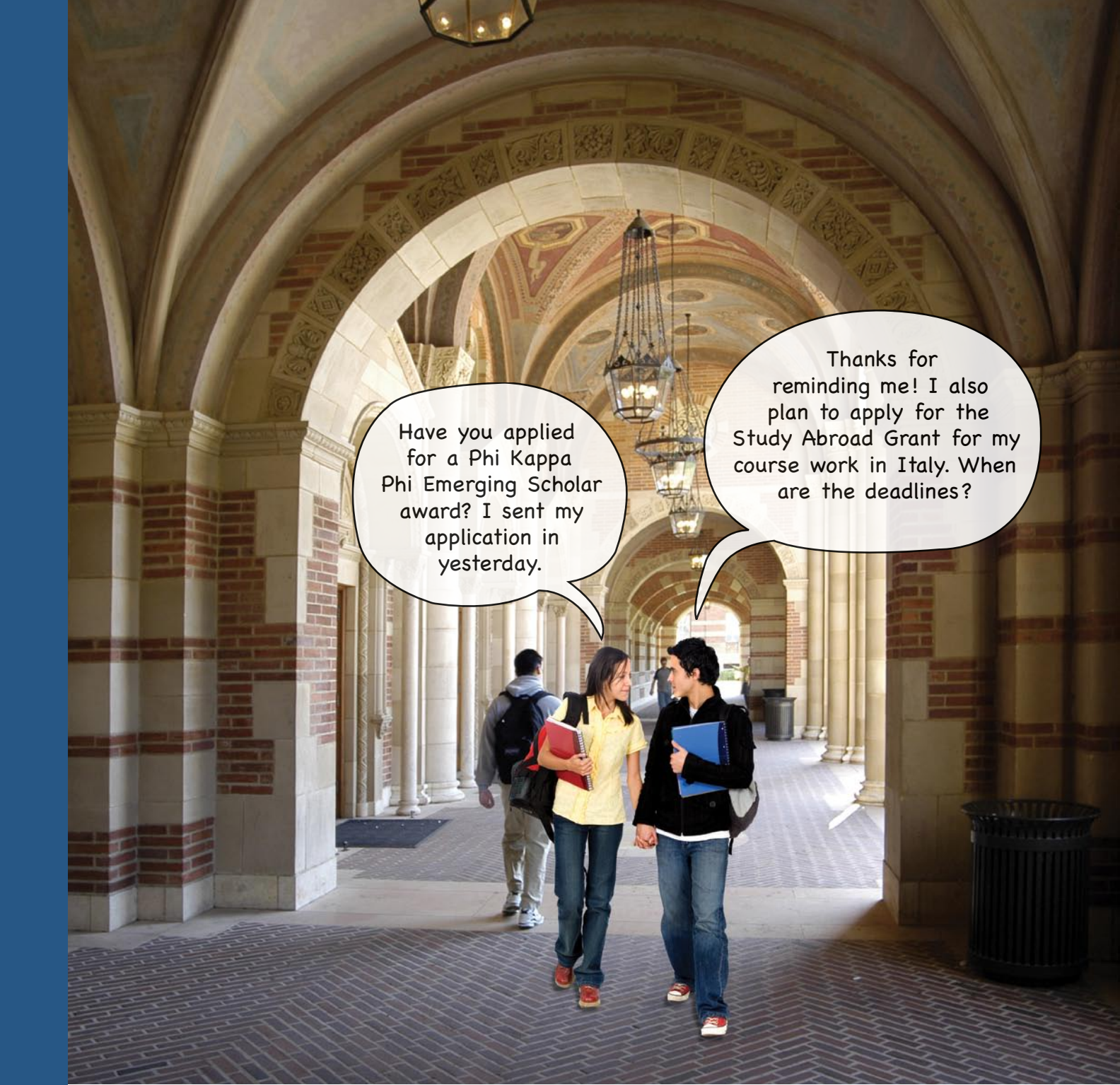
Table 2. Action Steps for Chapters

As a member of your chapter’s leadership you should:

1. Review your by-laws to determine if there is language that would deter or prevent the consideration of distance-education students. Take steps to revise your by-laws as needed, and ensure that eligibility requirements (including the “sound character” requirement) are met as you do so.
2. Ask your Registrar to include distance-education and/or off-campus students as s/he prepares the list of students eligible for invitation to Phi Kappa Phi membership.
3. Consider changes in your initiation process as needed to more fully include distance-education students (for instance, nomination procedures, recommendation processes, and so on).
4. Revise invitation materials as needed so that Phi Kappa Phi membership becomes a viable possibility for distance-education students.
5. Determine whether an alternate initiation ceremony should be developed for distance-education students.
6. Establish and/or update your chapter’s Web site since, for most distance-education students, this medium may be the first point of contact with the chapter.
7. Consider ways that Phi Kappa Phi members who were distance-education students can support your chapter and stay involved.

Source: *Phi Kappa Phi and the Distance Learner: A White Paper by The Honor Society of Phi Kappa Phi.*





Have you applied for a Phi Kappa Phi Emerging Scholar award? I sent my application in yesterday.

Thanks for reminding me! I also plan to apply for the Study Abroad Grant for my course work in Italy. When are the deadlines?

AWARDS DEADLINES FOR 2008:

Study Abroad Grants - Monday, February 18, 2008

Literacy Grants - Monday, February 4, 2008

Fellowships - Monday, March 3, 2008

Emerging Scholar Awards - Monday, June 30, 2008

Love of Learning Awards - Monday, June 30, 2008

Forum on Education and Academics

Helen Janc Malone

The Role of Out-of-School Time Under No Child Left Behind

Media coverage on education in recent years has primarily focused on the implementation of the No Child Left Behind Act. However, as schools refocus their energies on basic reading, writing, and math, creativity and critical thinking are being squeezed out of classroom instruction. Further, many schools are cutting their liberal arts and physical education curricula to increase the amount of time devoted to standardized test content. So, how do we facilitate holistic education for the twenty-first century? One of the key ways is through out-of-school-time learning.

Out-of-school time (OST) learning complements the school day by providing a safe place for kids to go to when not in school, to get necessary supplementary services such as tutoring and enrichment activities, and to realize some of their extracurricular opportunities. These activities could take place before or after school, on weekends, or during the summer. Recent research from the field finds that students' participation in OST activities increases school attendance and the children's overall motivation to engage in learning. As the school day continues to focus on the new accountability standards, the OST can provide diverse activities to help students succeed in and out of school.

According to the Afterschool for All Project 2010, 14.3 million children are alone and unsupervised in the hours after school. Further, as reflected by the 2000 Fight Crime report *The Prime Time for Juvenile Crime, or Youth Enrichment and Achievement*, the afternoon hours are the prime time for juvenile crime. By providing students with structured activities outside of school hours, children not only are kept safe and sound but also are less likely to commit a crime or engage in other illegal activities.

One of the ways OST helps students is through homework assistance and tutoring that could boost the students' performance on standardized tests. For example, 21st Century Community Learning Centers, a federal pro-

gram, provides after-school funds for students who attend high-poverty and/or low-performing schools. The funds are intended for both enrichment and tutoring services, helping many students improve their academic and test performance. Many other comprehensive programs such as the Harlem Children's Zone offer this component as a way to boost the overall academic achievement of students in their community.

The OST programs, however, not only boost test scores but also provide enrichment opportunities for students in K–12 education. These programs range from art and foreign language programs and environmental projects, to more traditional extracurricular activities such as the student government association or the marching band. One example is a Boston-based organization, Citizen Schools, which offers an apprenticeship model matching middle school students with community organizations to enrich students' real-world skills. After-School All-Stars MIRACLES program in California provides computer classes for kids to build twenty-first-century skills. All of these opportunities help boost students' self esteem and inspire them to explore learning in new and creative ways.

Another venue for OST is summer. With a traditional calendar still in place in most public schools, many children are at risk of losing content knowledge during the summer months, which can become a serious disadvantage in the new school year. OST programs such as Summerbridge Pittsburgh or SuperKids Camp provide positive experiences that could accelerate academic achievement

during the school year through reading-enrichment programs or leadership academies that build life skills.

Finally, OST is increasingly helping kids get healthy and fit through



active programs that serve to curb childhood obesity, provide nutrition education, and encourage athletics often left behind by the new school-reform measures. With recent reports from Action for Healthy Kids showing that 75 percent

of children get less than twenty minutes of rigorous physical activity a week and the Centers for Disease Control and Prevention (CDC) recent study indicating that 16 percent of children aged six to nineteen are overweight, the need for OST programs to provide both traditional school-based team sports and the creative outdoor, non-school-based activities is growing. Innovative programs such as Coordinated Approach to Child Health (CATCH) or Sports, Play & Active Recreation for Kids (SPARK) help school children acquire healthy eating habits and provide training to teachers by disseminating curricula and materials on quantity and quality physical activities for students.

Informal educational experiences can motivate and engage students in learning, help them live healthier and happier lives, and complement the school day by preparing students for both higher education and the global economy. When the traditional school day cannot fully provide the comprehensive education that students need, OST programs not only serve to fill the gap but also provide additional supports to help children's development. The two systems are not at odds with each other; rather, they are partnering systems that can facilitate holistic education for the twenty-first century.

Helen Janc Malone is a doctoral student at the Harvard University Graduate School of Education. Before her studies, Mrs. Malone worked in Washington, D.C., building a nexus among policy, research, and practice in the areas of after-school learning, student-leadership development, civic education, and comprehensive school reform.



Kyle Fluegge

No Fault... or Your Fault?

When I relocated from Missouri to Michigan as an undergraduate, the enigma of auto insurance had me scratching my head; indeed, the two states differed almost as much as night and day. But surprisingly many residents of Michigan do not even know about their state's mandatory no-fault policy or its impact on their premiums, even though these policies have been in existence for more than thirty years. Although Michigan remains a part of a shrinking field of no-fault states (Hawaii, Kansas, Massachusetts, Minnesota, New York, North Dakota, and Utah are the others), its consumers frequently brush aside the real meaning of no-fault or even how it came to be.

While most states maintain a liability system in which negligent drivers pay the injured parties, in a no-fault system, all drivers pay their own accident costs, regardless of who is to blame. This system minimizes the ability of the injured party to sue negligent drivers. This characteristic is of course the inherent "benefit" of no-fault: minimizing the court costs associated with lengthy tort action so that customers' auto premiums are kept at a minimum. Historical fact, however, does this reasoning no justice whatsoever.

And indeed why should it? Logical reasoning provides two explanations. First, if there is no "pay-the-piper" punishment for reckless drivers, who has any real motivation to drive safely? In liability states, drivers are required to carry at least this insurance to protect other drivers. Any additional coverage is at the insured's discretion. However, for those carrying only liability, it is in their interest to drive with caution. One example I can think of is a rear-end accident. When teenagers start driving, most parents tell them that no matter what happens, if you rear-end someone, it is always your fault. That is why you must pay attention. If not, it will hit your pocketbook. Lesson learned.

However, with no-fault, these kinds of accidents can be nightmares for those rear-ended. Without collision coverage, it could be your fault that you end up with no vehicle, not the person who rear-ended you. On a slightly better note, you

could end up with its blue book value for a totaled car, no transportation, and no legal recourse besides a mini-tort claim of \$500. This scenario would be the absolute best case. Sound fair? If an insurance company has to pay for its client's totaled car when the client was not in any way negligent, it is no wonder that these insurance companies are reluctant to reduce premiums. These higher premiums, our second reason, of course result in higher revenues for those insurance companies whose consumers actually carry insurance. Indeed, in some no-fault states such as Minnesota, the numbers of illegal, uninsured motorists are increasing as a result of these higher premiums.

Most consumers would be dumbfounded to find out that the largest expense (sometimes as much as 50 percent of the premium) under a no-fault automobile, personal injury protection (PIP), pays for medical coverage that many customers already have through their employers. In essence, it is a double payment for the same coverage. While this coverage provides a benefit for those without medical insurance, is the purpose of auto insurance to provide such coverage? Many disagree with this PIP coverage, especially because in Michigan (and other no-fault states, although to a lesser degree), the lack of a cap on the personal injury protection claims produces problems with fraud, thus further increasing an already expensive premium.

