



PHI BETA KAPPA

THE KEY REPORTER

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SHOULD CULTURAL HERITAGE BE
ON THE JUDICIAL AUCTION BLOCK?



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Evaluating Eligibility

My guess is that the founders just used the stars on the key. After all, that strange little hand down in the corner seems to point, not at the Greek letters but through them, to the three stars, signifying, we are told, literature, morality and friendship. The founders used them, I mean, to decide whom to invite into membership in Phi Beta Kappa. Taken together, these stellar criteria must have led to the inclusion of good fellows (as they were for a century) of intellectual curiosity and convivial disposition.

It is interesting that as early as 1820 — I recently learned — the members at Union College asked for faculty guidance in making their choices, and within a couple of decades invitations across the chapters were largely in faculty hands. Then within a few decades more two trends brought to Phi Beta Kappa something approaching a crisis of self-understanding. First, the number of chapters grew dramatically: from eight in 1847 to triple that number in 1882. Second, the curricular consensus that had fixed the classics as the standard of collegiate education in America crumbled away.

The perceived need for consistency, from chapter to chapter, in qualifications for Phi Beta Kappa, led to the formation of the United Chapters in 1883. Here the historical weave of education in America is snug indeed. Who was the pacesetter away from the fixed classical curriculum? Charles W. Eliot, whose articles in *The Atlantic* in 1869 (saving their most fulsome praise, interestingly, for innovations at Yale), were followed by his elevation to the Harvard presidency later that year. And whom did the United Chapters choose as their first president? Eliot, who continued the advancement of the new “elective system” at Harvard till the end of his 40-year tenure in 1909.

All that while Phi Beta Kappa was settling into its pattern of triennial Councils. It is scarcely an exaggeration to say that every Council gave serious consideration to consistency in qualifications for election, and appointed a committee to study the problem. The next Council would receive the committee's report, deplore the lack of consistency, declare the problem beyond immediate resolution and appoint a new committee.

Ultimately the committees took on longer lives: the Committee on Fraternity Policy of the 1910s, the Committee on Chapter Policy, beginning in 1925, then the Committee on Criteria and Methods, the Committee on Chapter Practices and Procedures and the Committee on Methods of Election, not to mention the Membership Eligibility Study and the Committee on Admission to Membership. Of the commissioning of studies and the conduct of surveys there was no end.

Or not quite. In 1952 the Council adopted “stipulations” for eligibility for election to membership in course. Tweaked, and sometimes tweaked hard, over the years since, these stipulations as to areas of study still guide chapters as they consider new members. But as history would suggest, Phi Beta Kappa refreshes its concern as times and the curriculum change. The stipulations got their last thorough review about 1990, and their time has come round again. Whole disciplines have come into being and passed away since the last review. A committee of the Senate is hard at work. Chapters are being consulted. Stay tuned for the next developments.

John Churchill
Secretary

SPOTLIGHT



Carol L. Adams (ΦBK, Fisk University, 1965),
CEO of the DuSable Museum.

My liberal arts education has been the springboard for a rich and varied professional life. The breadth of knowledge and critical thinking skills it provided has been, at once, transferable and transformative.

— Carol L. Adams

Carol L. Adams, Ph.D., is the chief executive officer of the DuSable Museum in Chicago, the nation's first and oldest African-American History Museum.

As founding director of Museums and Public Schools, Adams worked with teachers and museum educators to develop curricula that utilized the museums as a living teaching resource and integrated their holdings into approved lesson plans for elementary school students in Chicago Public Schools. In addition, during her tenure at the Chicago Housing Authority, Adams founded the Museum Consortium whose mission was for each major museum in Chicago to adopt a public housing development and mainstream its youth into their activities.

Adams was formerly the chairman of the African-American Studies Department at Loyola University, director of the Center for Inner City Studies at Northeastern Illinois University and the secretary of the Illinois

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ON THE COVER

Students traverse the University
of Oregon campus, host site for
the ΦBK Traveling Exhibit,
March 20-June 12. Photo by
Michael McDermott, courtesy of
the University of Oregon.

New ΦBK Chapter Installed at Butler University in Indiana

Butler University became home to a new chapter of Phi Beta Kappa on Feb. 4.

The installation ceremony for the Theta of Indiana chapter was combined with the university's Founder's Day Celebration on the Butler campus, entitled a "Celebration of Scholarship."

Butler was one of four new chapters approved by the Society on Oct. 2 at the 42nd Triennial Council in Austin, Tx.

Twenty Butler faculty and staff members are ΦBK, including President Bobby Fong. Paul Valliere, McGregor Professor in the Humanities, chaired the committee that submitted Butler's chapter application in October 2007.

"Butler's application to shelter a chapter of Phi Beta Kappa required extensive documentation of the university's commitment to the liberal arts," Valliere said. "The College of Liberal Arts and Sciences is the oldest and largest of Butler's five colleges, and the same liberal arts core curriculum is required of all Butler undergraduates regardless of their academic major."

Laura Behling, associate provost for faculty affairs and interdisciplinary programs, commended her colleagues' efforts. "The focus of so many Butler faculty and staff during the University's journey toward ΦBK status is a testament to their belief that the liberal arts and sciences offer the critical perspectives, intellectual vigor and freedom of thought," she said.

"For more than 150 years, Butler University has focused on creating a learning environment rooted in excellence in the liberal arts and sciences and focused on our students. Our committed faculty take seriously their responsibility to challenge students to their full intellectual potential, to celebrate the freedom of inquiry and to understand, as the Phi Beta Kappa motto articulates, that the



L-R: Kathryn Morris, Theta of Indiana president, associate professor of psychology; Bobby Fong, president of Butler University; and John Hargrove, chair of Butler University Board of Trustees, at the chapter installation on Feb. 4. Photo by R. Brent Smith.

"love of learning is the guide of life," Behling continued.

Chapters also will be installed this spring at the College of Saint Benedict-Saint John's University in Minnesota, Elon University in North Carolina and James Madison University in Virginia. ■

PHI BETA KAPPA VISITING SCHOLARS 2010-2011

For more than 50 years, ΦBK has been sending distinguished scholars in the liberal arts and sciences to institutions where our chapters are located. They serve as ambassadors for the Society and make a substantial contribution to the intellectual life of the campus. The following scholars have been selected to participate in the program for the coming academic year. For more, write to visitingsscholar@pbk.org.

