LEARNING COMES TOGETHER
The National Collegiate Honors Council (NCHC) is a professional organization composed of administrators, faculty, and students dedicated to undergraduate honors learning. The nation-wide institutional membership in the NCHC includes both public and private, large and small, two-year and four-year colleges and universities.

The NCHC provides professional and institutional members with information about the latest developments in honors education, encourages the institutional use of learning resources, fosters curricular experimentation, and supplies expertise and support for institutions establishing or seeking to maintain, rework, or evaluate honors programs. It also institutes educational programs of its own.

Iowa State University serves as headquarters for the NCHC office of Executive Secretary/Treasurer Elizabeth Beck. All communications regarding subscription, membership, address changes, and other matters of business should be sent to her at the NCHC office, Iowa State University, 2130 Jischke Honors Building, Ames, IA 50011-1150; phone: (515) 294-9188; fax: (515) 294-2970; email: nchc@iastate.edu. To learn more about the NCHC, visit the home page at <http://www.nchchonors.org>.

The National Honors Report seeks material concerning any aspect of undergraduate honors education, such as recruitment, retention, curriculum, teaching, or learning. Deadlines are Feb. 10, May 10, July 10, and Nov. 10. Contact Margaret Brown, Editor, 100 Village Del Prado Way, St. Augustine, FL 32080; email NEWEST ONE: honorseditor@bellsouth.net.

Layout by Gayle Barksdale, Radford University, Radford, VA 24142
LEARNING COMES TOGETHER

1. The Age of Discovery and the Age of Transition: Discovery and Research in the New Millennium by William Knox .............................................

Knox asks us to rethink the idea of discovery in an age when a new discovery one minute becomes old news in the next. What will the future hold in an age of accelerated contact? How are honors programs to respond to such rapid change?

2. Travels with Noah by Brian Adler ......................................................................

Several journeys with Adler’s son, Noah, lead to a discovery about monuments of the intellect as well as existing, physical monuments. “What’s around the corner?” he asks. “What’s down below?” A reminder as well as a challenge to stop, to ask questions, to recognize the obvious, to respect what came before. To affirm the power of thought. Rene Descartes goes to a restaurant and .... Read Adler’s article to find out the rest.

3. Reproducing Our Means of Reproduction: Althusserian Reflections of an Honors Professor by Annmarie Guzy ......................................................

Do our goals merely perpetuate the status quo? What responses do we make to a changing student population that seeks education more than image? Are we viewing honors as egalitarian or elitist? A provocative argument concerning the nature of education.

4. Active Learning in the Honors Classroom by Jonathan D. Wade ..................

Some suggestions about encouraging active learning as part of courses usually structured around short lectures and discussion. Good ideas that work despite some students’ initial reluctance. With student comments. Includes hints about improving some activities next time; the value of watching activities not go quite as planned.

5. At the Gates of the City: Jointly-Enrolled Students Learning to Research and Write by M. Todd Harper .........................................................

About Harper’s composition course for honors students jointly enrolled in high school and college. An analysis of his students’ difficulty in moving beyond the report-style of high school research. Watching students go beyond indifferent research as they use the city of Atlanta as their laboratory, with many opportunities for research that is as scary as exciting. With extended examples from several of his students’ papers plus his commentary.


Why (and how to) include students in midterm assessment. The role students can play in midterm assessment without the anonymity usual in end-of-the-course evaluations. Scary thought for everyone—faculty and students—in a classroom. A must-read.
7. Alabama Action: An Action-Oriented Service-Learning Experience for Incoming Honors Freshmen by Kana Anne Ellis and Sarah Rose Repucci

A successful program with three goals: building a community among incoming students; exposure to community service; an introduction to college academics. Developed from ideas at NCHC’s annual conference in 2000.

8. College Students Consider Americans’ Role in the World by Jim Knauer

A national debate among honors students online with a structured format. Research and reading shared online, with wrap-up at NCHC’s national conference.

9. Have Another Cookie by Joan Digby

Research from the dot.com world? It’s only money. No extra charge for buying a research paper for Ethics 101. Anyone else think there’s a problem?

10. Building Bridges: Partnerships with the Rutherford B. Hayes Presidential Center by Vicki Ohl

Connecting a small college honors program with its surrounding community. Recognizing and then developing local resources to enrich the goal of an honors program: enhancing “Life of the Mind”—the Scholar, the Citizen, and the Artist. (See cover art and stories in Spring 1999 and Fall 2000 issues of the NHR.)