Some states have seen these reasons as justification to repeal their mandatory no-fault laws, among them Nevada (1980), Washington D.C. (1986), New Jersey (1989), Pennsylvania (1990 — reenacted as choice no-fault), Georgia (1991), Connecticut (1994), Colorado (2003), and Florida (2007). In all cases except New Jersey (which remains choice no-fault) and Florida, these repeals have lowered premiums drastically. In Denver, Colorado, residents have seen their premiums decrease by as much as 40 percent. Additionally, speeding-related fatalities from crashes have decreased by about 20 percent from the last full year of no-fault, 2002, to the first full year of liability (2004). This figure was roughly the same for other categories, including alcohol and single-vehicle crashes.

So what exactly is choice no-fault, and is it any better? For New Jersey and Pennsylvania, a customer is able to choose between no-fault and a traditional tort policy. However, the default in New Jersey remains no-fault, whereas the default in Pennsylvania is the tort system. In an assessment of the 2001 premiums for collision coverage, Pennsylvania's premium was about 6 percent lower than the national average of \$271. However, New Jersey's collision premium was almost 44 percent higher than the national average. A similar breakdown is seen under the tort system, in which PIP coverage is eliminated. Although costs for bodily injury and property damage would increase premiums, the overall savings from the elimination of PIP could be substantial. Thus, in New Jersey, it could be your fault that you have no-fault.

What about customers in those mandatory no-fault states? You might be surprised to know that in several of those states, policymakers already have brought this issue before the legislature. A repeal of no-fault could be in your state's future. The purpose of my research in Michigan is to assess consumer-reaction surveys to this state's auto insurance policy, how much is really known and understood about no-fault (after all, you pay for it), and whether it is really preferred among those affected by it the most. If not, is the traditional tort system the ideal? Or is it best to maintain customer choice between the two?

Kyle Fluegge is a PhD student in economics at Ohio State University with research interests in consumption and labor economics, including research related to human capital and child outcomes.

John S. Williamson

Cures or Oils of Snake?

Few doubt that we are experiencing a renaissance in science, technology, and medicine. From space exploration to gene therapy, the basic postulates of the modern scientific method have been validated time and time again. Modern scientists demand that basic hypotheses be justified with sound scientific validation before general theoretical assumptions are promoted as fact. Arguably a second renaissance surrounds our new commitment to preserving and promoting the beauty and wonders of the environment. We are intent on "getting back to nature." Unfortunately, many in our society have begun to perceive that the term "natural" means "better," without the need for supporting scientific evidence. This assumption has allowed entrepreneurial parasites to prey upon the public's misunderstanding of the benefits of a product that can be called "natural."

In rational drug discovery, nature serves as a vast reservoir for countless unique biomolecules that can be employed as medicines, or more commonly as "leads" to the production of useful medicines. A recent trend downplays the importance of scientific evaluation of natural products as potential medicines. Individual testimonials and small, questionable clinical trials have replaced the need to find truth through valid scientific evaluation. Undermining the public's trust in the scientific community has become commonplace and reminiscent of the days of snake-oil salesmen who once flourished by preying on the naïve.

Many of our modern drug therapies have been derived from natural sources, including atropine, codeine, digitoxin, morphine, physostigmine, pilocarpine, reserpine, and theophylline. In addition, hundreds of improved drugs have been synthesized using the chemical structures of naturally occurring plant materials as drug leads. Also, many individuals find relief from alternative medicines. Whether or not the relief is simply the result of a placebo effect, the product is effective for those individuals. The potential for the efficacy for alternative medicines is not questioned; however, the usefulness of and need for scientific analysis is in question.

Historically one of the great assets of the U.S. Food and Drug Administration (FDA) has been its legal authority to demand that manufacturers of medicines provide unbiased validation of their product's safety and effectiveness. This legal authority came about in the early part of the twentieth century through many congressional acts instituted to require corrupt manufacturers to back up their marketing claims with a scientific basis for their product. This approval assured the physician and patient that the approved medicinal agent had been subjected to rigorous scientific examination and that worthless medicines were not approved.

The trend of increasingly rigorous scientific evaluation ended in the 1990s. While under enormous pressure from herbal and vitamin manufacturers, the FDA chose to classify herbals and vitamins as dietary supplements, not drugs or medicine, allowing manufacturers to sidestep the need to provide any proof of medical efficacy for these products. Proponents of herbal therapy applauded the FDA's decision to reclassify herbs as non-drugs, insisting that years of folkloric use are an adequate substitute for clinical testing and that the benefits outweigh any potential risks.

The production of herbal products is a very low-cost operation in comparison with the production of FDA-approved drugs. Not surprisingly, eliminating the requirement for proof of efficacy, potential toxicity, or accuracy of labeled contents greatly decreases the production costs in comparison with FDA-approved drugs; however, the costs passed on to the consumer are rarely consistent with production costs, allowing for enormous profits.

Massive marketing campaigns for herbal therapies in newspapers, magazines, television, and billboards legally promote these products by insinuating that they are effective treatments for various diseases and conditions. With a simple search of the Internet, one can find a plethora of herbal advertisements offering at best a modicum of scientific and clinical data, an enormous number of half-truths, and the mantra that nature is the best provider of medical

preventatives and cures. Many of the proponents of alternative therapies have instigated a merciless war against traditional scientific analyses and findings to generate a distrust of scientists and the pharmaceutical industry. While legitimate herbal manufacturers who are devoted to making quality products exist, many more completely ignore quality, safety, and efficacy.

Man's interest in herbal therapies is not new. Thousands of botanical remedies have been documented over the years, with their use probably reaching its zenith in the late 1800s and early 1900s. The scientific interest in herbal therapies began to wane quickly during the 1930s and 1940s as advances in pharmaceutical sciences allowed for giant technical leaps in rational drug design and development. Scientific study of crude or raw botanicals gave way to the isolation of pure materials with pharmacological properties. Botanicals and herbal remedies disappeared from the pharmacy shelves as more and more safety and efficacy regulations became law and as modern chemistries allowed for the isolation and production of single-component medicines. By the 1990s, botanical substances accounted for only 2 percent of the 2,894 drug entries.

Today the American marketplace, including pharmacies, supermarkets, department stores, specialty shops, and others are filled with aisles and shelves of hundreds of herbal remedies and alternative medicines. Because of the popularity of herbal medicines, major pharmaceutical companies are even attaching their names to these products, implying greater legitimacy.

While one cannot simply dismiss all herbal remedies as ineffective, the lack of scientific proof associated with any therapy is a disturbing trend. Once again, after a hundred years of science, "beware the snake-oil salesman."

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.

Stefan Hall

Fractured Narrative: Aronofsky's *The Fountain*

The impact thus far of the Digital Age on the arts has been so wide-ranging and rapid that developments transpire with a speed and complexity driven by a practically limitless recombination of information. Take a trip to any museum — from large urban ones such as the Museum of Modern Art in New York City or the Hirshhorn in Washington, D.C., to smaller venues such as the Reynolda House Museum of American Art in Winston-Salem, North Carolina, or the Museum of Art in Toledo, Ohio — and you will see a negotiation for space in their holdings between the classic art forms and the products of the Digital Age. A look at the displays in diverse museums such as the KunstHausWien in Vienna, Austria; the Museo Nacional Centro de Arte Reina Sofía in Madrid, Spain; or the National Museum of Art in Tokyo, Japan, all attest to how truly global the effect of the Digital Age on art has become.

In particular, the radical potential of the Digital Age manifests itself most strikingly in the visual arts. This assertion is not to discount the multitude of transformations happening in music, literature, or radio — a look around will easily reveal someone using some form of personal digital assistant to listen to a podcast or read an e-book — but merely to key on certain aspects of how apparent, both to the eye and to the intellect, the alterations of the Digital Age have become.

Specifically with regard to cinema, the proliferation of digital cameras, the incorporation of computer-generated imagery (CGI), and the adoption of digital nonlinear editing stations are being used by a wide variety of filmmakers to realize their visions. How curious then that director Darren Aronofsky chose to look back into cinema's history of optical tricks, specifically those that play as much with perception as with imagery, to craft some of the special effects used in his metaphysical film *The Fountain* (2006).

As a meditation on the nature of love, death, and immortality, *The Fountain* uses three parallel stories spanning more than one thousand years to examine the relationship between two people who appear cosmically linked.

The majority of the film transpires in a contemporary setting, as researcher Dr. Tommy Creo (Hugh Jackman) is trying to save his wife Izzi (Rachel Weisz) from an inoperable brain tumor. Tom's research into cancer treatments is failing, but he inadvertently seems to discover a possible longevity drug. Meanwhile, Izzi is writing a book about a sixteenth-century quest for the Fountain of Youth, with Queen Isabel (Weisz) sending Tomas the Conquistador (Jackman) to find it. Finally, there are future sequences where a man (Jackman), possibly Tom, voyages through space in the presence of the Mayan Tree of Life. Is Tomas/Tommy/Tom tripping through time like Vonnegut's Billy Pilgrim, or is the entire story a construction of his imagination in his time of grief?

Because Aronofsky previously had achieved notoriety with his films *Pi* (1998) and *Requiem for a Dream* (2000), especially with their interesting visuals and use of editing, interest in *The Fountain* was especially high and was made even more so during the five years that the picture was in various stages of production. Because the film queries the nature of timelessness, Aronofsky opted to eschew as much CGI as possible, primarily as an attempt to prevent any digital effects from looking prematurely dated but with the additional bonus that it drastically lowered the overall cost of the film.

Aronofsky had visual-effects designer Dan Schrecker and his Amoeba Proteus effects studio partner Jeremy Dawson work with Peter Parks, the 2003 recipient of the Gordon E. Sawyer Award for his overall contribution to the art of cinema, to create the special optical effects for the film by using microphotography of chemical reactions in petri dishes. These effects were then composited into various shots to create the striking outer space footage in the film. Moreover, it is interesting to read the organic images as visual metaphors for a film in which all life is inextricably connected; the reactions in the petri dishes mirror the more massive reactions of the stars and nebulae in space. With its fractured narrative, the entire film relies on its visuals to create a thematic coherence between the time of events as well as their space, a movement

that also gestures towards the basic function of cinema itself as a temporal and spatial medium.

In a time when digital-effects-laden films are dominating the box office — and one only need consider *300* (2007), where 1,300 of its 1,500 shots had some sort of digital enhancement and which in turn was bumped from the top earnings slot by an entirely CGI production, *Teenage Mutant Ninja Turtles* (2007) — Aronofsky's decision to return to the photographic roots of cinema seems particularly poignant. Even as the digital toolbox affords increasing mutability for all cinematic elements, certain fundamental questions about the nature of existence remain unchanged. Beginning with Georges Méliès and *Le Voyage dans la lune* (1902), humanity has ventured into space through cinema. *The Fountain* is much more akin to *2001: A Space Odyssey* (1968) and *Solyaris* (1972) than to *Buck Rogers* (1939) or *Star Wars* (1977). While Kubrick's and Tarkovsky's films imagine extraterrestrial intelligences beyond human comprehension, Aronofsky's artistic vision strives for a human intelligence struggling to understand itself, which at times is no less an alien endeavor.

Stefan Hall is an instructor in the Department of Theatre & Film at Bowling Green State University, where he is also finishing his dissertation in the Critical Studies in Film, Media, and Culture track within the American Culture Studies program.

Robert F. Tate

Seniority Rules! Not Necessarily

SENIORITY SYSTEM

Since I was a little kid, all I ever wanted to do was fly airplanes. Seeing as my primary goal in life was to be a military pilot, after college I immediately went into the Air Force and received my pilot's wings the following year. This June, I will be completing a twenty-four-year Air Force career, with fifteen of those years being on active duty. For the remaining nine years, I have split my time between the Air Force Reserve and flying for a major airline. With twenty-four years of flying experience, I have seen a lot of business practices, training methods, models, and theories on how life is supposed to function in "the real world."