Terry Castle, Walter A. Haas Professor in the Humanities, Stanford University

Rochel Gelman, Professor of Psychology, Rutgers University

Jane C. Ginsburg, Morton L. Janklow Professor of Literary and Artistic Property Law, Columbia University School of Law

Herbert Gintis, External Professor, Santa Fe Institute; Professor of Economics, Central European University

Jack A. Goldstone, Virginia E. and John T. Hazel Professor of Public Policy, George Mason University

Doug McAdam, Professor of Sociology, Stanford University

Michael McCormick, Francis Goelet Professor of Medieval History, Harvard University

Ronald J. Mellor, Professor of History, University of California, Los Angeles

Lisa M. Pratt, Provost's Professor of Geological Sciences, Indiana University

Kay Kaufman Shelemay, G. Gordon Watts Professor of Music and Professor of African and African-American Studies, Harvard University; 2010-2011 ΦBK-Frank M. Updike Memorial Scholar

Peter Smith, Thomas R. Brown Distinguished Chair in Integrative Science, University of Arizona

Susan R. Wolf Gives Romanell Lectures in Philosophy at UNC

Susan R. Wolf, professor of philosophy at the University of North Carolina, Chapel Hill, is the recipient of the Romanell-ΦBK Professorship for 2009-2010.

Wolf will present three lectures on “Questions of Love,” March 15, 16 and 18, from 4:00-6:00 p.m. in the Hyde Hall University Room.

The first lecture asks the basic questions: What is love, and why is it especially important? The second discusses the possibility of conflict between love and morality: How should we think about such conflicts? What should we do when such conflicts arise? The third considers the relations among love, attention and knowledge, drawing lessons from the great Hollywood classic, *The Philadelphia Story*: What is it to look at someone lovingly? How is loving attention different from careful attention? Finally, it considers a moral perspective, suggested by Iris Murdoch, built around the virtue of love.

Awarded annually, the Romanell



Susan R. Wolf

Professorship recognizes the recipient’s distinguished achievement and substantial contribution to the public understanding of philosophy. Phi Beta Kappa provides a \$7,500 stipend to supplement the awardee’s salary, and the professor gives a series of three special lectures open to their institution’s academic community and the general public. ■

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2010 Walter J. Jensen Fellowship Winner

The recipient of the 2010 Walter J. Jensen Fellowship for French studies is Pamela Diaz.

Diaz is a graduate student at the University of California-Berkeley working in the field of French medieval studies.

The title of her dissertation is “Unruly Language in the *Roman de Renart*.”

The Walter J. Jensen Fellowship for French Studies was established in 2001 at the bequest of Professor Walter J. Jensen.

The purpose of the fellowship is to help educators and researchers improve education in standard French language, literature and culture and in the study of standard French in the United States.

The fellowship is awarded annually and has a stipend of at least \$10,000 and a single round-trip, economy-class ticket to France.

The application deadline for the



Pamela Diaz

2011 Jensen Fellowship is Oct. 1, 2010.

For more information about the Jensen Fellowship, contact Lucinda Morales, coordinator of Society events, at (202) 745-3235 or write to awards@pbk.org. ■

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ΦBK Member and Nobel Laureate Carol Greider

Unlocking the Secrets of Aging and Cancer

By Vanessa Schipani

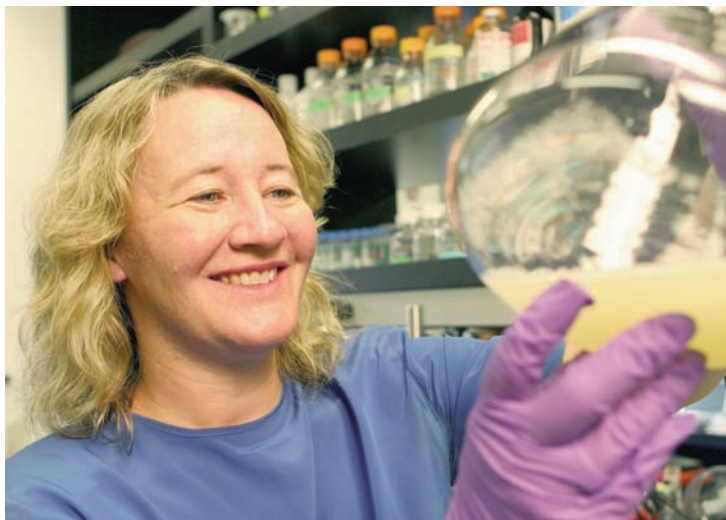
On Christmas Day 1984, Phi Beta Kappa member Carol Greider solved a mystery that has plagued molecular biologists since the 1930s. Greider, along with Elizabeth Blackburn and Jack Szostak, won the 2009 Nobel Prize for medicine for contributing to the discovery of telomerase, an enzyme that protects our genes from degradation after cellular division. Their discovery has widened our understanding of how genes and cells are maintained over a lifetime, how cancer and other diseases proliferate throughout the body, and how and why our bodies age.

Greider became a member of Phi Beta Kappa in 1983, during her senior year of college. After working in a diversity of labs, she decided molecular biology fit her way of thinking more than any other sect of science. “When you’re in the right environment,” she says, “you just know it.”

After college, curiosity led Greider to the University of California-Berkeley for graduate school. She was invited to work in the laboratory of Elizabeth Blackburn to study telomeres, where eventually she would find evidence for telomerase. “Curiosity drove me to the discovery of telomerase, and continues to drive my career, not winning prizes,” Greider says. “Having an experiment succeed is where I find fulfillment.”

Telomeres are the martyrs of the cell world. They are long strings of repetitive DNA at the tip of every chromosome that sacrifice themselves in the place of the DNA that codes for vital information. When a cell divides, the replication of DNA cannot continue to the tip of the chromosome

because the inherent structure of DNA prevents it. After a cell divides, telomerase replenishes the chromosome with a shiny new telomere. Scientists were puzzled for decades as to why DNA didn’t rapidly degrade to the point of inactivity after repeated cell divisions. In 1972, James Watson, co-discoverer of the structure of DNA, coined the term “end replication problem.” Not



2009 Nobel laureate in medicine Carol Greider, Molecular Biology and Genetics, Johns Hopkins University.

until Greider and Blackburn’s discovery did scientists realize an enzyme was responsible for maintaining the lives of cells.