11. African Americans in Honors Education: “Minority Leaders In The Making” by Ronnie Hopkins and Sandra W. Holt

The need to encourage. Also a call for membership in the National Association of African-American Honors Programs (NAAAHP), another group devoted to honors education. Many honors folk hold joint membership; NCHC President, Dr. Donzell Lee, has also served as Executive Director, NAAAHP.

12. Honors and Career Development: How Honors Can Work for the Students by Terisa Cunha

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13. A Capstone Honors Course on Leadership by Cheryl Achterberg

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*To join the honors listserv at George Washington University, email <listserv@hermes.circ.gwu.edu> with the following command: <sub honors (put your name here)>. The listserv will automatically pick up your email address.

*To post to the list after subscribing, mail your message to <honors@hermes.circ.gwu.edu>.

*If you have problems with the listserv itself, contact the webmaster at <uhpom@gwu.edu>.

*To remove your name from the listserv, send the command <unsub honors your name> in the first line of the message box to <listserv@hermes.circ.gwu.edu>. 
LEARNING COMES TOGETHER

William Knox

The Age of Discovery and the Age of Transition: Discovery and Research in the New Millennium

Moving beyond the cliché of change being the only constant of contemporary life, this paper will briefly address questions of global challenge as well as the character of individual research. The world is a very old place—several billion years, but recorded human activity has taken place over a relatively short period—only perhaps 30,000. Most of this period has seen relatively small human communities and nations in intermittent contact. Contemporary interconnectivity by jet and computer engines is placing cultures into ever frequent and transforming moment-to-moment interaction. The implications of this profound shift from surprise meetings to continuous embrace (in love or combat) for our world and for our students, however, are not always immediately clear. To jump ahead, however, this paper will end with affirming predictions about discovery, transition, and one possible view of our present age.

While reading Thomas de Zengotita’s Harper’s article, “The Numbing of the American Mind: Culture as Aesthetic,” I found resonance with my present topic. Citing the overload of sense data provided by the new media and the growing population, de Zengotita also implies the problem I would like to present today: How do we define our age and, more specifically, how do we determine the implications for what constitutes discovery and research today?

Although de Zengotita defines the present time in terms of the agglomeration of “Virtual Environments” (e.g., the Web, cable TV, and DVD) and “Virtual Beings” (e.g., genetic engineering and robotics) (34) collectively as the “Information Revolution,” I prefer the term “Age of Transition,” one that fits with his concepts of “motion” and “depth” addressed below.

As a child and teen, I was schooled with in the common terms of historical divisions: scholars had identified eras in human development suggested by a label applied to a people or region (e.g., The Greco-Roman Age), a material or invention (e.g., The Iron Age or the Automobile Age), or an activity or condition (e.g., The Age of Discovery or the Age of Anxiety).

Dr. Knox presented this paper in a slightly different form at the 2002 Upper Midwest Honors Association Conference. William Knox directs the honors program at Northern Michigan University in Marquette, IL. The honors program was founded in 1998, and its graduates complete a special senior thesis or project in addition to honors courses.
This age of discovery, my teachers told me, began with the intrepid (and wealth-seeking) European sailors and continues into the present because of developments in exploration of outer and inner space. Although we acknowledge that geographic discovery was performed by this (mostly) European cast of characters, this notion of voyaging discovery remains compelling today as people of all nations continue to penetrate the secrets of the stars, societies, cells, and psyches. However, a sense may be growing in the west that for most of us “the final frontier” has become the latest intergalactic cinematographic event; societies are perceived as concealing, at heart, similar structures underneath their rituals; in vitro fertilization causes genetic damage; and the secrets of the mind, especially those of the criminally incorrigible, remain beyond the reach of therapy.

The result has been a sometimes cynical sense of being caught in an intellectual backwash; we live in an age that demands more and more research, yet it seems every discovery too quickly becomes yesterday’s news and, worse, the products of research, recent history tells us, often seem more harmful than helpful in the long run.

An easy response has been that our learning the next software application, using the latest information technology device, or replacing our fragile everyday gadgets with those sporting the latest improvements (all with a landfill half-life much longer than a useful one) begin to look like ways of solving problems that beg real solutions in an ever more populous, polluted, and politically impetuous world.

With the new millennium now well underway, it is good to reflect on our age of accelerated contact (unlike those ages I studied so long ago in school) in which none (yet all) people, materials, and activities identify our time and have implications for the future. The American Century may be over, so is this now the age of microchips? Or of remote-control proxy warfare? Although humankind is still discovering (and inevitably does so), are we not really an age of perpetual transition in which the applications of discoveries, coming hard on the heels of last week’s discoveries, inhibit any sense of significance until the applications of new knowledge return to bite us?