The airline industry is an interesting mix of talents and skills. In many ways, this industry is unlike any other business in America. Being on the inside looking out, I find the bad rap that the airlines get from people who have absolutely no concept of operational flying to be quite disheartening. Many people I meet can barely get out of bed or get to class on time, let alone safely schedule and operate a couple of thousand flights per day in and out of hundreds of airports around the world. As an Air Force pilot, I rarely needed to think about many of the issues that as a civilian pilot I now deal with daily. As you can imagine, the issues I dealt with in the Air Force were significantly different.

In the news, we are continually bombarded with airline horror stories — some real, but many embellished. People stranded on airplanes for hours, security incidents, and labor disputes seem to make the headlines weekly and are sources of late-night jokes for comedians. As a pilot, however, I unfortunately have no control over many of these issues. But it is still fascinating to hear so-called "airline-industry experts" sharing their two cents about issues about which they know little or nothing. So the next time you turn on the news and hear about disputes among groups within an airline, understand that many operational differences exist with which we alone have to deal. Perhaps the most important to understand is the seniority-based system.

It is interesting when people ask me, "So, Rob. Are you still with XX Airline?" On the surface, this may seem like a legitimate question, one like you might ask a doctor: "So, Dr. Jones, are you still at Seattle Grace?" What most people do not understand about the airline industry is that pilots (and some others in our industry) have a unique seniority-based system. Everything from the aircraft that we pilot, routes that we fly, to the number of vacation and sick days that we get is based on seniority. Some of you may say that you too have a seniority system in your profession, but only in the airline industry does it work like ours.

Most people fail to realize that airline pilots, those directly responsible for the lives of millions of passengers annually, are not rewarded for time of service and experience as in other professions. For example, if a B-777 captain with twenty-three years of experience and 21,000 hours of flying time decides to leave his or her company and go to another airline, that pilot will not go to the left seat and fly as a captain. Instead, this highly trained and experienced pilot will go to the bottom of the new company's seniority list as a probationary first officer (copilot), just as if he/she were a kid with five hundred hours of flying time.

There is no such thing as lateral movement between airlines for pilots. The equivalent would be a chief of surgery with twenty-five years of experience transferring between hospitals, yet being forced to start over as an intern (including the equivalent cut in pay). Most, I am sure, would find this arrangement difficult to accept because probably no other profession mandates pay cuts upwards of 80 percent for lateral moves.

A couple of years ago, I had a management type on my jump seat (in the cockpit). We had a very spirited conversation in which we discussed the conflicting business paradigms between the pilots and management. Because of our seniority system, once we as pilots come to an airline, unless we are young and make the move early in our career, we are pretty much stuck where we are unless

we are willing to sacrifice our seniority and all which that entails. I am lucky because I am at one of the best airlines in the world, but the truth is, if I wanted to leave, I would lose all ten years of my seniority and would be relegated to flying a smaller airplane, be on probation, sit on reserve, make much less money, and basically hate life. My twenty-four years of military and civilian flying would count for nothing other than possibly getting my foot in the door. So as pilots, it is in our best interest to keep our airline strong and viable. Not to do so would mean a complete and unpleasant change of lifestyle. No wonder pilots fight so hard for our benefits.

Management types, on the other hand, see the world differently. My jump seat rider told me that in her world, if she went to Proctor and Gamble for example, that company would look at her résumé and if it showed that she had been working at one company for ten years, the company's reaction would be, "What the heck is wrong with you? Why did you stay in one place so long?" In her world, longevity was not seen as the ability to maintain a job and perform steadily over a long period of time, but rather as some sort of character flaw. They are expected to hop from company to company, with each move securing some positive financial compensation.

This difference is perhaps the basic rub between the two groups at most airlines. While pilots are generally relegated to one company for their entire flying career (barring mergers and the like), management is in no way required or even encouraged to stay for a significant length of time. This practice often results in little or no loyalty to the company. What is important and essential to the pilot group, other employees, and the paying customers is not necessarily viewed the same way by management. It can be rather frustrating to know that decisions made by people who will be gone within a couple of years will affect the remaining fourteen years of my flying career as well as the customer's flying experience.

In the end, it is my job to get passengers from point A to point B in one

(continued on page 31)

Angela Lumpkin

Teaching as an Ethical Profession

Teachers are entrusted with educating and in significant ways with shaping the lives of leaders and citizens of the future. As caretakers of this awesome public trust, teachers are expected to live according to principles, which are universal rules of moral conduct that guide actions, intentions, and motives. Principled teachers model conduct that conforms to inherently right moral behaviors.

INTEGRITY

Central to the character of teachers is adherence to a code of moral values, or integrity. Ethical teachers in their relationships with students base their actions and words on moral values. For example, they demonstrate respect for each student, regardless of ethnicity, race, gender, socioeconomic status, or individual characteristics. In addition, ethical teachers ensure that civility characterizes how classmates treat each other. Building upon a foundation of integrity, teaching as an ethical profession requires the interaction of six essential behaviors:

- caring;
- setting high standards;
- providing intellectually challenging learning experiences;
- organizing and managing classes to facilitate learning;
- nurturing a student-centered class culture;
- continually reflecting upon and enhancing their teaching (see Figure 1).

CARING

As with integrity, caring is at the core of teaching. Teachers show that they genuinely care about students by respecting each one's unique abilities, talents, and potential. Nurturing open and positive student-teacher relationships fosters student achievement and engagement as caring teachers provide emotional and academic support to their students. Caring, ethical teachers build a strong trust in and with their students.

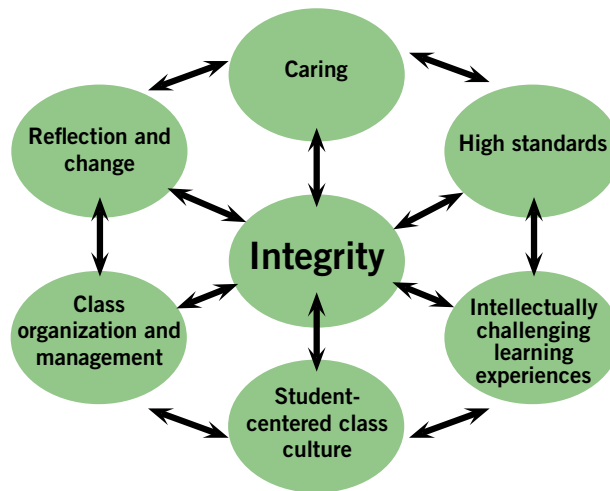


Figure 1. Components of Teaching as an Ethical Profession

A learning environment characterized by mutual trust and respect is conducive to greater learning as students realize that their teachers have an ambitious, yet honest, appraisal of their abilities and performances. Caring teachers believe in each student's ability to learn and touch the lives of their students.

HIGH STANDARDS

Integrity also leads to holding students to high standards. Simply stated, ethical teachers expect more of their students. This expectation embodies the kind of thinking and acting needed to function in and contribute to a global, technological world. High standards include helping students answer significant questions and develop the skills and abilities that they need to think critically and reason about and solve problems. Important components in assessing high standards of learning are providing constructive feedback, using multiple measures, and allowing students to gain mastery through establishing realistic learning goals and rewarding students' progressive efforts as they achieve these goals.

CREATING CHALLENGES

Teachers with integrity are active and accomplished scholars who engage their students in intellectually challenging learning experiences. Teachers of

character keenly feel the responsibility to engage their students using intriguing questions and thoughtful discussions. Ethical teachers assist students in connecting new information with existing knowledge as they learn how to apply what they are learning. By using a variety of approaches and adapting their instruction to different learning styles and individualized needs, principled teachers model how to challenge each student in an equitable manner.

ORGANIZING AND MANAGING

Integrity demands that teachers organize and manage their courses so that students understand expectations and have the opportunity to be successful. Ethical teachers explain how students will be evaluated and then measure performance fairly. Course management includes how the teacher designs each class, develops individual rapport with each student, and organizes group interactions. Teachers of character innovatively maximize the learning potential of each class discussion, outside assignment, and authentic assessment. Students on course evaluations indicate that they highly value teachers who are organized, prepared, clear, and understandable.

STUDENT-CENTERED

Teachers with integrity ensure that the culture of each class is student-centered. They always start with students, not the discipline. Because class culture depends on how respectfully the teacher interacts with each student, the teacher's dynamism, enthusiasm, and sense of humor are critically important. For example, the appropriate use of humor fosters a positive learning environment and sense of community. Also, class culture emphasizes that learning is a collaborative process as students and teachers join in an interactive process of inquiry.

REFLECTING

Integrity in teaching requires a lifelong process of reflection. Thinking about how to teach most effectively inevitably leads to planning the desired outcome. Rather than focusing on course-based objectives, teachers of character emphasize how to prepare students to engage in and reason about real-world intellectual endeavors. The reflective teacher realizes that learning is fostered by getting students to ask and answer questions that stimulate intellectual excitement and curiosity. Through the continual process of reflection and assessment, change is inevitable. Ethical teachers as they change and grow realize that their personal and intellectual development will in turn enliven and

enrich the academic journey for their students.

Teaching as an ethical profession emanates from and continually interfaces with integrity. Surrounding this core principle of moral conduct are teaching behaviors that serve as meaningful learning conduits between teachers and students. As ethical teachers show how much they care about their students, they nurture mutual trust and respect. Students respond positively to high standards and learn optimally through intellectually challenging learning experiences. The teacher of character is committed to organizing and managing the best possible learning environment and fostering a student-centered class culture. Ethical teachers model lifelong learning, the importance of reflection, and a willingness to change to optimize student learning. The synergies among these principle-based components will persistently energize the teaching-learning process.

Angela Lumpkin is a professor in the Department of Health, Sport, and Exercise Sciences at the University of Kansas. She is the author of twenty books, including multiple editions, a monograph, and an edited book, as well as forty scholarly publications. She also has shared her expertise through more than 170 professional presentations.

(Forum on The Workplace continued from page 29.)

piece, as comfortably as possible, and on time if at all feasible. Most of the internal squabbles you hear about in the news are outside of our control and never affect the safe operation of our aircraft. As professional pilots, we would not let them interfere. Remember, nobody likes a safe flight more than your pilots. We have families too. One of the positive legacies of our seniority system is that each pilot is motivated and charged with keeping passengers safe and our respective airlines intact, both physically and fiscally.

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 University at Dominguez Hills. During his Air Force career, he piloted eight different aircraft and is currently a pilot for a major airline. Rob is a Luftwaffe historian and the author of an upcoming book on the subject. He is married with three beautiful dogs.



"Excellent question: 'What if I don't get caught cheating? Do I get extra credit?'"

Book Reviews

BOOK EDITOR'S NOTE. The top political issue in the country currently is the Iraq War, which has been compared — and contrasted — with the Vietnam War. In this issue we present reviews of two books by Phi Kappa Phi members who write from personal experience in these conflicts. — NRL

Charles Henderson. *Goodnight Saigon: The True Story of the U.S. Marines' Last Days in Vietnam*. New York: Berkley, 2005. 448 pages. \$24.95 (hardbound).

Alexis de Tocqueville believed that democratic armies often perform badly and are weaker than aristocratic armies at the beginning of campaigns, but in time, they develop their assets and fighting spirit to prevail against their adversaries (*Democracy in America*). Most certainly, after the American withdrawal from Vietnam in 1973, many Americans in government, the military services, and veterans believed that the Army of South Vietnam (ARVN) could stand on its own against any invasion by the North Vietnamese. After all, the ARVN and South Vietnamese Marine Corps were both mirror images of their mentors, the U.S. Army and USMC. As Charles Henderson points out, perhaps they were capable of doing that on paper, but the Clausewitzian concepts of luck and political leadership played deadly roles in the tragic destiny of the Republic of Vietnam from March to April 1975.