After finishing her Ph.D., Greider began collaborating with Calvin Harley at McMaster University in Ontario, Canada. With Harley’s interest in the cellular senescence, or the loss of a cell’s ability to divide, and Greider’s interest in telomeres, together they provided evidence that telomere length was connected to cellular aging. We now know that as we grow older, our telomeres grow shorter. The skin cells from a newborn baby, for example, can divide up to 90 times in culture, but cells from a 70-year-old can only divide around 30 times. Greider and Harley’s research also showed that telomere shortening contributes not

only to the aging of the cell, but also to the aging of the entire organism. The function of telomeres in aging remains a center for serious research.

Greider and Harley also investigated the role of telomerase in cancer cells. Most cells rarely divide. Their chromosomes do not shorten, and their telomerase gets a lot of vacation time. Cancer cells, however, are the workaholics of the cell world.

For many years, researchers had no idea as to how cancer cells continued to replicate at such abnormal rates. Greider and Harley provided evidence that the gene for telomerase in cancer cells was turned on, which facilitates endless replication. Medical researchers are now attempting to develop cancer drugs that inhibit the production of telomerase. The problem with this, however, is that other cells, such as stem cells, also contain large amounts of telomerase. A drug that deactivates telomerase production would also attack stem

cells, which are essential to our survival. Greider and Harley’s research on telomere shortening also supports the idea that having limited amounts of telomerase in normal cells may be a defense mechanism to offset the wild cell division that exemplifies cancer cells.

Greider is one of only 10 women to have won the Nobel Prize in medicine. Trained in an atmosphere that motivated women to pursue a career in science, she continues to encourage other emerging female scientists to be driven by curiosity as she was because, sometimes, it can lead to grand discoveries. ■

Vanessa Schipani is a science writer in Washington, D.C. She holds bachelor’s degrees in zoology and philosophy from the University of Florida.

Letters, Laurels and Keys

University of Oregon Celebrates the History of Honors Societies

By Ian F. McNeely

This spring, the University of Oregon will host an exhibit called “Letters, Laurels and Keys” celebrating the history of honors societies, programs and distinctions on our campus. Not merely a retrospective, the exhibit marks an opportunity to meet some of the challenges in convincing today’s students that honors recognitions are worthwhile.

The exhibit is timed to coincide with the 50th anniversary of the Robert D. Clark Honors College, the oldest such college at a four-year public university in the United States. It will showcase the sheer range of honors opportunities available at a public research university, among them over 40 departmental and professional school honors programs. Professional societies like Order of the Coif are included, as are service-oriented organizations such as Mortar Board and programs for underrepresented and first-generation students, like the McNair Scholars Program. Scholar-athletes will gain much-needed recognition at a university whose exploits on the playing field all too often eclipse its academic reputation.

ΦBK’s Alpha of Oregon chapter, chartered in 1923, will occupy a central place in the exhibit. We’re taking this opportunity to explain why ΦBK is meaningful beyond a line on the résumé, and to profile some of our top recent undergraduates, members of the “Oregon Six” selected each year for their truly stellar academic breadth and depth.

In all these ways, the exhibit gathers together information dispersed on numerous Web sites across the university and spread in large part by word of mouth. For the first time, it offers a roadmap to the many paths by which young scholars can achieve distinction

on a large and intellectually diverse campus.

Adopting such an inclusive approach is one way to dispel the common notion that honors are something reserved for a narrowly defined elite. Oregonians have a strong populist streak, and it’s often hard to convince students here to join ΦBK and related honor societies that may seem elitist or



Edward Alexander Bouchet (1852-1918), first African-American to be elected to ΦBK and the first to earn a Ph.D. In 2005, Yale and Howard universities founded an honor society in his name.

out of touch. The fife and drum procession in which I proudly marched as an undergraduate back East might well strike the typical Oregon student as faintly ridiculous at best.

Recruiting new members is a pervasive problem among chapters throughout the West, which has the lowest induction rates of any U.S. region. Our state has, in addition, a low median income relative to its neighbors. Many invitees understandably

want to know what they get in exchange for their chapter dues. Much work remains to be done in building a culture to assist undergraduates in appreciating what ΦBK signifies.

The paradox is that commitment to liberal education is both deeper and wider at Oregon than at many other public universities. Medieval studies courses welcome throngs of students and the history major is bursting at the seams. Both Teach for America and the Peace Corps, idealistic havens for what used to be called the “B.A. generalist,” are unusually popular and have been for many years. Our large cohort of nontraditional students attests to the appeal of the arts and sciences among those returning from the “real world.”

Many Oregon faculty rightly fear that liberal education is in crisis, yet we are met with reassurances on all sides. My colleagues in the professional and vocational schools are often the most vociferous defenders of intellectual well-roundedness. The pure sciences have benefited from generous philanthropy that also supports humanistic inquiries into the natural world. And the recent hiring of a Sanskritist as university president evoked as much admiration for his philological acumen as for his impressive credentials as an administrator and high-tech consultant.

We hope that by honoring student achievement in all its forms, “Letters, Laurels and Keys” will draw attention to the profound enthusiasm for liberal education shared across the entire university community at Oregon. ■

Ian F. McNeely (ΦBK, Harvard University, 1991) is an associate professor of history at the University of Oregon and president of the ΦBK Alpha of Oregon chapter.

Should Cultural Heritage Be on the Judicial Auction Block?

By Laina Catherine Wilk Lopez

Here is a hypothetical. Let's say a Frenchman, Mr. Rousseau, traveling on business in Iraq, is injured by U.S. missile fire. Now, let's say that France permits Mr. Rousseau to sue the United States in France for his injuries. Mr. Rousseau sues and wins a multi-million dollar default judgment against the United States. The United States refuses to pay, arguing that a French court should not and may not determine whether the United States acted unlawfully for its conduct in Iraq. Now let's say that the U.S. Declaration of Independence is on exhibit at the Louvre. Should a French court order that the Declaration of Independence be seized for judicial auction – even though the executive branch of France protests such seizure – so that the proceeds can be used to satisfy Mr. Rousseau's default judgment against the United States?

Because the Declaration of Independence is a national treasure, isn't the answer obviously "no"? If a French court did so regardless of the Declaration's national treasure status, wouldn't such a seizure strain and perhaps even fracture foreign relations between France and the United States? Think we don't have to worry about these questions because the hypothetical sounds farfetched? Think again.