Just for a moment, let’s step back and then fast-forward through human history to understand where our age might be leading.

In the past, peoples were by and large separated and unknown to one another until accident, exploration, or invasion. Usually one culturally identifiable group had pre-eminence in a given part of the world—the Greeks, Romans, Incas, and Zulu. Dominant materials were those that could be extracted from nature and, depending on location, individual cultures, at least initially, possessed key ones whether they were wood, bone, flint, copper, or iron. Activity or condition was generally localized—people stayed put, more or less, whether farmers, temple builders, or even herder nomads, but moved out into other territory as populations burgeoned or land bridges surfaced: migration and invasion led to discovery not just of new lands but of new peoples.

In the present, with jumbo jets and cruise ships each carrying the census of a small city and running on time tables resembling those of European trains, passengers (at least those of the developed nations) have unprecedented accessibility to other peoples across all natural boundaries. In terms of material, ours could be the time of oil as poet Gary Snyder once poetically insisted (20), plastics, or silicon. Candidates for principal activity—although populations still move—include corporations that refashion cultures, and, of course, near-orbit outer space as well.

A look into the not too distant future might show that the appearance of people gradually becomes more uniform over the earth as genes become blended, in an emerging human family. The material may very be whatever can be recycled, perhaps plastic. Principal activity could become rebuilding the ecology of the planet after a century of unprecedented demand on resources, creation of pollution, and reshaping of the surface for human uses and abuses.

Despite these possibilities, the three disparate factors of people, material, and activity are well on their way to being less easy to separate: people have become less distinctively national, all materials exist for exploitation, and activities (even business) have become less easy to identify and define, so “ages” of humanity may come to last only a New York minute.

As this essay began by making reference to de Zengotita, it continues with a suggestion based on his idea of “motion” opposed to “depth” (38). The first term implies a restlessness of an “any number of meanings” approach to life. The latter “asks you to
stop”—something few seem to want to do but scientists, linguists, philosophers, and artists must if they desire understanding. The problems facing humankind will not diminish in number or complexity, but only increase. Although some days we may wearily think that anything significant has all been done, it may be good to remind ourselves of just a few issues that remain for our students’ lifetimes: AIDS is not cured, a sense of human values is replacing western values with the rise of global consciousness, and the arts seem well divorced from everyday life.

If this is an age of transition, it should not be one of motion alone in which any number of meanings replaces the depth of thought and problem solving.

In this light, the role of honors program students is more important than ever. The implications for honors program faculty and for their students are manifest and positive in terms of rediscovery and new discovery.

Rapid change will continue to be a fact of global life for better or worse until a cataclysm, natural or manmade, sudden or long-coming, causes humankind to circle its racing wagons. The quest for the new, of course, should not abate, but the quest must have a counter-historical direction.

Rediscovery, involving all fields, is one part. Today we sense that cultural artifacts, events, and ideas from recent decades surround us again, perhaps because of their novelty, ease of virtual replication, or sudden new wealth (despite the recent turns of The Market). After all, one can buy Art Deco-inspired clocks at department stores or re-experience a 1950s diner almost anywhere in America. But the need also exists to get serious about finding new uses for the things that may have been with us, whether they be herbal medicines for healing with fewer side-effects or the combination of electric and diesel power plants in our cars and trucks for multiples of fuel efficiency.

New discovery, in the territories of space and time, the human mind and body, and social interaction all await pressing solutions. Whether we do so with Hubble or molecular medicine or philosophy, the quest will continue, limited only by imagination and ingenuity.

But neither rediscovery nor new discovery should proceed as humankind has so far—and this where a new sense of transition enters. Humanity is wiser: Just as iron did not solve problems without creating more (e.g., more effective weapons), information and information technology will not solve the problems of humanity either without the discipline and values to meet the changes wrought by rocket and digital technologies. Ours remains an age of discovery, but the discoveries must lie beyond the horizon of our desires—already-met. Ours is an age of transition, but it should not continue to be one of constant variations on the same themes of quick fixes, exploitation, and pollution. Humanity may be close to finding its greatest need is to examine not what we have always wanted but what is necessary to survive and to selflessly thrive.

In this light, the role of honors program students is more important than ever. The implications for honors program faculty and for their students are manifest and positive in terms of rediscovery and new discovery.