In war as in life, if one does nothing to stop decay, a situation will collapse into chaos. In the face of the second huge invasion of the Republic of Vietnam in January 1975 — the first being the Easter Offensive in 1972 — instead of holding defensive positions and counterattacking, President Nguyen Van Thieu, himself a former ARVN general officer, ordered his northern armies into a full retreat toward Saigon. Under the weight of mass movement under fire, South Vietnamese field forces collapsed, and the northern provinces gave way quickly to the North Vietnamese Army's (NVA) powerful onslaught. An enigma? Hardly.

In *Goodnight Saigon*, Charles Henderson shows through interviews with former Viet Cong soldiers how the NVA worked closely with the indigenous Viet Cong who operated often a Fifth Column that infiltrated and attacked target cities before the main attacks. By showing how this tactic, called the "Lotus Blossom," worked, Henderson makes the point that it was used consistently during the entire campaign with pointed effectiveness. Henderson, always the Marine, believes that battles are always won or lost by the foot soldiers on the ground. Yet victory cannot be accomplished without good tactics.

The battle for South Vietnam opened on March 10, 1975, when the NVA attacked the city of Ban Me Thuot in the

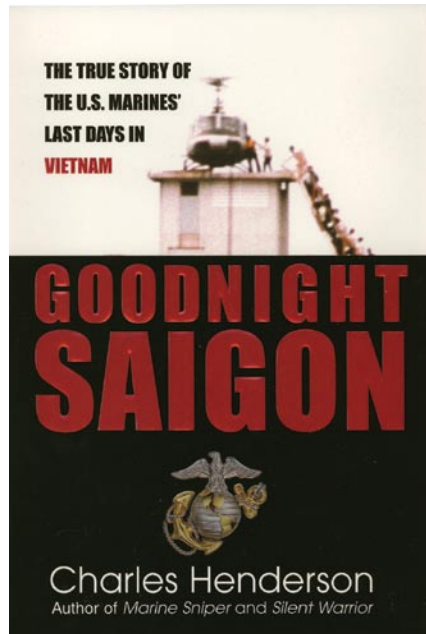
Central Highlands. Stunned that the North Vietnamese forces were armed with a newly developed, well-trained infantry, heavy artillery, and tanks, the ARVN collapsed. Nine days later, the NVA marched into Quang Tri City and province, abandoned and left open by the ARVN. Then Quang Ngai and Tam Ky fell; Hue fell on March 25, Chu Lai one day after that. On March 30, Da Nang fell. Then came April, the cruelest month for the South Vietnamese, when on April 30, the NVA rolled into the Saigon, smashed through the gates of the Presidential Palace with tanks, and accepted the country's surrender, all filmed by Australian photojournalist Neil Davis.

This story would be incomplete without the Marines and their unique role. As Henderson rightly points out, Marines do not set policy; they carry it out. So, instead of reinvading Vietnam, their job was to extract Americans first, and in the fuzzy chaos, as many friendly Vietnamese as possible. True, the U.S. Air Force based at Clark Air Base in the Philippines evacuated approximately 40,000 people from Saigon as long as the runways at Ton Son Nhut air base

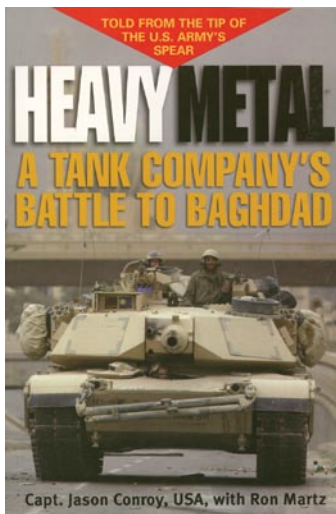
were serviceable, but after the NVA closed the ring and began shelling the air base, the USMC turned to its fleet of combat helicopters for the last evacuations of the embassy compound — Operation Frequent Wind — despite Ambassador Graham Martin's misguided optimism that somehow fate would reverse itself and all would be well. To the Americans' credit, approximately 150,000 Vietnamese were evacuated. The last flight, Swift Two-Two, descended from the sky above the embassy, rescued the last eleven stranded marines from the roof, and finally, sadly for the noncommunist Vietnamese, happily for Hanoi, the Vietnam War was over.

What makes Charles Henderson's book unique is not the plot — we know who wins and loses before we turn a page — but the insight into personalities gained from exhaustive interviews with the surviving principal actors. This outstanding book is written with irony, feelings of connection, and a personality that perhaps only Vietnam War veterans on all sides possess. As Henderson states at the beginning of his reflective final chapter, he was a sergeant during all of these events, and his "soul is scattered in these pages" (374). So true.

Robert C. Doyle teaches history at the Franciscan University of Steubenville, Ohio. He was a Naval Intelligence Liaison Officer in Vietnam in the early 1970s. Professor Doyle is the author of two books and dozens of journal articles, documentary commentaries, and book reviews. Phi Kappa Phi member and author Charles Henderson is a twenty-three-year veteran of the U.S. Marines and is the author of three other books.



Capt. Jason Conroy with Ron Martz. *Heavy Metal: A Tank Company's Battle to Baghdad*. Washington, D.C.: Potomac Books, 2006. 320 pages. \$17.95.



Heavy Metal by Capt. Jason Conroy tells the story of Charlie Company, Task Force 1-64 Armor, 3rd Infantry Division's fight to Baghdad during the commencement of Operation Iraqi Freedom. Co-written with embedded combat reporter Ron Martz, the book provides a realistic narrative of America's armored soldiers in "a war that was part combat, part peace-keeping, and part strangeness." Forget what you think you know about the war. CNN and

the BBC News may have left us with numerous sound-bites and distinct images of combat, but *Heavy Metal's* nonfiction account paints a gripping portrait of the true "shock and awe" in modern warfare: shocking us with striking details of tanks fighting in an urban environment "like a gunfight in a phone booth" and awing us with the drama of being an American soldier on the front lines of the battlefield.

Supplying much more than a chronology of the fall of Saddam Hussein's regime, this book provides readers with a firsthand look at modern warfare and reveals the complexities and challenges facing a young tank-company commander leading his men into battle for the first time. Through Capt. Conroy's perspective, we get to see what it is like to be American soldiers doing what they are trained to do — to adapt constantly to whatever confronts them so that they can fight and win our nation's wars. Through the book, we get to experience the difficulties of urban warfare and the ever-present danger of terror tactics. We feel the soldiers' frustration of not knowing exactly how to react when civilians and combatants are together on the battlefield. We comprehend the importance of leadership that instills discipline even in the most chaotic of times so that the mission can be accomplished. We better understand the true meaning of motivation, dedication, and determination and witness how ingenuity, valor, and teamwork guide the Charlie Company Cobras to triumph time and time again. In the worst possible conditions, and in the most inhospitable of environments, against a new kind of enemy, on unthinkable tank-fighting terrain, without doctrine or training that supports the type of missions demanded of them, seventy young Americans accomplish the mission by successfully fighting their tanks into the middle of Baghdad.

To its credit, *Heavy Metal* imparts enduring and pertinent principles beyond a military audience. Educators, managers,

and coaches alike will connect with many of the values illuminated in the book:

- Teamwork: "With all the combined arms firepower at its disposal, that company is often more than the sum of its parts."
- Adaptability: "We learned that real life does not follow the training script. The reality of it was we did not know what was coming up next."
- Duty: "It was a difficult psychological shift for young soldiers to make, going from a trigger-pulling combat soldier to a policeman and back again, all in the matter of a few seconds. But that's what we were expected to do, even if we were not trained to do it."
- Honor: "We went home with the belief that what we had done was honorable and right in the broader sense. Once assured of that, we as soldiers began looking more at the details of what we did and how we did them. We looked at what we did right and congratulated ourselves. More important, we looked at our weaknesses and what we did wrong and began to explore ways to improve so future generations of soldiers could benefit from our mistakes."

While unapologetically critical of faulty intelligence, flaws in the Army's just-in-time maintenance program, and reporting biased against the American military, Capt. Conroy cannot conceal the immense pride he has for his soldiers who triumph under the test of fire. Moreover, the significance of what Charlie Company accomplished is lost neither to him nor to the reader:

Even though we did not realize it at the time, we were about to take all the modern doctrine of tank warfare and stand it on its ear. . . . And it would set new standards for the use of tanks in a city fight. . . . The more time and distance we put between ourselves and the event . . . the more significant it will become not only for the role we played in this war, but for the role we will play in the future of armor in combat and how tank crews train for it.

Heavy Metal is powerful storytelling that is a tribute to the American soldier.

Major Ernest Y. Wong currently teaches in the Department of Systems Engineering at the U.S. Military Academy. As an Army Military Intelligence Officer, he has served in a variety of assignments around the world. He is a member of the Phi Kappa Phi chapter at West Point, where he is chapter treasurer. Capt. Jason Conroy, USA, is now stationed in Huntsville, Alabama. Phi Kappa Phi member Ron Martz writes on defense issues for the *Atlanta Journal-Constitution* and has collaboratively authored two other books.

Letters to the Editor



WINTER/ SPRING 2007 FORUM

I have read the *Forum* with great pleasure since my first copy several years ago. I saved it for a time when I could focus on an intense, involving intellectual experience. Although I read a lot and fairly quickly, I never read the *Phi Kappa Phi Forum* in one sitting, and it was a real pleasure to be able to immerse myself in serious, in-depth writing. I am probably in the extreme minority, but I am appalled at the dumbing down I found in the Winter/Spring 2007 issue. You are clearly hoping to reach a different audience from in the past, and I hope that you do. I, however, will toss it in the pile with the *Auto Club* magazine and the *Cosco* publication from now on.

Mary Jimenez

LOS ANGELES, CALIFORNIA

JOURNALISTIC OBJECTIVITY: TIME TO ABANDON IT?

I am writing about James Mueller's article on the norm of objectivity in journalism ["Journalistic Objectivity: Time to Abandon It?" Winter/Spring 2007]. I agree that objectivity, in the end, has hurt political journalism more than it has helped, but I cannot agree with his claims about a liberal bias in the press.

Mueller makes the unsubstantiated claims that a "plethora of surveys" show that the press has a liberal bias, that the Bush campaigns of 2000 and 2004 were handicapped by this bias, and despite evidence refuting the

bias claim, it makes no matter since the "audience thinks that the press is biased."

First, in his claim about the "plethora of surveys" he offers no citations, despite including fifteen footnotes to other points made in the article. Second, if Bush was handicapped in the two presidential elections by a liberal bias, how did he manage to win? It was not a political bias that mattered in those elections but rather a personal bias, and it is clear that the press traveling with Gore and Kerry did not like either candidate. And third, if the audience believes that a liberal bias exists, it is only because the press has refused to challenge the claims made by conservatives in all walks of life. In fact, instead of refuting — and largely because of objectivity — mainstream journalists have contorted themselves to prove just how liberal they are not!

It seems to me that Mueller's main point — that objectivity gets in the way of conducting good political journalism — is a good one diminished only by his need to take one more needless, and unproven, jab that the most profound bias in American journalism is a liberal bias.

Christopher S. Kelley

OXFORD, OHIO

THE PURSUIT OF SCIENCE IN A CHRISTIAN CONTEXT

In the Winter/Spring 2007 issue, the article "The Pursuit of Science in a Christian Context," by Randy Isaac, is an excellent statement of how many educated people are able to articulate their religious devotion and their scientific devotion. Congratulations to Mr. Isaac and to the editors for providing this thoughtful exposition. However, the use of the term "orthodox Christian beliefs" (pp. 10 & 12) may be confusing to some readers. An examination of that term through the Google Web site quickly indicates that the term has many different meanings to different people. Consider some of the questions raised. Are "orthodox" beliefs different from those of Jesus? Are Baptists "orthodox"? Was Martin Luther or John Calvin "orthodox"? At the time, those men considered themselves "orthodox" and the Catholic church to have departed from being "ortho-

dox." Because of the many different interpretations of this word by different people, I suggest that the author delete the word or choose another word with less ambiguity, and thus focus upon his major thesis, namely, that many persons consider science to be very compatible with their interpretation of Christianity. Fundamental respect for the views of others is itself a fundamental in their view of Christianity.