Consider the following real-life case on which I am currently working. In 1997, several persons, including some Americans, were injured in a suicide bombing in Israel for which Hamas later took credit. In 2003, the U.S. victims of that bombing, in a lawsuit entitled *Rubin v. Iran*, sued Iran in a U.S. federal court in Washington, D.C. pursuant to a section of the Foreign Sovereign Immunities Act in effect at the time. That portion of the law, 28 U.S.C. §1605(a)(7), permitted Americans who suffered injury (or death) to sue those nations designated by the United States as "state

sponsors of terrorism" for providing "material support" to commit an act of terrorism. At the time of the lawsuit, the nations designated as state sponsors of terrorism were Iran, Cuba, Syria, Iraq, Libya, North Korea and Sudan. Today, only Iran, Cuba, Syria and Sudan remain on the list.

In the Washington, D.C. case, the Rubin plaintiffs won against Iran a multi-million dollar default judgment,



Unscribed Persepolis tablet with Aramaic seal inscription. This artifact is one of many at issue in the *Rubin v. Iran* litigation.

which Iran refused to pay. The plaintiffs, still determined to collect their money, thus registered their judgment in jurisdictions in the United States where the plaintiffs believed Iranian assets were located. They asked the courts in those jurisdictions to permit them to "attach" (a legal term meaning essentially judicial seizure) the various alleged Iranian assets, sell them at judicial auction, and use the proceeds of such sales to satisfy their multi-million dollar judgment.

In one such instance, the plaintiffs registered their judgment in the U.S. District Court for the Northern District of Illinois. The plaintiffs selected that court because there are three collections of ancient Persian artifacts owned by Iran or alleged to be owned by Iran in Chicago. One of the collections is not a true collection but rather a smattering of artifacts at the Oriental Institute at the University of Chicago and the Field Museum of Natural History collectively known as the Herzfeld Collection. The artifacts are so named because, according to the plaintiffs, noted archaeologist Ernst Herzfeld surreptitiously took the items from Iran in the early 20th Century and later unlawfully sold the allegedly stolen items to the University of Chicago and the Field Museum. Iran makes no claim to these artifacts and the university and the Field Museum vigorously defend their lawful ownership of the items. The plaintiffs assert that Iran nonetheless owns the Herzfeld items by operation of an Iranian patrimony law which, according to the plaintiffs, provides that any item unearthed in Iran is owned by Iran. Notably, the Rubin plaintiffs also have sued Harvard University and the Museum of Fine Arts of Boston in the U.S. District Court for the District of Massachusetts alleging that those museums also have in their possession several items

stolen by Herzfeld and hence are Iranian-owned. Like the museums in Chicago, however, the Boston museums vigorously defend their lawful ownership of the items.

The other two collections involved in the Chicago litigation, the Persepolis Collection and the Chogha Mish Collection, are housed at the Oriental Institute and are, everyone agrees, owned by Iran. These two collections arrived at the Oriental Institute in the 1930s and 1960s, respectively, follow-

ing archaeological digs. In the 1930s, the Oriental Institute sent a team of its archaeologists – led by Ernst Herzfeld – to Iran, with the Iranian government’s consent, to excavate the ancient Persian city of Persepolis. Persepolis, the capital of the Achaemenid Empire, was built by Darius I in approximately 515 B.C. and destroyed by Alexander the Great in approximately 330 B.C. Though largely destroyed by Alexander, the site was designated as a UNESCO World Heritage site in 1979 due to monumental ruins which were left standing. Following the excavation, Iran agreed to loan to the Institute for study a grouping of rare tablet and tablet fragments found in the fortifications. Some of the tablets are written in an ancient text known as Elamite, a now extinct language understood today by a handful of people. The tablets contain administrative records of daily Achaemenid society, such as the amounts and recipients of food rations.

In the 1960s, the Oriental Institute sent another team of archaeologists – led by Pierre Delougaz and Helene Kantor – to Iran to excavate Chogha Mish, an archaeological site from the early fifth-millennium B.C. Iran again agreed to loan to the Institute for study a grouping of artifacts discovered there. These artifacts reveal, among other things, that there was human culture in that area of Persia at least one millennium earlier than what was previously known.

The study of these two collections took many years longer than anticipated with the result that the artifact collections remain at the Oriental Institute today. The Institute and Iran agree, however, that, pursuant to the loan terms, the Institute will return the artifacts to Iran’s National Museum for permanent housing. Given the importance of Chogha Mish and Persepolis in Persian history, Iran considers both of the collections of artifacts discovered there to be national treasures.

Although Iran did not appear in the underlying court proceeding in Washington, D.C., which resulted in the money judgment, it did appear in the Chicago attachment proceeding to defend these national treasures. My



TOP: Elamite Persepolis tablet with stamp seal.

RIGHT: Aramaic Persepolis tablet.

These artifacts pictured and others at the University of Chicago are currently under dispute.

(Images provided courtesy of the University of Chicago.)



firm represents Iran in that proceeding. My colleague, senior partner Thomas G. Corcoran, Jr., and I have filed numerous briefs seeking to save the artifacts from the auction block. Even the U.S. Government, not a typical ally of Iran, has filed several briefs in favor of Iran’s position, including a brief urging the court to deny the plaintiffs’ request to auction the artifacts given the significant foreign relations concerns posed by the lawsuit. To date, however, because a decision in the case has been delayed by the need to resolve other legal issues, the court has not yet ruled on the fate of the artifact collections.

So now to pose a question – even if the plaintiffs were victims of state-sponsored terrorism, should they have the right to force the sale of these national treasures and collect the proceeds from the sale to satisfy the default judgment? If the answer to the question posed above regarding our hypothetical Mr. Rousseau was obviously “no,” shouldn’t the answer to this real-life question also be obviously

“no”? Should the treasures of a nation currently out of favor with the United States be treated any differently than those of nations that are currently in favor? What are the ramifications of setting a precedent that courts may seize national treasures found within their borders as a form of compensating victims of another nation’s alleged wrongs? Should Congress step in and eliminate even the possibility of judicial auction of national treasures?

Perhaps the court will, in the end, protect the artifacts from the auction block, and none of these questions will require answers. But if not, the Mr. Rousseau hypothetical of auctioning the Declaration of Independence or other U.S. national treasure may, one day, also become a reality. ■

Laina Catherine Wilk Lopez (ΦBK, Bucknell University, 1996) is counsel at Berliner, Corcoran & Rowe, LLP. She can be reached at lcl@bcr-dc.com.