I believe our present generation of students should take heart in their labs, libraries, and laptops: they should know that the greatest discoveries lie ahead for them to make. By the same token, I believe that this generation has the will to remove the mask that has blinded past generations to the long-term and too-frequent negative effects of discovery and short term change.

In her dystopian novel Woman on the Edge of Time, Marge Piercy has a character from the future tell the time-traveling hero Connie that there is no such thing as medicinal side effects, only effects undesirable as “selling points” (275). Humanity is old and connected enough to have learned this lesson in all of its endeavors from agriculture and industry to warfare and medicine. The present generation of undergraduate scholars I believe has interpreted this same message from a variety of events as well and critically understands that business as usual creates as many problems as it solves.

This Age of Transition, that of our students, will not be—cannot afford to be—one characterized by piecemeal problem solving but one of holistic problem avoidance to reverse the centuries-old damaging vector of unreflective discovery and application. To close with de Zengotita’s terms, we will never escape motion, nor should we. Our students possess the depth, however, to see beyond immediate and always-changing challenges toward a single earth-bound people working with materials of the earth turned to the activities of balance and peace.

Works Cited
Information from the National Office

We’ve Moved!

NCHC’s national office is now at Iowa State University headed by Liz Beck, Executive Secretary/Treasurer.

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Kris Yaple, Financial Assistant

Kris Yaple started working with NCHC as Financial Assistant in February, 2003 after the Executive Secretary/Treasurer’s office moved to Iowa State University. She moved to the Ames area in October, 2002 from Kansas City, MO. Before taking an early retirement, Kris was Financial Manager at the VA Medical Center in Kansas City. Her federal career consisted of 25 years of working in Accounting and Finance with the Veterans Administration in Des Moines, IA and Kansas City, MO and with the Department of Navy in Groton, CT.

This 20 hour per week position seems to be a perfect fit and still leaves her plenty of time for other activities she enjoys. “Starting the 2003 fiscal year has been a fun experience in getting back into the basics of accounting,” she says.

Carol Lamb, Administrative Assistant

When Carol Lamb was asked if she would be interested in coming out of retirement to help organize NCHC’s move to Iowa State University, she agreed almost immediately. It seemed a perfect fit: an 18-month contract, a brand new building, and extra money to rebuild her retirement fund. It was a good decision—both for NCHC and for Carol.

She says, “Since joining the NCHC Headquarters Staff, I have talked with many NCHC members; had email conversations with even more members; and attended the Spring Executive Committee Meeting in Jackson, Mississippi and the 2004 Conference Planning Committee Meeting in New Orleans. Everyone has been simply wonderful.”

Carol was with the WOI Radio Group, Iowa State University’s public radio stations, for nearly 18 years, first as Office Coordinator, then Membership Director. (Yes, she organized those exciting, on-air fund drives that you all love so much!) She took advantage of ISU’s early retirement program and had two years to catch up on her reading, travel, and get to know her grandchildren. Carol says she enjoyed every minute of those two years, but it seemed like time to get back to work. “Because, after all, one can only watch so many reruns of ‘Law and Order.’” Carol can be reached at cjlamb@iastate.edu or 515294.9188.

If you need information on NCHC, take a look at our website:
www.nchchonors.org
Brian Adler

Travels With Noah

My presidential address at the 31st annual meeting of the Southern Regional Honors Council in Greensboro begins with an attempt to be a good speaker and to therefore build audience rapport by opening with a joke. I am not very good with jokes, so I have been combing the Internet for appropriate ones. I wanted to restrict myself to jokes that would be intellectually appropriate, and so when I came upon a web site devoted to Rene Descartes jokes, I knew I was in the right place. I open with an appropriate joke, but in order to not only build audience rapport but to try to hold your attention throughout my speech, I ask you to think about what my ending joke will be and to submit the correct one. In the universe there are only a limited number of good Rene Descartes jokes, and so I invite my audience to work at hitting upon my closer. Now to begin:

Rene Descartes goes to a restaurant and has a very good meal. His glass is refilled several times. The waiter comes back and asks if Descartes would like yet another refill. Descartes says, “I think not.” And he disappears!