Bruce Rogers

CEDAR FALLS, IOWA

FORUM ON ETHICS

In the Winter/Spring 2007 *Forum* on Ethics, Mary Ann Manos says, "let's talk — ethics" ["Ethical or Unethical? Your Final Exam (in Six Easy Questions)"]. In her article, in listing professions guided by an ethics code, she notes "The American Bar Association has a code of ethics, but it is available only for a fee." This implies something to hide and/or that there is something unethical about such a practice. Instead, this fee seems to be a normal price for a professional book, justified because the ethics rules for lawyers are documented in much more detail than in other fields. I find on-line (free) versions of this model code of ethics within minutes using conventional Internet search tools, debunking the statement that this code is available only for a fee.

I am not a lawyer, but I deal with lawyers and know that they are more serious about ethics than most other professionals. It doesn't take more than a few minutes of searching or talking to a lawyer to learn that (a) lawyers are governed by state codes, not nationwide codes; (b) Model Codes of Professional Conduct that are usually the basis of state codes of conduct are freely posted on the Internet; and (c) lawyers have much more detailed ethics codes than other professions.

I find it ironic that a column on ethics would include a flagrant misrepresentation such as this, and suggest an apology by the author and the article editors and reviewers for misrepresenting legal ethics. But ethics is complex, and perhaps my own ethics are different from ethics as practiced by *Phi Kappa Phi Forum*.

Larry Allen

PHOENIX, ARIZONA

LETTERS TO THE EDITOR

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: LETTERS TO THE EDITOR

Phi Kappa Phi Forum

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VIRGINIA COMMONWEALTH CHAPTER AWARDS DAVID BALDACCI A DISTINGUISHED MEMBERSHIP

At its thirtieth annual initiation ceremony on April 18, 2007, the Virginia Commonwealth University (VCU) chapter of Phi Kappa Phi named VCU alumnus David Baldacci as a Distinguished Member. Baldacci, who became a member of Phi Kappa Phi as an undergraduate at VCU, is a lawyer and novelist, and he and his wife, Michelle, are working to eradicate illiteracy through their Wish You Well Foundation, established in 2002. (See Phi Kappa Phi's interview with David and Michelle about the foundation and other matters in the "Member Focus" section of the Fall 2006 *Forum*—Ed.)

After practicing as both a trial and corporate attorney for nine years, Baldacci has devoted full time to his writing. He has published fourteen novels, the latest of which, *Simple Genius*, came out on April 24, 2007. More than fifty million copies of his books are in print worldwide. Baldacci is also currently a member of the VCU Board of Visitors. As Dr. Nancy Langston, president of the VCU chapter, said, "The presence of Mr. Baldacci made it very memorable for our initiates this year."

At the ceremony, 335 new members were initiated, and \$82,000 in scholarships were awarded to forty-nine students. For more information about the VCU chapter and its excellent scholarship program, see the "Member Focus" section in the Summer 2006 *Forum*.

Chapter president Nancy F. Langston presenting Baldacci with a gift bag after his speech; Phi Kappa Phi executive director Perry Snyder appears to the right.



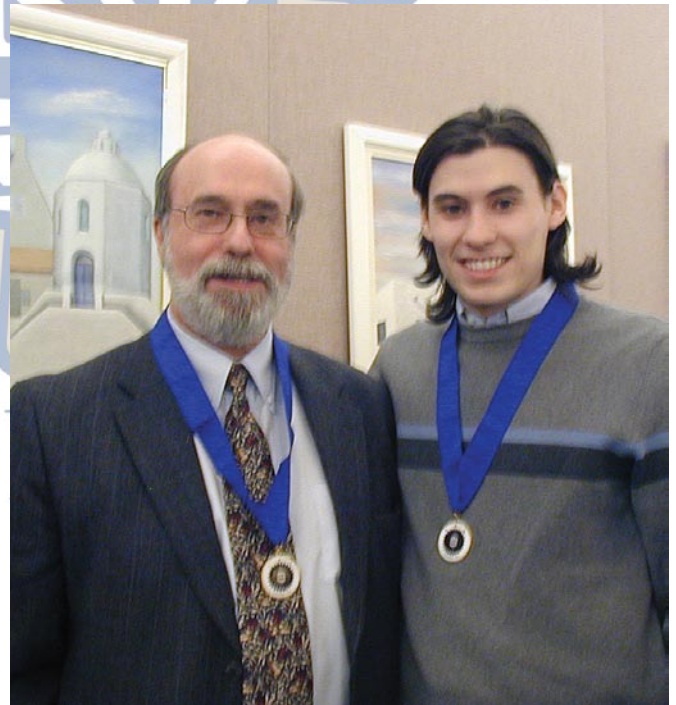
Author and new Distinguished Member David Baldacci delivering his address at the ceremony.

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Chapter Awards David
Baldacci a Distinguished
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Phi Kappa Phi Merchandise

TWO GENERATIONS OF PHI KAPPA PHI



Michael Mormino (Southern Illinois University-Edwardsville, 1982) and his daughter Haley Ann Mormino (University of Illinois-Urbana/Champaign, 2006).



Dr. Peter Madsen (Carnegie Mellon University, 2001) and his son, Peter Madsen, Jr. (Carnegie Mellon University, 2007).



BALL STATE CHAPTER SPONSORS ACTIVITY DAY, LECTURE

On March 3, 2007, the Ball State University chapter of Phi Kappa Phi and the Motivate Our Minds (MOM) tutoring-enrichment program cosponsored the first Phi Kappa Phi/MOM Activity day on the Ball State Campus. MOM is a nonprofit organization founded by mothers in 1987 to help change the educational situation of the low-income children where they live.

During the day-long event, children could take part in events such as:

- Science Follies, where children from grades one and two got hands-on experience with the scientific method through four experiments;
- Theatre Fun, where children from grades three and four toured Ball State theatre facilities and took part in acting-related experiences;
- Egg Drop, where children from grades five and six designed ways to protect an egg dropped from a great height.

MOM's program director Debra Dragoo was quoted as saying, "This is such a beautiful example of service learning, and we're so grateful to Phi Kappa Phi for this opportunity" (*The Star Press*, Muncie, Indiana, March 5, 2007). The day was made possible in part by a 2006 Phi Kappa Phi Literacy Grant awarded to the Ball State chapter.

In addition, the Ball State chapter held its annual lecture on March 15, 2007. Michael Holmes, associate director of the Center for Media Design, presented "How I Learned to Stop Worrying and Love Commercial Research."





CHAPTER 300 INSTALLED

Chapter 300 of The Honor Society of Phi Kappa Phi was installed April 19, 2007, at the University of Texas at Arlington (UTA). Among those inducted as founding members of the chapter were university president James D. Spaniola and provost Dana Dunn, along with twenty others including deans and faculty members. Charter members included fifteen Phi Kappa Phi members on campus. South Central Region Vice President Gil Fowler officiated at the installation.

Officers for the newly chartered chapter include: David J. Silva, president; Victoria Farrar-Myers, president-elect; Regina Praetorius, secretary-treasurer; Thomas J. Vicino, public relations officer. The installation was timed to fall in Academic Excellence Week at the university.

As new chapter president David Silva noted, "Phi Kappa Phi is an important national organization, and I think its presence on campus marks a new stage in UTA's development as we move toward becoming a university of excellence."

NORTHWESTERN STATE UNIVERSITY CHAPTER RESEARCH AWARDS

The Northwestern State University (NSU) chapter of Phi Kappa Phi along with the NSU Research Council presented Nicholas Reves of Baton Rouge, Louisiana, and Jennifer Shaw of Weatherford, Texas, with Phi Kappa Phi Student Research Awards, during NSU's twentieth annual Research Day, held Wednesday, April 11, 2007.

Reves won the undergraduate award for his research on "Insurgency, Mujahideen, and Fatwas: The 1920 Iraq Revolt Rediscovered," which related the discovery of the origins of Iraqi nationalism as Reves examined the forgotten 1920 Iraq revolt against the post-World-War-I British occupation.

Shaw won the graduate award for her research, "Depression and Anxiety as Measured in the First-Degree Relatives of Alzheimer's Patients," which examined the depression and anxiety felt by immediate relatives of Alzheimer's patients, particularly their caregivers.

BOARD OF DIRECTORS APPROVES THREE NEW CHAPTERS

At its Spring 2007 meeting in Baton Rouge, Louisiana, the Phi Kappa Phi Board of Directors approved the granting of charters to three new chapters:

- Brenau University (Gainesville, Georgia)
- Murray State University (Murray, Kentucky)
- Utah Valley State College (Orem, Utah)

When these new chapters are installed (probably in the fall of 2007), the number of chapters granted by Phi Kappa Phi in its history will reach 303.

WAYNE STATE HOLDS FIRST INITIATION

The Wayne State College (WSC) chapter (298) of Phi Kappa Phi held its first initiation ceremony on March 21, 2007. WSC president Richard J. Collings, himself a member of Phi Kappa Phi for forty-three years, was the guest speaker. Collings spoke on the importance of education, emphasizing the privilege of universal education afforded to U.S. citizens.

Chapter president Randy Bertolas, a professor of geography, opened the ceremony, announcing “Today we celebrate excellence.” Charter members Dan Miller, Lourdes Herling, Barbara Engebretsen, Marilyn Mudge, Curt Frye, Kevin Hill, Robert McCue, and Donovan Conley also were present to help with the ceremony. Officers of the chapter, in addition to Bertolas, included Tamara Worner (vice president), Lisa Nelson (secretary), Jeannine Wriedt (treasurer), and James O’Donnell (public relations).

From left to right: Richard Collings, WSC president; Randy Bertolas, chapter president (standing); Tamara Worner, chapter vice president; Robert McCue, WSC vice-president.



From left to right: Randy Bertolas, chapter president; Lisa Nelson, chapter secretary; Richard Collings, WSC president; Robert McCue, WSC vice-president.



SOCIETY ADDS MEMBERSHIP RENEWAL OPTIONS

Take advantage of two new ways to pay and save on your membership dues.

Direct Payment Plan

Save time, postage, and aggravation by having your checking or savings account debited to take care of your membership renewal. To download a form to authorize the debit, go to:

<http://www.phikappaphi.org/DirectPaymentAuthorization.doc>.

If you sign up for this option, you may cancel at any time. For more information, contact lourdesb@phikappaphi.org or stephanief@phikappaphi.org, or call 800-804-9880.

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Now you can save money on your dues by opting for a multi-year membership renewal. If you sign up for two years instead of one, you save \$5, and if you renew for three years, you save \$10! And yes, you can choose the Direct Payment plan for these options, too.

To renew online, go to:

http://www.phikappaphi.org/Web/renew_membership.html.



Phi Kappa Phi Bookshelf

White Terror: Cossack Warlords of the Trans-Siberian Jamie Bisher

White Terror describes the major events and trends in Siberia during the dark times of the Russian Revolution in 1917, when this desolate land suddenly teemed with warlords, revolutionaries, counterrevolutionaries, refugees, prisoners, foreign troops, and relief workers. It is the story of a forgotten Russia in turmoil, when the line between government and organized crime blurred into a chaotic continuum of kleptocracy, vengeance, and sadism.

Jamie Bisher was inducted into the University of Maryland chapter of Phi Kappa Phi in 2000.

A Paratrooper's Panoramic View Robert L. Wilson and Philip K. Wilson

A Paratrooper's Panoramic View tells the story of Robert Wilson's participation in Operation Varsity, the largest airborne assault in military history, which took place on March 24, 1945. As a soldier in the 464th Parachute Field Artillery Battalion, he made history as part of the first airborne artillery outfit to land, reassemble, and fire its howitzers east of the Rhine River. Wilson, a retired salesman in Wichita, Kansas, teams with his son, Philip K. Wilson, a historian in the Humanities Department at Pennsylvania State's College of Medicine in Hershey, Pennsylvania, to write this incredible story.