The Artist as Reactionary, or Not Just Flopping Along

By John Howard Wilson

Evelyn Waugh, the author of *Brideshead Revisited* (1945), remarked that “An artist must be a reactionary. He has to stand out against the tenor of the age and not go flopping along.”

Such statements have not endeared Waugh to the academy, which prefers “progressive” politics. I sympathize with the views of colleagues, but I also respect the clarity of Waugh’s conservatism.

In his travel book about Mexico, *Robbery Under Law* (1939), Waugh proclaims that “a conservative is not merely an obstructionist who wishes to resist the introduction of novelties.” Instead, the conservative has “positive work to do,” since “civilization has no force of its own beyond what is given from within. It is under constant assault and it takes most of the energies of civilized man to keep going at all.”

I was fortunate to be able to study Waugh’s manuscripts at the Harry Ransom Center at the University of Texas at Austin in the summer of 2009. Devoted to research in the humanities, the Ransom Center conserves the works of Waugh and many other writers and artists so that they are available to scholars as long as our civilization lasts. Research is necessary to become familiar with these artists, to develop new insights into their works and to discover their relevance today.

My project was entitled “Evelyn Waugh in the Military and the Church.” I am interested in the way Waugh’s experience as a British officer in World War II and as a Roman Catholic influenced his fiction. I hoped that correspondence with his literary agent would reveal Waugh’s intentions. It did, but Waugh was more interested in getting his American publishers to send cigars, since they were scarce and expensive in England after the war.

The artist opposed what the English called “austerity” and insisted on being primed with luxuries before producing any more masterpieces.

I also examined the manuscript of Waugh’s autobiography, *A Little Learning* (1964). Waugh’s novels have been thoroughly analyzed, but other books have been neglected. The manuscript of *Brideshead* has become a case study in composition, but research



Evelyn Waugh in his library in 1950. Photo by Douglas Glass, © J. C. C. Glass.

reveals that *A Little Learning* is much more complicated. As he completed pages of manuscript, Waugh had them typed; he then cut the typescript into pieces and inserted them into the manuscript along with handwritten changes. Waugh rewrote one paragraph on his father at least four times. More than his desire for cigars, Waugh’s painstaking revision reflects the commitment of the artist.

Waugh is likely to remain in the public eye for some time to come. One of his grandsons, Alexander Waugh,

has contracted with Oxford University Press to publish Evelyn’s complete works in 47 volumes over 15 years. Alexander asked me to edit *A Little Learning*.

In his autobiography, Evelyn Waugh wrote that his education had been “the preparation for one trade only; that of an English prose writer.” His fiction also conveys the importance of liberal rather than vocational training. In *Scott-King’s Modern Europe* (1947), Scott-King is a classics teacher who returns to his school after misadventures in Europe and the Middle East. The headmaster asks him to teach economic history, since parents “want to qualify their boys for jobs in the modern world.” Scott-King adheres to the classics; however, he asserts that “it would be very wicked indeed to do anything to fit a boy for the modern world,” and he insists that his is “the most long-sighted view it is possible to take.”

Though he was never a member, Waugh remains relevant to the mission of Phi Beta Kappa. He believed in standing apart from the tenor of the age, as many of us do in our scholarship and service. Waugh also believed in conserving the past, the main subject of most of our studies. Finally, Waugh believed in producing finely crafted books that reward rereading. He is certainly a kindred spirit, perhaps even a patron saint. ■

John Howard Wilson (*ΦBK*, University of Michigan, 1983) is an associate professor of English at Lock Haven University of Pennsylvania. He has co-edited *A Handful of Mischief: New Essays on Evelyn Waugh*, forthcoming from Fairleigh Dickinson University Press. Wilson edits Evelyn Waugh Newsletter and Studies, an online journal.

Carol L. Adams
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Department of Human Services.

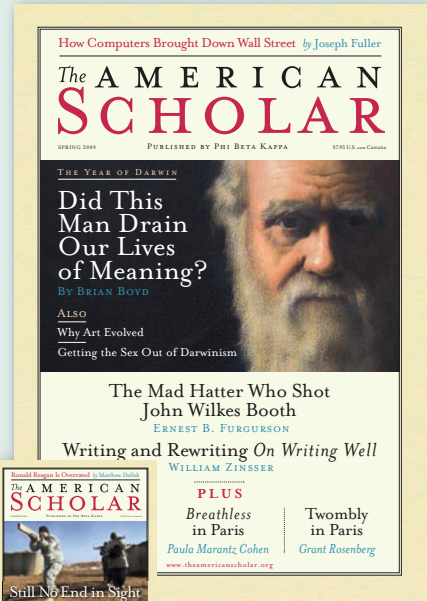
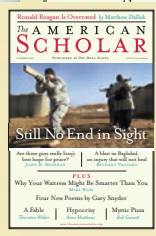
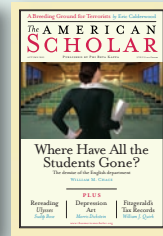
Educated at Fisk University, where she became a ΦBK member in 1965, Adams matriculated at Boston University, the University of Chicago, and the Union Graduate School. She has also had additional courses of study at Yale University and the John F. Kennedy School of Governmental Affairs at Harvard University.

Adams has spent much of her career engaged in cultural arts research, analysis and production. Her unique perspective on art and its integral role in shaping and defining culture and community is informed by her parallel study of sociology and Africana history and culture.

Adams is affiliated with eta Creative Arts Foundation and the Harold Washington Research and Policy Institute, among others. Her memberships in professional associations include: the American Sociological Association, the Conference of Minority Public Administrators and the Council on Blacks in Philanthropy. ■

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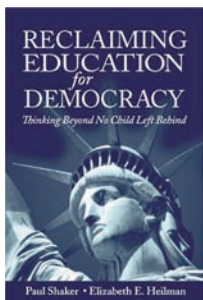
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From Our Book Critics

By G. Cornelissen-Guillaume



Reclaiming Education for Democracy: Thinking Beyond No Child Left Behind. Paul Shaker and Elizabeth E. Heilman. Routledge (Taylor & Francis

Group), 2008. 256 pages. \$45.95 paperback.