Obviously, this joke highlights the importance and primacy of thought. We are here at this conference because the power of thought is so incredibly important to us. And yet, we are constantly buffeted by forces that militate against that focus on the power of thought. I’m reminded of William Butler Yeats’ poem, “Sailing to Byzantium,” which has as its speaker a disgruntled old man:

That is no country for old men. The young
In one another’s arms, birds in the trees
—Those dying generations—at their song,
The salmon-falls, the mackerel-crowded seas,
Fish, flesh, or fowl, commend all summer long
Whatever is begotten, born, and dies.
Caught in that sensual music all neglect
Monuments of unageing intellect.

All neglect every now and then these monuments of the intellect. I do on occasion. Let me tell you about two recent trips I made with my son, Noah. Noah recently turned 11 and he is in fifth grade. I recently took Noah to San Antonio with me to attend a meeting of the National Association of Humanities Educators. Our hotel, actually the same hotel where the NCHC met in 1994, is located one block away from the Alamo. In fact, you can see the Alamo from the hotel. We got in to town on March 5, and with a little time in our hotel room that night, I looked through the local newspaper.

Dr. Brian Adler directs the honors program at Valdosta State University in Valdosta, GA, which has about 300 students. High school graduates with GPA of 3.0 plus 550 verbal or math SAT are invited to join the program, but high school graduates who show qualities of excellence are encouraged to apply. Adler is a member of the NCHC’s Executive Committee and has served as president of the Southern Regional Honors Council (SRHC). He was kind enough to share his presidential address of 2003 with the NHR.
I saw a notice that a reenactment of some sort would be taking place at the Alamo on the next day, March 6, at 6:00 a.m. I thought the time odd, but you never know. The next morning, I drag Noah, who, as you might imagine, gets out of bed this early somewhat under protest, to the Alamo through the still dark plaza. And what do we come upon? A full living-history reenactment regarding the final Battle of the Alamo, which took place March 6, 1836. Connections to this event and succeeding events, help to peel back for me layers of meaning that intricately link San Antonio, Theodore Roosevelt, Spanish culture, and American culture, and I am reminded of Faulkner’s comment that the past is not dead, the past is not even past (indeed, recently I heard

I traveled with Noah yet again. This trip place about a week after San Antonio—just about a month ago. I accompanied Noah and his fifth grade class on an overnight field to Kennedy Space Center. I was curious to see what evidence of the Columbia accident would be apparent at the space center. It was interesting how the presence of the Columbia made itself known. I remembered that during Columbia’s flight, 73 seconds of silence were observed for the Challenger, since, ironically, the anniversary of that mishap took place during Columbia’s flight. And of course, as we now know, all the while the Columbia crew was in need of much greater attention than we paid to it. Indeed, even as the news of the Columbia’s destruction five minutes

In front of the Alamo is a big marble monument that is a cenotaph. What is a cenotaph? From the Greek “keno,” meaning “empty”; and from “taph,” meaning “tomb.” No one is buried in front of the Alamo, but when we stand there, especially before the cenotaph, we are supposed to remember the dead and the events that took place.

on National Public Radio—which my children call Nerd Public Radio since I’m always listening to it—that for the Spanish, Roosevelt’s presence and the effects of the Spanish-American War are still very much a current topic of conversation. Here, in the early morning hours, with a crowd of people watching, I am struck by the immediacy of history that commemorates a terrible event that took place over 170 years ago. But I am also cognizant of Noah’s attention wandering as the ceremony continues, and, after a while, I find myself having to focus my attention. In order to focus, we must overcome dissonance built into the core of our culture.

What is this dissonance? Here is a concrete expression: Noah and I go to the top of our wonderful San Antonio hotel, and look out from one side and see the Alamo, the site of history, bloodshed, and turmoil, and then we turn around and see on the other side the River Walk, a lush, beautiful stretch devoted to hedonistic delights. The dissonance is that simply by the mere turning of one’s body, we all can easily neglect monuments of the intellect and of the past.

In front of the Alamo is a big marble monument that is a cenotaph. What is a cenotaph? From the Greek “keno,” meaning “empty”; and from “taph,” meaning “tomb.” No one is buried in front of the Alamo, but when we stand there, especially before the cenotaph, we are supposed to remember the dead and the events that took place. The monument is symbolic, as all monuments are, but it forces us to go deeper by pointing specifically to absence.

before landing sank in, it didn’t quite have the impact that the Challenger accident had. We were distracted by imminent war, and perhaps we felt a little guilty as a culture that we no longer paid so much attention to those space shuttle flights. To me, there was an odd note of dissonance that was evident even at Kennedy Space Center, where there was no official overt sign of the Columbia accident. The message boards for the next space shuttle flight merely said the flight was postponed.