Philip K. Wilson was inducted into the University of Kansas chapter of Phi Kappa Phi in 1973.

Just Tell the Story—Troubled Island Judith Anne Still and Lisa M. Headlee

Just Tell the Story—Troubled Island relates the fascinating story of the first grand opera by an African American to be mounted on a major American stage when it was premiered by the New York City Center Opera Company in 1949. After twenty-two curtain calls on its first night and two more nights of brilliant performances after that, the opera was shut down, never to be staged again. This book chronicles the events surrounding the opera through never-before-published documents that expose the bigotry and politics which led to the opera's demise.

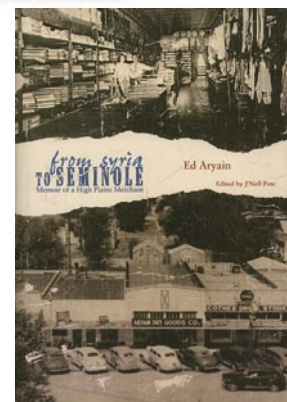
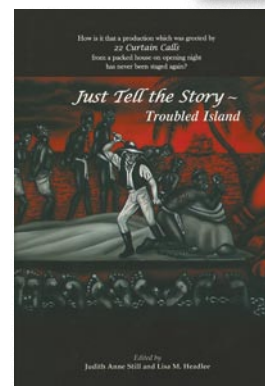
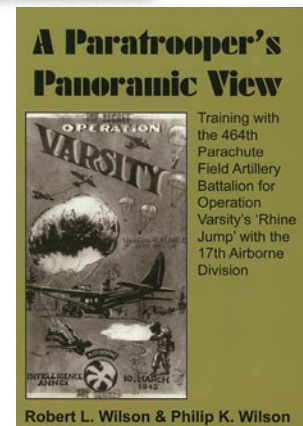
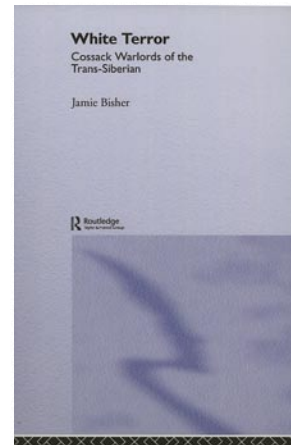
Judith Anne Still was inducted into the University of Southern California chapter of Phi Kappa Phi in 1964.

From Syria to Seminole: Memoir of a High Plains Merchant

Ed Aryain. Edited and with an introduction by J'Nell L. Pate

From Syria to Seminole tells the remarkable story of Mohammed "Ed" Aryain, who left his native Damascus, Syria, at the age of fifteen, walked 120 miles to Beirut, and took ship to America, in his own words. He became a merchant in the West and finally settled in Seminole, Texas, where he lived until his death in 1974. Editor Pate's introduction and notes to his story help to set a context for Ed Aryain's journey.

J'Nell L. Pate was inducted into the University of North Texas chapter of Phi Kappa Phi in 1983.



Member News

Eleven Phi Kappa Phi Members Named to USA Today's 2007 Academic All-Star Team

Eleven Phi Kappa Phi members' accomplishments earned them a spot on this year's *USA Today* Academic All-Star Team. Five of those members were named to the First Team. The First Team recipients typically extend their education beyond the classroom and study or work abroad. The winners were chosen from nearly six hundred students nominated nationwide. Recipients are awarded trophies and \$2,500.

First Team Members:

- Sean Genis**, U.S. Naval Academy
- Valerie Gribben**, University of Alabama at Birmingham
- Yoonhee Patricia Ha**, Ohio State University
- Joseph O'Shea**, Florida State University
- Lori Scardino**, University of Wisconsin-Eau Claire

Third Team Members:

- Adam Seybert**, U.S. Military Academy
- Jacquelyn Zimmerman**, Louisiana State University

Honorable Mention Members:

- Alex Tucker**, Auburn University
- Fahran Robb**, Southern Illinois University-Carbondale
- Liat Shetret**, University of Illinois at Chicago
- Charles Eadie**, U.S. Military Academy

Seven Members Named as 2007 Truman Scholars

Selected on the basis of leadership potential, intellectual ability, and likelihood of "making a difference," seven Phi Kappa Phi members were represented among the 2007 Truman Scholars. Each scholarship is valued at \$30,000 and is to be used for graduate study. The seven Phi Kappa Phi members are:

- Megan Christine McGinnity**, Arizona State University
- Erik Gray Westland**, U.S. Naval Academy
- Jenna Lynn Kennedy**, Kansas State University
- Shadrack Tucker White**, University of Mississippi
- Andrew Erickson**, University of Montana
- David John Parker**, U.S. Naval Academy
- Joseph S. O'Shea**, Florida State University

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

Four Members Named as 2007 Alpha Lambda Delta Fellowship Winners

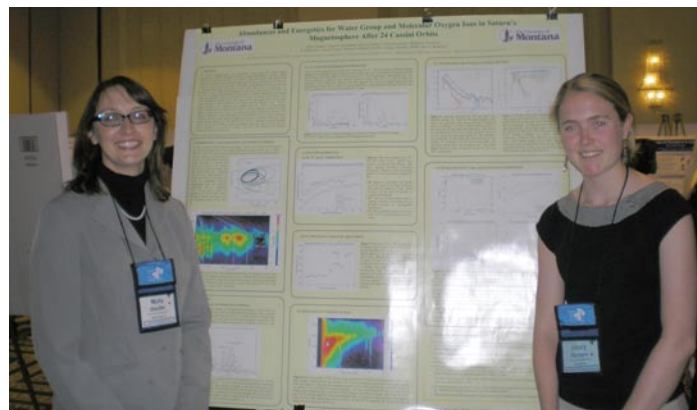
Of the twenty-three graduate fellowships granted through Alpha Lambda Delta, four of the recipients are members of Phi Kappa Phi. Alpha Lambda Delta is an honor society for students in their first year at an institution of higher education. Graduate fellowships are valued from \$3,000 to \$7,500 and are awarded to those who are or will be enrolled in a graduate or professional studies program during the upcoming academic year.

The four Phi Kappa Phi members are:

- Manpreet Kaur Dhillon**, University of Georgia
- Emily Hawkins**, University of Oklahoma
- Rick Alton Nugent**, Louisiana State University
- Anand S. Iyer**, University of Alabama

Martens Named One of Top Ten College Women

Hillary Martens (University of Montana) was named by *Glamour* magazine as one of the Top Ten College Women of 2007. Martens, a physics major with minors in music composition and mathematics, interned at the Mullard Space Science Laboratory south of London, England, in the summer of 2006. While there she analyzed data provided by the NASA Cassini/Huygens Mission. Martens also writes music, and her composition, "Cassini," inspired by her research on the Cassini/Huygens Mission, was performed on April 3, 2006, as part of the University of Montana's Composer's Showcase.



Hillary Martens, on right (shown with Phi Kappa Phi chapter relations liaison Molly Stauffer), presenting at a Phi Kappa Phi-sponsored poster session at the National Collegiate Honors Council meeting in Philadelphia in November 2006.

Member Awarded NEH Fellowship

Barbara Wisch, PhD (State University of New York Cortland), has been awarded a National Endowment for the Humanities year-long fellowship to complete her book *Acting on Faith: The Cofraternity of the Gonfalone in Renaissance Rome*. A cofraternity was a Renaissance-era religious organization of men, women, and children that encouraged devotion, promoted charity, commissioned significant works of art and architecture, and sponsored spectacular processions and sacred theater. Wisch is a professor of art history at the State University of New York Cortland. The book is being written with theater historian Nerida Newbigin, chair of Italian Studies at the University of Sydney, Australia.

Kennedy Center Honors Theatre Professor

Eve Himmelheber (University of Arizona), an assistant professor of theatre at California State University, Fullerton, has been awarded a Gold Medallion by the Kennedy Center for her service to the Kennedy Center American College Theatre Festival (KCACTF). The Medallion was awarded because of Himmelheber's exemplary contributions to the profession, education, and to the festival. She was given her Medallion at the Region VIII (Southwest) KCACTF, held February 12–17, 2007, at Southern Utah University. Himmelheber has served the KCACTF in a number of capacities; most recently, she has been the Region VIII coordinator of the Irene Ryan Acting Scholarship Auditions.

James C. Adams (Michigan State University) has joined the law firm of Butzel Long in Bloomfield Hills, Michigan, as a shareholder. A long-time real-estate lawyer in Michigan, Adams is a graduate of the University of Michigan School of Law and is a 1983 recipient of the Distinguished Service Award from the Detroit Bar Association.

Daniel Agle (Brigham Young University) has been named as a summer law clerk at the firm of Klinedinst PC in San Diego, California. Agle also serves on the editorial board of the *BYU Law Review*.

Robert W. Baker, PhD (University of Wisconsin-River Falls), is retiring after thirty years of service at University of Wisconsin-River Falls (UW-RF). Baker has been serving as the Associate Dean of the College of Agriculture, Food Science, and Environmental Sciences. He is a professor of geology and a fellow of the Geological Society of America.

Heather Beal (University of Minnesota) had a collection of her photographs exhibited in the mayor's office in Minneapolis. The photos depict artists and arts venues, dwellings, historic buildings, and the concept of sustainability. Beal is a former *Phi Kappa Phi Forum* "Arts" columnist.



Michael Blackburn, PhD (Indiana State University), received his PhD in Educational Leadership, Administration, and Foundations on May 5, 2007. His dissertation was entitled

Athletic Classrooms: Attitudes of Participants Toward the Developmental Value of Athletics and the Evolution of Interscholastic Sport in High School.

Clara Boland, PhD, RN (University of Tennessee-Knoxville), was the keynote speaker at a February conference in Alberta, Canada, to discuss the effect of the Resident Assessment Instrument (RAI) on long-term care. The RAI, which is used in the United States and twenty other countries and is being instituted in Canada, is an electronic tool with which nursing staff can track a long-term care resident's basic needs and abilities. Boland is a clinical consultant, educator, and research nurse with the Quality Improvement Program in Missouri, which is a cooperative program between the University of Missouri Sinclair School of Nursing and Missouri's Department of Health and Senior Services.



Hank M. Bounds, PhD (University of Southern Mississippi), presented a session titled "Transforming Education Through Leadership, Policy, and Practice — Mississippi's Mission" at the National Forum of Educational Policy meeting in Philadelphia on July 12, 2007. Bounds is the State Superintendent of Education in Mississippi. The session covered the rationale and strategies to increase student achievement and decrease the dropout rate in Mississippi in the wake of the devastation of Hurricane Katrina.

SUBMISSIONS

Member News

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

Member News
Phi Kappa Phi Forum
108 M. White Smith Hall, Mell Street
Auburn University, AL 36849-5306

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

Phi Kappa Phi Bookshelf

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

Phi Kappa Phi Bookshelf
Phi Kappa Phi Forum
108 M. White Smith Hall, Mell Street
Auburn University, AL 36849-5306

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



Lynn Clark Callister, RN, PhD, FAAN (Brigham Young University), the new president of the Brigham Young University chapter of Phi Kappa Phi, was awarded the Association of Women's Health, Obstetric, and Neonatal Nursing 2007 Distinguished Professional Service Award in June 2007 at the national meeting in Orlando, Florida. This is the highest award given by this society of 5,000 nurses caring for women and newborns. Dr. Callister was also a 2004 Fulbright Scholar to the Russian Federation.

Susan Calovini, PhD (Austin Peay State University), has been named the University of Evansville's (Evansville, Indiana) new dean of the College of Arts and Sciences. Calovini was serving as interim dean of the College of Science and Mathematics at Austin Peay State University, where she has been a faculty member since 1991. She also is a two-time past president of the Austin Peay chapter of Phi Kappa Phi.