Paul Shaker, a career educator who has served as teacher, teacher educator and administrator received in 2009 the American Educational Research Association Award for Exemplary Research in Teaching and Teacher Education for co-authoring this book. His and Elizabeth E. Heilman's concerns about the impact of education policies on democracy are the topic researched in this volume. Viewing citizenship as a democratic practice, the authors make the point that the intellectual and ethical capacities needed to make judgments about policies and actions that affect other members in communities require thoughtful and challenging education.

The authors thoroughly review recent education policies, how they came about and what their impact has been on professional educators. They provide a warning about perils faced by American public schools. Evidence is presented showing how scientific knowledge is distorted, how reports challenging conservative orthodoxy are suppressed and how pressure to produce good test results hurt rather than improve the educational system. The authors' outlook, however, is hopeful, as they lay down ideas for moving toward a future that reclaims public education in a democratic society, taking examples from good teaching and good schools.

Center stage is the contest between professional authority and political advocacy. The authors view this divide widening since the 1983 report "A Nation at Risk," when education became an increasingly important

political issue and Congress promulgated the No Child Left Behind (NCLB) Act in 2001, a federal legislation enacting the theories of standards-based education reform, based on the belief that setting high standards and establishing measurable goals can improve individual outcomes in education.

Behind such an appealing concept, thoughtful participation in a democracy is overtaken by a misguided emphasis on standardized test results, and education is geared toward serving economic and security interests at the expense of civics, social studies, the arts and literature in an increasingly multi-cultural globalized world. Instead of facilitating the fulfillment of each individual student's potential in a growingly diverse population, low-performing as well as gifted students are not receiving the mentoring they deserve in this "one size fits all" system.

The book is organized in three parts. In the first section, Shaker and Heilman examine how the current situation came about, seeking psychological, political and economic explanations. In the next section, they explore some of the issues in more detail, such as problems with standardized tests, teacher testing and the narrowness of the curriculum. Problems related to medical research sponsored by pharmaceutical companies have received attention to the point that sponsorship disclosures are now required in publications. This book makes a similar point in the context of education research. In the last section, the authors offer visions for change, including practical advice on how teachers, administrators and citizens can influence public education. A list of references and an index provide additional resources.

Perhaps the most valuable lesson may not be learning the facts themselves, but learning how the knowledge was acquired in the first place and how to learn from it, so that innovations can contribute to future progress. This great book should serve as an incentive to recognize and acknowledge the complexity of the problem in order to avoid further damage caused by the overly simplistic promises of NCLB. It

is an invitation to engage in a constructive conversation about the vision of what public schools ought to be. It is recommended not only for professional educators but also for all citizens who care about the future of our children. ■

Germaine Cornelissen-Guillaume is a professor of integrative biology and physiology and co-director of the Halberg Chronobiology Center at the University of Minnesota, Twin Cities.

By Rick Eden



Human: The Science Behind What Makes Us Unique. Michael S. Gazzaniga. Harper Collins, 2008. 447 pages. \$27.50

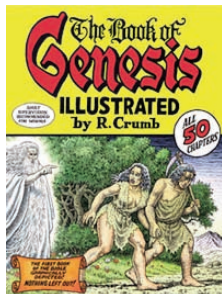
By now probably everyone has heard the factoid that humans and chimpanzees are almost identical genetically. This and similar findings from DNA sequencing have given new life to some old questions about mankind's place in the universe: "How unique are we, and how are we unique?" In *Human*, the distinguished neuroscientist Michael Gazzaniga takes us on a wide-ranging tour of recent scientific studies that bear on these questions.

At over 400 pages, *Human* is a long tour for two reasons. One is that there are many domains in which humans claim uniqueness. Thus, in Part 1 Gazzaniga addresses the brain, the mind, language and emotions. In Part 2 he devotes a chapter each to society, morality and education. Part 3 has chapters on the arts, religion and consciousness. In Part 4, Gazzaniga returns to the brain, surveying technologies by which we might extend our cognitive capabilities, further differentiating ourselves from other species with neuroprosthetics, genetic manipulation and artificial intelligence.

The other reason for *Human's* length is that there is so much science. Gazzaniga picks and chooses but his

nine chapters still average 80 citations each. Because the science remains unsettled and speculative, each chapter is a loosely structured essay that strings together varied scientific findings within a topic area. Chapter Three, “Big Brains and Expanding Social Relationships,” for instance, wanders through topics as varied as altruism, the origin of cooking, social group sizes, gossip, deception and lying, mating strategies and sports.

Gazzaniga tries to keep things light through sophomoric asides of the sort a professor might use to keep a class from dozing off during a difficult lecture. Despite these attempts at levity, however, *Human* is far too long, detailed and inconclusive to be considered a popularization. Yet, it offers rewarding, entertaining and often intriguing reading for those who are up to the challenge.



The Book of Genesis Illustrated by R. Crumb.
Translated by Robert Alter.
Notes and illustrations by Robert Crumb.
Norton, 2009.
224 pages.

\$24.95

This wonderful volume — resembling a large format graphic novel — is no more or less than what its title simply states: the first book of the Bible, or Torah, illustrated by the legendary underground comic artist Robert Crumb. Though the pairing seems incongruous, concerns about tastefulness and intent prove unfounded. As Crumb himself notes in the introduction, he approached the project “as a straight illustration job.” The result is a remarkable achievement. Crumb’s drawings illuminate the ancient text and make it seem fresh, like an Old Master’s oil painting freed from layers of varnish.

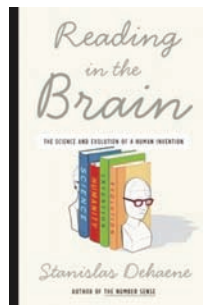
Among other effects, the illustrations sharpen our awareness of the textual problems that have been stumbling blocks for literalists. To read two different accounts of the creation of Adam may be confusing, but when they are illustrated side by side the inconsisten-

cy becomes more jarring. The same is true of the three so-called wife-sister narratives in which Abram, Abraham and Isaac encourage their wives Sarai, Sarah and Rebekah, respectively, to enter harems.

For the English text, which Crumb illustrates without abridgement, he offers a redaction based primarily on the King James Version and the 1996 translation by Robert Alter. Crumb’s only textual innovation is to eliminate the numbering of individual verses. This helps to smooth the narrative flow and enables us to attend to the interaction of text and illustration.