One highlight of our tour was to be able to sleep under a Saturn Five rocket (Noah was a little more excited than I was about our night being spent on a concrete hanger floor). In the dark, as our tour bus driver takes us past launch pads and other sites, he briefly points out a hanger that is brightly illuminated but which is a long distance off from the main road. This is the hanger in which the wreckage of the Columbia is being painstakingly reassembled, bit by shattered bit. We drive by quickly, in an almost embarrassed way. In our two days touring the space center, that is the only mention of what had taken place only a few weeks before. Should greater attention be paid? Surely in a sense the little pieces of the Space Shuttle Columbia have become a kind of cenotaph. But it’s hidden, and we are concerned because our technology has let us down. Perhaps we’re a little embarrassed that we’re not so enchanted by the Right Stuff anymore either—it’s very complex. All I know is death, loss, and destruction happened and we’ve hurried by, rushing on to other things.
Let’s pay attention. At this conference, at any conference you go to, certainly at any conference I go to, I want to learn as much as I can about the surrounding area. Not in some broad, macrocosmic sense, but close in, the kind of knowledge I get when I walk a strange city by concentric circles. I’ll start out by walking a city block completely around the conference hotel, to get the lay of the land, so to speak. Then I’ll broaden my walk from there, exploring and marveling at the new things I see, the evidence of past lives lived for long periods of time, for centuries, in some cases, here in a city I’ve never been to before. I’m disappointed if I’m with students and they say they want to go to a mall to shop—well, in some cities, that may be what one ends up having to do, but it shouldn’t be that way, and usually, in most cities, it’s not that way. Or, if it is, the shopping should not be some generic mall thing, but a real expression of a particular and unique personality of place that is bound to time, culture, and perspective. I’m always hoping for the unique and to be able to learn from the experience. It’s something of a paradox, though, isn’t it? We come to these hotels for our conferences. They are massive, they are imposing. They carry with them and exude a kind of corporate culture that has a richness and an odor and sometimes a sense of opulence that make them hard to resist and harder still to leave.

Do we think about the ghosts of the buildings that were once on these sites where these hotels now stand? I can remember thinking not too long ago that any buildings I happen to be looking at, especially in larger cities, must have been there for some time, perhaps for all time. And nothing of note was there before, surely. No other noteworthy buildings were torn down, surely. No other ways of life were obscured, covered over, buried, obliterated, removed. Surely. And of course, the surest answer is that, of course there were other structures here. There may have been entire neighborhoods; neighborhoods in some older sense of the word, where connections between people who lived in close proximity to each other over long periods of time were maintained. Such neighborhoods often carried with them monuments to deeds, events, acts, and memories of individuals who disappeared long before the neighborhoods decayed and became victims of urban renewal. What’s down below? And what’s right around the corner, as well? These are the operative questions that must be asked. This is the cenotaphic stance, the cenotaphic response. Pause. Dig deeper. Reflect. Learn. Connect. This is the cenotaphic moment.

And that’s honors too, isn’t it? Asking that question, “What’s down below?” The assumption is that there is nothing down below, that whatever is now currently here is what has been here and is what was intended to be here, and that since we are such a new country, there can’t have been much that was here before, anyway. That assumption is, I think, very American, in so many good and in so many bad ways. The new, the visible, the improvement—that is part of that assumption. But also not paying heed to what was here once, not recognizing that a shadow or an echo remains from forms that are no longer visible, and that such an insubstantial thing can come back in interesting, mysterious, and indeed, even dangerous ways. A cenotaphic response requires us to go below the surface.

The cenotaphic response calls not only for the making of monuments, but for us to expend the effort to see through the monuments to the points, the issues, the history that we so easily ignore and overlook in our rush to get on with it—all “neglect monuments of unageing intellect”—the memories, especially the tragic ones, go in time. But perhaps our culture has been shocked into taking longer now to linger over the cenotaphic moment. As an example, we can look at the Studio Daniel Libeskind design for the World Trade Center site: at the center is the memorial to those who died in the collapse of the Twin Towers. The Memorial is an open pit going down into the earth, a 4.5-acre park that is 30 feet below ground. At least seven buildings (one the world’s tallest, at 1776 feet) will be built on the site, with structures around the park constructed so that on September 11, between the hours of 8:46 a.m., when the first airplane hit, and 10:28 a.m., when the second tower collapsed, the sun will shine without shadow, “in perpetual tribute to heroism and courage” as Libeskind says.