Member News continued



Edward Jon Cazayoux, FAIA (University of Louisiana, Lafayette), retired after thirty years in the School of Architecture and Design, of which he served as director

for thirteen of those years. Cazayoux has just been named a Fellow in the American Institute of Architects for his education and research work. His architectural practice, EnvironMental Design, has won awards for work in historic preservation and sustainable design.

Pin Pin Chau (Coe College) was elected to the Board of Directors of UCBH Holdings, Inc., on May 17, 2007. Ms. Chau most recently served as the president and chief executive officer of The Summit National Bank.

Rosa Cintron, PhD (University of Central Florida), has moved from the University of Oklahoma to the University of Central Florida. She is an associate professor in the area of Higher Education and Policy. Her latest book, *College Student Death*, was featured at the Joint Meeting of ACPA/NASPA this past April. Her co-editors are Drs. Erin Taylor Weathers and Katherine Garlough.

Melissa Cicozi (Carnegie Mellon University), assistant head of the School of Design at Carnegie Mellon University (CMU), received CMU's 2007 Award for Outstanding Contributions to Academic Advising and Mentoring. She was given the award in recognition of her knowledge of the design course work and the university, and for her proficiency at mentoring and counseling students.

Leslie Cook (High Point University) was named to the *ESPN the Magazine* Academic All-District first-team, her second year to receive the honor. She was the team's second-leading scorer for the High Point University (High Point, North Carolina) women's basketball team. Cook has maintained a perfect 4.0 GPA in finance.

Joseph D'Agostino (University of Delaware) was named the outstanding man of the University of Delaware's Class of 2007. D'Agostino, graduating from the College of Business and Economics, has taken a position with Aon, a risk brokerage and consulting firm in New York City.

Jace Daigle (Lamar University) received the C. Robert Kemble Award as outstanding senior man at Lamar University on April 25, 2007. Daigle is an electrical engineering major who was involved in numerous

campus and community activities while at Lamar.

Shelley Dann, Samantha Mason, Sarah Scherer, Dan Tascarella, and Zachary Winnie (all State University of New York Oswego) were honored with the Chancellor's Award for Student Excellence by the SUNY system. The awards go to students who earn a high grade-point average and make a significant contribution to their campus or local community.

Randal Davis (California State University Long Beach), who has served as an investigator and police officer for twenty-six years in the Los Angeles and Orange County areas, has published a book, *Evidence Collection and Presentation*. The book is designed to introduce the concepts involved in collecting and presenting audio and visual evidence.

Shelbi Day (University of Florida) has joined the Southern regional office of the National Center for Lesbian Rights (NCLR) as a member of NCLR's national legal team. She comes to NCLR after two years with Southern Legal Counsel, Inc., a Florida-based nonprofit civil rights law firm.

Jon M. Engelhardt, EdD (Wichita State University), has been named as dean of the Baylor University School of Education, effective July 16, 2007. Engelhardt comes from Wichita State University (WSU), where he has served as dean of WSU's College of Education since 1997. He also was the Phi Kappa Phi chapter president at WSU at the time of his appointment to Baylor.

Erin LeAnn Fortenberry (University of Southern Mississippi) received the 2007 Phi Kappa Phi Silver Bowl award during the University of Southern Mississippi's (USM) ninety-seventh anniversary celebration. The award is given to a USM student with outstanding academic credentials. Fortenberry, a double major in molecular biology and biochemistry, has been published eight times and plans to attend medical school after graduation.

Thomas Robert Frederick (Cornell University) has been awarded an Artist-In-Residency at the Aspen Guard Station, San Juan National Forest by three jurors representing the San Juan Public Lands Center. The location of the Aspen Guard Station in the subalpine zone will allow Mr. Frederick to further the development of his "Closer to Wildflowers" body of work. He held a free public workshop on "painting with light" on Saturday, July 7, at the cabin. More information can be found at www.ThomasRobertFrederick.com.

Paul Graham (Columbus State University) was named the Georgia Department of Technical and Adult Education's Rick Perkins Instructor of the Year for 2006. He was chosen from a pool of thirty-four nominees state-wide. As the winner, Graham will serve as an ambassador for technical education in the State of Georgia for a year.

Valerie S. Grash (University of Pittsburgh at Johnstown) has been awarded the 2007 President's Award for Excellence in Teaching at the University of Pittsburgh at Johnstown. She received the award at the spring commencement ceremony. An associate professor of fine arts, Grash teaches courses in architectural and art history.

Jay Henry (University of West Virginia) was named the 2006 Big East/Aeropostale Football Scholar-Athlete of the Year. He is a two-year starter at middle linebacker for West Virginia. Henry maintained a perfect 4.0 GPA and graduated in May of 2006 with a bachelor's degree in finance and is working on a second degree in accounting. He has received *ESPN the Magazine* Academic All-American honors in each of the past two years, as chosen by the College Sports Information Directors of America.

Jessica Hicks (Arkansas State University) was awarded the 2007 R. E. Wilson Award at Arkansas State University in April. The award is presented annually to the most outstanding recent graduate or graduating senior and is selected from students nominated based on character, determination, involvement, and academic achievement. Hicks graduated in May with a degree in accounting.

Nathan Huret (Elon University) was awarded the Dan Stewart Scholarship by the North Carolina Economic Developers Association (NCEDA). The award is given to members who demonstrated outstanding achievements in economic development throughout the state. Huret serves as Existing Industry Coordinator for the Catawba County Economic Development Corporation. The Dan Stewart Scholarship will cover the tuition cost for Huret to attend the Economic Development Course offered at the University of North Carolina at Chapel Hill, a one-week program held in September.

Jenny Hutchinson (Plattsburgh State University), a senior member of the Plattsburgh State University's women's track and field team, was selected for a Chancellor's Award for Student Excellence from the State University of New York system. Hutchinson, a three-year team captain,

Member News continued

was also named as an NCAA Division-III All-America Scholar by the U.S. Track and Field Coaches Association.

Kathryn E. Kramer, PhD (SUNY Cortland), was named as the recipient of the 2007 Dr. Rozanne Brooks Dedicated Teacher Award at the State University of New York Cortland. Kramer, an associate professor of art and art history, will use the \$5,000 stipend that comes with the award to offset the costs of her upcoming trip to Malta.



Rachel M. Kuta, (DePaul University) graduated magna cum laude in May 2007 with a Masters of Science in Integrated Marketing Communications from Roosevelt University in Chicago, Illinois. Kuta is employed as a Services Marketing Communications Manager at IBM Corporation.

Deanne Leonard (University of Nevada, Reno) was awarded the Herz Gold Medal at the University of Nevada, Reno's spring commencement. The medal is presented each year to the graduating senior with the highest grade point average. Leonard earned a degree in psychology with a 4.0 GPA and has been accepted into the University of Nevada School of Medicine.

Robert Lima, PhD (Pennsylvania State University), had his translation of José Bellido's play *Bread and Rice, or Geometry in Yellow*, produced by the Theater Company of the Department of Performing Arts at Northeastern State University in Oklahoma, during a recent Kennedy Center American College Theater Festival. Lima's translation appeared in the journal *Modern International Drama*. In addition, he wrote the Spanish libretto for the cantata *Santa Rosalia*, written by composer Bruce Trinkley and librettist Jason Charnesky, which had its Spanish-language premiere in Bogotá, Columbia, on March 7, 2007.

Nicholas Shawn Lykins (Morehead State University) was the student speaker at the Twenty-third Annual Honors Convocation on April 29, 2007, at Morehead State University (MSU). Lykins majored in philosophy and government and minored in English at MSU; he will be attending graduate school on a full tuition scholarship at Ohio University.

Brenna McDonald, PhD (Widener University), was one of seven former neuroscience concentrators who related their post-graduate experiences in research and clinical fields such as pediatric neurology, neurobi-

ology, and clinical neuropsychology at the Essel Foundation Neuroscience Alumni Symposium on April 14, 2007, at Williams College. McDonald is currently an assistant professor of radiology and neurology at Indiana University School of Medicine and an adjunct assistant professor of psychiatry at Dartmouth Medical School.

Britt Mason (Western Illinois University) was named to the *ESPN the Magazine* Academic All-District softball team. Mason played left field for Western Illinois, starting all forty-six games and maintaining a .344 batting average. In the classroom, she maintained a 3.96 GPA in kinesiology.

Sam Mason (Morehead State University) was named chairman-elect for the Society of Manufacturing Engineers, Lexington, Kentucky, chapter for the 2007 term. He will automatically assume the position of chairman in 2008. Mason is an instructor of manufacturing technology at Morehead State University.

James R. Moore (Southern Illinois University) was appointed to the office of circuit judge, at large, in the First Judicial Circuit of Illinois. Moore has been practicing law in his own firm in Cartersville, Illinois, since 1979, where he is active in civic and charitable affairs.

Natalia Morales, PhD (University of the Philippines), presented the paper "Towards a Triangular Dialogue in the Pacific: Japan, the Philippines, and Australia — Tracing Roots and Charting Pathways in an Age of Terror" at the Centre for Dialogue, La Trobe University, Victoria, Australia, on February 22, 2007.



Johannes Müller-Stosch (Columbus State University) was named music director and conductor of the Holland Symphony Orchestra in May 2007. He also has been

appointed Director of Orchestral Studies and assistant professor of conducting at California State University, Long Beach. Müller-Stosch is finishing his doctoral work at the Eastman School of Music where he served as assistant conductor of the Eastman Philharmonic Orchestra.

Rebecca R. Noel, PhD (Plymouth State University), was awarded the inaugural Kalikow Award by the Women's Studies Department at Plymouth State University (PSU) on March 30, 2007. The Kalikow Award honors a faculty member who has significantly contributed to the advancement of women's issues. Noel is a history professor

and is the president of the PSU chapter of Phi Kappa Phi.

Ken Pavlich (University of Idaho) has been named president of El Capitan Precious Metals, Inc. (ECPN), effective April 6, 2007. Pavlich formerly was principal of Pavlich Associates, providing primary consulting services to numerous precious metal, base metal, and industrial mineral companies and has served on the Board of Directors of ECPN.

Alanna Pearl (University of Maryland) has been named as a summer law clerk at the firm of Klinedinst PC in San Diego, California. Pearl attends law school at the University of San Diego, where she competes on the school's national Moot Court team.

Erik Perkins (University of Maine) was named as the Class of 2007 valedictorian at the University of Maine. Perkins, a physics major, will pursue a PhD in theoretical physics at the University of California-Santa Barbara.

Paul Pentz (University of Pittsburgh-Johnstown) was named a First-team Academic All-District II by *ESPN The Magazine* for the third straight year. Pentz, a senior catcher on the baseball team, is an Electrical Engineering Technology major at Johnstown.

Emily Pierce (Berry College) was named Miss Berry College on February 24, 2007. Pierce is a double major in biology and Spanish with a minor in chemistry. She plans to attend medical school upon graduation.

Raeon Pulliam (Virginia Military Institute) was awarded one of two Big South Conference Graduate Fellowships provided by Renaissance Insurance. The fellowships are worth \$2,000 each to be applied toward graduate studies. Pulliam, a member of the women's soccer team at Virginia Military Institute, will pursue a master's and PhD in mechanical engineering.



George F. Roberson (University of Massachusetts-Amherst) has been named a Fulbright Scholar by the Council for International Exchange of Scholars (CIES).

CIES offers academics from the United States granting opportunities in 150 countries and awards approximately 160 research grants annually. Roberson's ten-month "traditional" Fulbright research grant will

Member News continued

support his ongoing cross-cultural research project in Tangier, Morocco. Roberson recently launched the project with a paper titled "Visualizing Tangier" at Abdelmalek Essaâdi University, Tetouan, Morocco, and at the Annual Tangier International Conference, Dr. Khalid Amine, Director.