As Crumb makes a career move from comic books to Scripture, from the periphery of the Western narrative canon to its center, he transports his drawing style intact. He tunes it only enough to shift genre from comedy to drama. The anatomical features of his Biblical figures, for example, are exaggerated but less so than those in the burlesque world of his underground work. There is nothing raunchy or outré about his visual treatment of the revered material. His representations of Biblical events are respectful and, in their persistent literalism, compelling.

I recommend this book highly. It belongs on your shelf beside Art Spiegelman’s *Maus: A Survivor’s Tale*.



Reading in the Brain: The Science and Evolution of a Human Invention.
Stanislas Dehaene. Viking, 2009. 400 pages.
\$27.95

In this intriguing and insightful book, the French psychologist Stanislas Dehaene reveals the neural bases for reading, integrating recent findings from neuroimaging with other research advances. A decade ago, in his book *The Number Sense*, published in English in 1999, he performed a similar service in explaining the neural bases for our mathematical abilities.

Dehaene begins by noting that the human brain could not possibly have evolved the capability to read: reading is simply too recent an invention. His

goal is to explain how the brain adapts capabilities that evolved for other reasons to the demands of reading and why it is able to adapt in this way. The answer, according to Dehaene, lies in “neuronal recycling,” a process by which the brain’s plasticity permits it to convert neurons to new purposes — though within limits.

Dehaene sprinkles his text with amusing mini-tests that enable us to experience what it would be like to participate in reading experiments. He shows us, for example, that we can effortlessly “raed snetneecs in which the psioitoin of ltteers is mxeid up” and that with little time or training we can learn to “DeCoDe, At An EsSeNtIaLly NoRmAl SpEeD, EnTiRe SeNtEnCes WhOsE LeTtErS HaVe BeEn PrInTeD AIteRaAtEiY iN uppercase aNd In LoWeRCAsE.” It turns out these abilities provide important clues as to how the brain manages to read at all.

Ironically, no one would call this book on reading an easy read. For one thing, as Dehaene admits, it is often dense with technical detail about the structure and operation of the brain. Also, much space is devoted to reviewing science that is outdated and refuting views that Dehaene considers mistaken. Nevertheless, for anyone interested in the act of reading per se, including teachers, Dehaene’s synthesis is critical to becoming current with a newly emerging, empirically-based science of reading. ■

Rick Eden is a senior analyst and the associate director of research quality assurance at RAND, a nonprofit, non-partisan research institution headquartered in Santa Monica, Calif.

By Jay Pasachoff



The Sun, The Earth, and Near-Earth Space: A Guide to the Sun-Earth System.
John A. Eddy. NASA, 2009.
301 pages.
\$66.00 hard-

cover; \$63.00 paperback.

Just as many of us get daily weather forecasts that include temperature and the chance of precipitation, there are also space weather forecasts that include the chance of solar flares and that passengers in high-flying aircraft, especially those in polar routes, would be affected. Solar storms also lead to problems with GPS satellite communications, surges on power lines and aurorae that have been known to be seen as far south as Texas.

Jack Eddy, especially known for his pointing out the 70-year gap in sunspots from 1645-1715 and its correlation with the Little Ice Age in Europe, has put together a wonderful and readable book on behalf of NASA's Living with a Star Program. Not only is the text nicely readable but also the choice of images and diagrams of the Sun, the Earth, interstellar space, solar spacecraft and other relevant subjects is especially dramatic and well chosen. The whole book is printed on heavy stock, giving the photos especial beauty.

Over two dozen spacecraft now monitor the Sun, as do several observatories on mountains around the world. Eddy, who died last year as he finished this book, surveys not only what we know about the Sun itself but also about its interaction with Earth and with the people on it. He doesn't even limit himself to such people; he also discusses hazards for astronauts traveling to Mars and points out that the Apollo astronauts who visited the Moon during 1969-1972 were lucky to have been there when no major flares occurred, since they would have had minimal chance of protecting themselves.

Eddy describes how the solar constant isn't really constant, and how that measurement, now known as the total solar irradiance, interacts with Earth's weather and climate.

February 2010 brought the launch by NASA of its Solar Dynamics Observatory, which is making full-disk images of the Sun in x-rays and other parts of the spectrum. Eddy's book puts all such observations in context.

With images from Dürer and Galileo to recent spacecraft, Eddy's book about the Sun tells us interestingly and nicely about the star we live with.



Catch a Falling Star: A Life Discovering Our Universe.

Donald D. Clayton.
iUniverse, 2009.
600 pages. \$33.95 paperback.

Secretary of State Dean Acheson's memoirs were famously titled *Present at the Creation*, but astrophysicist Don Clayton was present at the creation of our knowledge of the creation of the elements. His memoir mixes his personal history with the scientific history of early Caltech days of the science of nucleosynthesis and shows the reader how exciting it can be to do science.

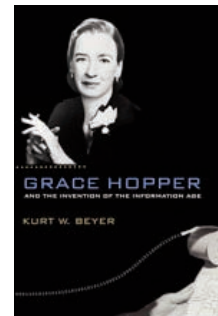
Clayton's early life was not uninteresting, but the book catches fire when his Southern Methodist University professor suggests that he was meant for physics and should go to Caltech. At Caltech, "Willy" Fowler had just come back from Cambridge, England, where he had worked with Geoff and Margaret Burbidge and Fred Hoyle in an epochal paper on the formation of the elements widely known as B²FH. (Geoff Burbidge died early in 2010. Fowler, who shared a Nobel Prize in 1983, died in 1995.) Fowler, one of the most delightful physicists ever, took on Clayton as his first graduate student, and we learn what it was like to revel in the discoveries as they were made. Fowler gave Clayton both theoretical and experimental projects, in case the former didn't work out — though in the end, they both did.

Fowler set Clayton into research in the then-new field of nucleosynthesis, how the elements were made. The B²FH paper had explained how adding neutrons to heavy elements provided the steady-state abundances for many of the chemical elements that, Jesse Greenstein soon showed, could be measured in stars. (Some dozen years later, Fowler started me off on the light-element side of the picture.) The overall picture was intertwined with the acceptance of the big bang as the origin of the Universe.

Clayton writes, "My scientific life became the breathless interplay of the 1950s between three essentials for

nucleosynthesis science . . . I believe it was my emotional urge to explore the origins of things that made me so motivated in this quest. One thing is sure; I would love science forever. The spirited interplay that built nucleosynthesis theory had won my heart."