Monuments to the cenotaphic moment and attitude, such monuments fit in with our conference theme and keynote address. This topic fits clearly in with our keynote speaker for the SRHC conference, Jim Gallucci, who, as an artist, is making use of 70 tons of structural steel from the World Trade Center to create art that commemorates the tragedy of 9/11. I’d call Jim Gallucci a cenotaphic artist. Here’s another cenotaphic artist, one that might surprise you—Bruce Springsteen and his most recent CD, The Rising. This is a remarkable album entirely devoted to the tragedy of 9/11, with one song in particular that stands out, focused as it is on the sacrifice of the many hundreds of firefighters who lost their lives on that day: “Into the Fire,” with its chorus line, “Love and duty called you somewhere higher.” Or what about John Adams, who just recently won the Pulitzer Prize for music with his work, “On the Transmigration of Souls,” a work also inspired by and based on 9/11? Perhaps indeed our culture is changing.
Our culture should be focused on the grand themes contained in these works of art—transformation, struggle, pain, suffering, transmutation into something that we hope, in the end, will be better. Our culture and world are in a difficult place right now, but we will get through it, we will rise above. We must keep up with the idea of love and duty taking us someplace higher. There through it, we will rise above. We must keep up with the world are in a difficult place right now, but we will get remember the dead in place of the living? I would say emphatically no, that such an attitude is a perversion ofYeats’ struggle, pain, suffering, transmutation into something the poet says, reminds me of another poem:

All perform their tragic play,
There struts Hamlet, there is Lear,
That’s Ophelia, that Cordelia;
Yet they, should the last scene be there,
The great stage curtain about to drop,
If worthy their prominent part in the play,
Do not break up their lines to weep.
They know that Hamlet and Lear are gay,
Gaiety transforming all that dread.

We must strive to be gay (in the older sense of the word); in the face of turmoil and suffering, it is only that “gaiety transforming all that dread.”

The theme of our conference is Integration & Inspiration: Honors as Risk. One risk I suggest we should take is the risk to be aware of what does not meet the eye.

Our culture should be cenotaphic. Where do we go, in this life? How do we get there? Are there maps?

Attention must be paid—that’s a line out of Death of a Salesman, and that is again what we must do in our time together. That’s one reason I love Henry James as a writer. He is sensitive to what is below the surface in a situation and is aware that even among two people, the unspoken and the unacknowledged carry more weight than the massive and visible matter at hand: “The house of perception has in short not one window, but a million—a number of possible windows not to be reckoned, rather, every one of which has been pierced, or is still pieceable, in its vast front, by the need of the individual vision and by the pressure of the individual will. These apertures, of dissimilar shape and size, spread so, all together, over the human scene that we might have expected of them a greater sameness of report than we find. Consciousness of observer is all.”

I would contrast these words with Theodore Roosevelt (who hated Henry James), and who was a father who did much traveling with his son. He speaks in terms that are perhaps more appropriate to events in recent times: “In America to-day all our people are summoned to service and sacrifice. All of us who give service and stand ready for sacrifice are the torch-bearers. We run with the torches until we fall. High of soul, facing their fate on the shell-shattered earth. These are the torch-bearers; these are they who have dared the Great Adventure.”

We must be aware, fully, and then we must be part of the great adventure. The cenotaphic stance requires action on our part, ultimately, but to be aware of the cenotaph lurking embedded in our daily lives is to be on the brink of an existential crisis, always, because such a perspective causes us to ask the ultimate questions (a very good thing to do in the honors world, anyway). In the face of all that is dire, what do we use to keep us afloat, or as Rainer Maria Rilke asks in the first of the Dunio Elegies:

Who, if I shouted, among the hierarchy of angels would hear me? And supposing one of them took me suddenly to his heart, I would perish before his stronger presence. For beauty is nothing but the beginning of terror we can just barely endure, and we admire it so because it calmly disdains to destroy us. Every angel is terrible. And so I restrain myself and swallow the luring call of dark sobbing. Ah, whom can we use then?

Not angels, not men, and the shrewd animals notice that we’re not very much at home in the world we’ve expounded. Maybe on the hill-slope some tree or other remains for us, so that we see it every day; yesterday’s street is left us, and the gnarled fidelity of an old habit that was comfortable with us and never wanted to leave.

What other old habits are available to us? We in the honors world know the answer. It is contained in my ending Rene Descartes joke, which, fittingly, also involves a father and son: Descartes describes how his father taught him how to swim by throwing him into the Seine: “I sink, therefore I swim.” We must think, hard and continuously. We must think or else we sink. Thank you very much.