Barry Rosenfeld (California State University, Fullerton) recently earned the Chartered Lifetime Assistance Planner (ChLAP) designation from the National Center on Life

Planning (NCLP) as a result of rigorous classroom instruction. The NCLP provides financial advisors with training and tools to assist families who have special-needs loved ones. Rosenfeld's training better enables him to help the families of special-needs children provide a lifetime of care, supervision, security, and quality of life. He had previously earned his Chartered Life Underwriter (CLU) and Chartered Financial Consultant (ChFC) designations from the American College. Rosenfeld also is serving his fourth year as president of the Bakersfield West Rotary Foundation, a 501c3 charitable non-profit corporation.

Ann E. Rushing, PhD (Texas A&M University), was presented with the Cornelia Marshall Smith Professor of the Year Award at Baylor University's Honors Convocation on April 11, 2007. The award is presented to the Baylor faculty member who makes a superior contribution to the learning environment at Baylor. Rushing is a professor and associate chair of biology.

Tony Sarda (Lamar University) received the Ann Shaw Award for exemplary leadership from Lamar University on April 25, 2007. Sarda, a business major, was involved in campus activities such as the student government association and the Honors Program mentoring service and served as president of the Alumni Affairs Student Advisory Council.

Pamela Saur, PhD (Lamar University), has been named as the 2007 University Professor at Lamar University (LU). Saur, a professor of English and modern languages, was given the award for distinguished teaching. She is vice president of the LU chapter of Phi Kappa Phi. Saur has five books, more than one hundred scholarly publications, and eighty presentations to her credit, in addition to her contributions in the classroom and on campus.

Inda Schaenen (University of Missouri, St. Louis) has recently published a novel, *All the Cats of Cairo*, for middle grade

readers. Schaenen, who teaches writing for Springboard to Learning and Young Audiences of St. Louis, an academic enrichment organization serving St. Louis Public Schools, has authored two other books: *The 7 O'Clock Bedtime* (a parenting guide) and *Things Are Really Crazy Right Now* (an adult novel). Schaenen is a doctoral student in education at University of Missouri, St. Louis.

Brandon Schoch (Colorado State University-Pueblo) received the Threlkeld Prize for Excellence at the Achievement Day luncheon on April 15, 2007, at Colorado State University-Pueblo. Schoch, a native of England who came to the United States in 1998 and served in the U.S. Navy, graduated in May with a degree in criminology. The Threlkeld Prize is given annually to a graduating student who demonstrates excellence in academics and co-curricular activities, as well as in service to the university and the community.

Neil Shah (North Carolina State University) was recognized as a valedictorian during the spring commencement ceremony on May 12, 2007, at North Carolina State University. Shah graduated summa cum laude with a 4.0 GPA, earning a bachelor of science degree in biomedical engineering with a concentration in tissue engineering and biomaterials.

Alicia Smith (University of Georgia) was named as anchor/reporter for "Action News this Morning" at WXYZ-TV in Southfield, Michigan. Smith came to the position from WWMT in Grand Rapids/Kalamazoo, Michigan, where she was the weeknight co-anchor of the 5:00 p.m. and 5:30 p.m. newscasts.

Sharon R. Steadman, PhD (State University of New York Cortland), was named by the Research Foundation of SUNY as one of its thirty most important and innovative scholars and scientists; she was presented with a SUNY Research Foundation Research and Scholarship Award on May 2, 2007. Steadman, a research anthropologist in the Department of Sociology and Anthropology at SUNY Cortland, is a specialist in the Chalcolithic Period, a culture which dates back to 5200 BCE.

Nicole de Vries (Columbus State University), a senior majoring in computer information systems, was awarded the Faculty Cup at Columbus State University (CSU), the highest student honor at CSU. Among numerous other activities, de Vries was student body president in 2006–2007 and president of the CSU Honors Program.

Alison Wachs (Tennessee Tech University) was awarded the 2007 Derryberry Award at Tennessee Tech University (TTU), one of two recipients of the award. It is the most prestigious student honor bestowed by the university. Wachs is an industrial engineering major at TTU.

Terry Leigh-Ann Wakefield (University of West Alabama) received the Turris Fidelis Key from the University of West Alabama (UWA) at the Spring 2007 commencement, the highest award presented by the university. UWA awards the key based on scholastic achievement and outstanding service. Wakefield majored in mathematics in secondary education and graduated with a 3.977 GPA.

Steve Weitman (Cornell University) was named vice president of food and beverage at the Wynn Las Vegas resort. He will look after all aspects of operations and promotions for all of the food and beverage outlets at the resort. Weitman's previous position was as executive director of food and beverage at the resort.

Caroline Wesley (Lynchburg University) has been given the Old Dominion Athletic Conference (ODAC) ODAC/Farm Bureau Scholar Athlete Award. Wesley, a member of the women's basketball team, has a 3.93 GPA in Athletic Training. She ranks third all-time in scoring and is the all-time leader in blocked shots for the team. She also was named to the 2006–2007 ODAC Women's Basketball All Conference First Team.

Matthew Williams (Clarkson University) was awarded the Levisus Clarkson Award at Clarkson University's commencement in May 2007; he received the award through a vote of the full university faculty based on his scholarship and promise of outstanding achievement. Williams graduated with dual degrees in biology and mathematics.

Jessica Zapf (University of Pittsburgh-Johnstown), a forward on the University of Pittsburgh-Johnstown's women's basketball team, was named to the *ESPN the Magazine* Academic All-District II first-team; selections are made by the College Sports Information Directors of America. She was the team's leading rebounder and second-leading scorer, with a 3.85 GPA in elementary education.

Correction: In the Winter/Spring Member News section, we listed **Ronald G. Shapiro's** initiating chapter as Oklahoma State University; the correct chapter is Ohio State University. We apologize for this error.

IN MEMORIAM

Virginia Tech Tragedy

While our hearts go out to all those who died and who lost loved ones during the horrific rampage that occurred at Virginia Tech University on April 16, 2007, we wanted to mention in particular two of Phi Kappa Phi's own who were taken on that day. **Jamie Bishop** (University of Georgia), thirty-five, was a well-loved instructor of German language and literature, and **Matthew Gwaltney** (Virginia Tech University), twenty-four, was a graduate student in civil and environmental engineering. Words are not adequate to express our sorrow for the loss of these two individuals.

Theodore L. Agnew, PhD (Oklahoma State University), passed away on April 15, 2007, at the age of ninety. An emeritus professor of history, Agnew was involved with the Oklahoma State University chapter of Phi Kappa Phi for more than thirty years, serving as president of the chapter from 1976-1977.

George Bachmann (California State University-Los Angeles) passed away on March 3, 2007. Bachmann was special assistant to the vice president for student affairs. A California State University-Los Angeles (CSU-LA) alumnus, he had worked at the university since his graduation in 1967. Bachmann was founder of the President's Scholars program and oversaw the Precollegiate Academic Development Program. He was the CSU-LA Phi Kappa Phi chapter president at the time of his death.

Mark V. Bower, PhD (University of Alabama-Huntsville), passed away on April 16, 2007, at age fifty-three. A Navy veteran, Bower received his PhD in Applied Mechanics from the University of Michigan. He was an associate professor and chair of the department of Mechanical and Aerospace Engineering at the University of Alabama-Huntsville (UAH). Bower had served as an officer at the UAH chapter of Phi Kappa Phi; his wife, Peggy, and his daughter, Renae, are also members.

Kathryn S. Carr, EdD (University of Central Missouri), passed away on November 22, 2006, at age seventy-two. Carr was an internationally known reading specialist; she taught at the University of Central Missouri and had been director of the Literacy Center before her retirement in 1999. She continued to research and write

after her retirement and recently had presented at the World Congress on Reading in Budapest, Hungary.

Byron E. Emery, PhD (University of Toledo), passed away on October 6, 2006, at age seventy-seven. Emery taught at the University of Toledo for twenty-three years, arriving in 1963 as founding chair of the Department of Geography. During his life he was elected to the Ohio Academy of Sciences and the Explorers club. In retirement, he returned to his love of horses and began a second career as a breeder of American Morgan horses.

Peter Paul Fuchs, PhD (Louisiana State University), passed away on March 26, 2007, at age ninety. Fuchs, who was born in Austria and who became a United States citizen in 1942, served in the U.S. Army from 1942-1945. During his career, he was an assistant conductor at the Metropolitan Opera House in New York, then served as professor and conductor of the University Opera and Symphony Orchestra at Louisiana State University and of the Baton Rouge Symphony Orchestra, and finally of the Greensboro Symphony and Greensboro Opera until his retirement in 1992.

Harrison Ewing Hierth, PhD (Texas A&M University), passed away on January 14, 2007, at age ninety-four. Hierth was a professor emeritus in the English Department at Texas A&M University, where he taught from 1946 to 1978, serving as department chairman from 1970 to 1975.

Harvey Gresham Hudspeth, PhD (University of Mississippi), passed away March 7, 2007, at age fifty-one. Hudspeth first earned a law degree from the University of Mississippi (UM) and practiced law before going back to UM for a doctorate in history. He taught at Mississippi Valley State University and at the University of Arkansas Pine Bluff.

Elizabeth Hickok Kesler (Coe College) passed away August 17, 2005, at age ninety-five. A graduate of Coe College, Cedar Rapids, Iowa, she became a journalist and later assistant program director at Louis G. Cowhan and Company. Kesler was a lifelong supporter of Coe College, serving on its Board of Trustees and receiving numerous awards and honors from the college, including an Honorary Doctor of Humane Letters in 1993.

Pamela Anders Miller, PhD (Northwestern State University of Louisiana), passed away on February 24, 2007, at age forty-two of

ovarian cancer. She was an associate professor of quantitative methods, College of Business, Northwestern State University of Louisiana, Natchitoches, Louisiana. Miller participated in numerous university and professional organizations. She remained active in community, church, and university activities during her two-year battle with cancer.

Ruth Montgomery-Short, MD (Washburn University), passed away on December 17, 2006. Montgomery-Short graduated from the University of Kansas Medical School in 1935 and was staff physician (ENT) at Hertzler Clinic, Halstead, Kansas, for thirty-five years.

Charlotte Ann Pfeiffer (University of Central Missouri) passed away April 8, 2007, at age sixty-four from Amyotrophic Lateral Sclerosis (ALS—Lou Gehrig's Disease). Pfeiffer earned an MS in Library Science from the University of Central Missouri and taught library science courses and served as a cataloger and reference librarian there. She then worked as reference librarian for the Camden County (Missouri) Public Library until she was forced to resign because of complications from her ALS.

Colonel Alfred J. Reese, Jr. (RET) (University of Maryland) passed away March 9, 2007, at age eighty-two. Reese served in the U.S. Army for thirty-two years, retiring in 1975 after a career that spanned World War II, Korea, and Vietnam.

Mark R. Santana (University of California Davis) passed away on December 22, 2005, in Phoenix, Arizona. Santana served as a judge in the Maricopa County Superior Court for four years. Before that he was Administrative Counsel for the Arizona Department of Environmental Quality for eight years and was in private practice from 1980 to 1993.

Helmer Elsworth Sorenson, PhD (Oklahoma State University), passed away March 15, 2007, at age ninety-six. He served as dean of the College of Education at Oklahoma State University from 1964 to 1972, and then as a professor in the Department of Educational Administration at the University of Nebraska-Lincoln, where he was named department chair in 1974. In addition, he served as a consultant for school systems in Wisconsin, Iowa, Oklahoma, New Mexico, and Nebraska.

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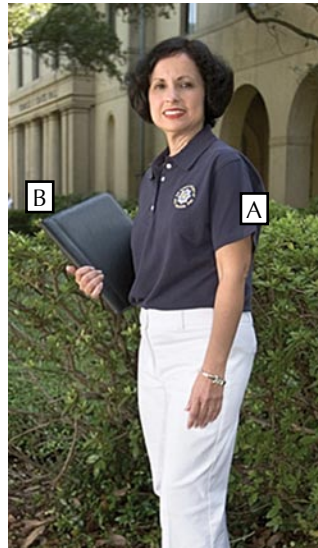
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