We learn about life for the young graduate student and then postdoc in 1950s and 1960s Pasadena, Calif., a far cry from his Iowa farm boyhood given his experiences with Feynman, Gell-Mann and other legends. In fact, his wife, Mary Lou, wound up playing a key transcription role in the Feynman lectures on physics, and Clayton helped informally by assisting his wife in picking out the physics words from the tape, as Feynman himself was unavailable. Supplementary material, including photographs, is available at www.claytonstarcatcher.com.



Grace Hopper and the Invention of the Information Age. Kurt W. Beyer. MIT Press, 2009.
408 pages.
\$27.95

Those interested in the history of computing know about Grace Hopper, whose pioneering roles at in the early 1940s at the Harvard Computing Center with the Mark I computer are legendary. And those interested in how a female at the period could survive, advance and prosper in a harsh Navy environment will also be interested in Kurt Beyer's detailed book about computing's early days.

Which "computer" was the first is still the stuff of debate, but clearly Mark I was at least a competitor. With its mechanical relays, its cycle time was about one-third second, incredible to us in a time of petaflop computers, but it had been estimated that enough of the thousands of vacuum tubes in the competitive Pennsylvania design would fail too soon to make that entrant useful.

In 1934, Hopper was the first woman to get a doctorate in mathematics from Yale. She was ensconced in a tenure-track appointment at Vassar as a

popular professor. In 1940, she went on leave to NYU to work with the mathematician Richard Courant, whose name now graces that institute, and when Pearl Harbor came, she joined the Navy, the WAVES (Women Accepted for Volunteer Emergency Service). After Midshipmen's School, she was assigned to work at the Automatic Sequence Controlled Calculator at Harvard, the brainchild of Howard Aiken.

She is credited with many firsts, including the invention of subroutines and even of high-level programming. More jocularly but also widely cited is her lab notebook from Sept. 9, 1945, with a big moth pasted in with the label "First actual case of bug being found." In 1947, she was one of the founders of the Association of Computing Machinery, still the leading organization in the computing field. Later, she was responsible for the success of the programming language COBOL.

Beyer's book is more detailed than I would like on many subjects, but the overall thrust of the story is important and well told.

Hopper retired from the Navy as commander in 1967, but then received a six-month active-duty appointment that wound up lasting 20 years. She toured widely and continued many activities; in the process, as a result of a joint resolution of Congress, her rank was made commodore, and later changed to rear admiral.

When I saw her lecture at Williams College, which she did in full-dress uniform, she inventively gave out "nanoseconds" to the audience — pieces of wire the length that light travels in a nanosecond. When she was involuntarily retired in 1986 at the age of 79, she was the oldest officer on active duty in the Navy, which in 1997 named a guided-missile destroyer after her. ■

Astronomer and author Jay Pasachoff is the director of Hopkins Observatory and Field Memorial Professor of Astronomy at Williams College.

ΦBK members and all other authors are welcome to submit their books for possible review in *The Key Reporter*. Mail copies to *The Key Reporter*, 1606 New Hampshire Ave. NW, Washington, DC 20009.

By William Riggan



Censoring an Iranian Love Story: A Novel.
Shahriar Mandanipour.
Knopf, 2009.
295 pages.
\$25.00

Shahriar Mandanipour's multilayered

novel — a self-censored love story within a modern Iranian love story that draws heavily upon the conventions of seven centuries of Iranian-Persian verse and prose narratives, all wrapped in a devilishly clever and often darkly humorous work of metafiction — must have presented as many challenges to the actual author as the various internal stories did to their respective authors and narrators, and as the production as a whole presents to readers at each level.

The primary conceit here involves the effort of a modestly successful writer of acceptably bland, programmatic short fiction to produce a genuine, moving love story that will pass the scrutiny of censors at the Ministry of Culture and Islamic Guidance and eventually find its way into print. What readers of the novel see on the page are two interwoven narratives: one in boldface with numerous strikeouts of words and phrases deemed offensive to public sensibility and representing (mostly) the self-censored story as it will presumably one day be published; and another in regular face containing the larger, freer narratives of both the fictitious author's efforts to complete and polish and publish his story and of the two fictitious virginal "lovers" Dara and Sara's attempts to explore their nascent attraction without overtly violating the social and religious constraints of present-day Iran and bringing shame (or worse) upon themselves and their families and friends and colleagues.

In constructing this palimpsest of texts, both Mandanipour and his alter-ego author-narrator make liberal use of Persian literature's richly florid and allusive tradition, from the medieval

verse narratives of Nezami and Hafez to the latter-day poetry and prose of Omar Khayyam and Sadeq Hedayat. Other literatures are invoked as well, especially Russian and Soviet fiction, with the former's frequent focus on large moral and ethical issues and the latter's continual struggles for sheer survival under severe ideological constraints. Wise but spectral old poets pop up as curious street vendors and gnomic shopkeepers, hunchbacked dwarfs (a motif from Hedayat's acclaimed 1936 novel *The Blind Owl*) appear mysteriously and menacingly behind shrubs and shadowy alleys, the two modern-day lovers' travails frequently echo those of the principals in Nezami's 12th-century classic *Khosrow and Shirin*, and the censor charged with vetting the fictional author-narrator's love story bears the pseudonym Porfiry Petrovich, after Dostoyevsky's clever detective in *Crime and Punishment*. Bookish elements predominate throughout in other ways as well, through almost constant references to titles and authors from world literature and through devices in the story line itself, as when Dara employs specific library texts (*The Little Prince*, *Dracula*, etc.) to communicate secretly with Sara via a coded system of underlinings and markings.

The novel's overall effect, while certainly entertaining and often quite amusing (as in the scenes where the Culture Department's blind film censor passes judgment on various movies as they are described to him by his aides), is somewhat ambiguous. The stifling repression depicted here leaves one all but in despair, yet the efforts of so many, the fictitious author-narrator and his two lovers among them, to keep dreams and love and even mirth alive amid so many social-political-ideological constraints are heartening. If even the cold-eyed moral watchdog Petrovich can ultimately be moved by the chaste longings and loveliness of the young Sara, as seems to have occurred by novel's end, perhaps there is hope yet for the reemergence and ascendance of the more humane elements of Iranians' minds and souls. ■

Author and critic William Riggan is the retired editor of World Literature Today at the University of Oklahoma.

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