PS: I had asked the audience to come up with the final Descartes joke. There were several worthy contenders, but no one hit upon the final joke precisely. Perhaps the most creative of the attempts came from the venerable Dr. Hew Joiner [a past president of the Southern Regional and the NCHC], and I present it here as a suitable postscript: Some of Descartes’ DNA is cloned and he comes back to us in the 21st century. Descartes grows up and goes looking for a job. He lands a job at an Internet service provider writing advertising copy. He got the job by telling his prospective employers: “I link; therefore I Spam.”
For almost ten years now, I’ve been attempting to reconcile my involvement in honors education, first as a student and then as a professor, with some of my interests in intellectual camps of composition theory that argue against traditional pedagogical practices. For example, composition theories in liberatory pedagogy, basic writing, and gender studies vigorously challenge standard teaching practices, such as calling for the teacher’s physical move out from behind the lectern, and subsequently away from the lecture format altogether, as a way not only to stimulate class discussion but also to distribute classroom authority and responsibility for student learning in a more equitable fashion. In many cases, however, instructors of honors courses and seminars already do these things, and some of these courses have served as testing grounds for more radical approaches before their implementation in the regular curriculum.

My own cognitive dissonance seems to stem from the Marxist underpinnings, both obvious and subtle, in much of the theoretical work in these fields. Class struggle in the socioeconomic sense is applied to, and at times necessarily entwined with, political and intellectual struggle in the academy, with the common theme being the struggle for redistribution of power and authority. For example, research in gender and composition has shown that although women have different argumentative styles than men, women must adapt to the male argumentative style in order to write successful essays, whether in freshman composition or in a professional journal. When a woman challenges this traditional format, consciously seeking to write in a voice that is more natural to her own argumentative style rather than adapting to the male mode, she may be risking her grade or her job in order to claim authority through the use of her own voice.

Part of my problem, then, in reconciling my conflicting interests comes from the assumption that honors education itself operates from a position of power. Honors students are seen as academically privileged, and in some cases they are financially privileged as well, hence there is no grand site of Marxist struggle. Along with these charges comes the eternal accusation that honors programs are elitist, and thus they become the very institutions attacked in the aforementioned struggles. One specific piece from the Marxist camp that resonates with me when I contemplate my honors problem is Louis Althusser’s “Ideology and Ideological State Apparatuses.” Althusser argues that the dominant institution for societal control is in fact the school, or the educational ideological apparatus:

Annmarie Guzy is at the University of South Alabama in Mobile, AL. The honors program there accepted its charter class of 30 freshmen in 1999. Dr. Guzy has a monograph ready to be published by the NCHC: Honors Composition: Historical Perspectives and Contemporary Practices.
It takes children from every class at infant-school age, and then for years, the years in which the child is most "vulnerable," squeezed between the family State apparatus and the educational State apparatus, it drums into them, whether it uses new or old methods, a certain amount of "know-how" wrapped in the ruling ideology (French, arithmetic, natural history, the sciences, literature) or simply the ruling ideology in its pure state (ethics, civic instruction, philosophy). Somewhere around the age of sixteen, huge masses of children are ejected "into production": these are the workers or small peasants. Another portion of scholastically adapted youth carries on: and, for better or worse, it goes somewhat further, until it fall by the wayside and fills the posts of small and middle technicians, white-collar workers, small and middle executives, petty bourgeois of all kings. A last portion reaches the summit, either to fall into intellectual semi-employment, or to provide, as well as the "intellectuals of the collective labourer;" the agents of exploitation (capitalists, managers), the agents of repression (soldiers, policemen, politicians, administrators, etc.) and the professional ideologists (priests of all sorts, most of whom are convinced "laymen"). (155)

While conducting the research that became the basis for the forthcoming NCHC monograph, Honors Composition: Historical Perspectives and Contemporary Practices, I began to question seriously the role of the honors program in perpetuating this educational ideological apparatus. For instance, responses to my survey and follow-up interview questions indicated that many programs included opportunities to complete a thesis or other capstone project, to publish in regional or national journals, and to present papers or posters at regional and national conferences. I worried whether such activities tracked students toward graduate school and in turn helped to create more "professional ideologists" in the ranks of the intellectually semi-employed. By teaching the writing genres that we value, not necessarily the genres that students will need in the non-academic workplace, are we simply creating more little professors? As Althusser argues, "In order to exist, every social formation must reproduce the conditions of its production at the same time as it produces, and in order to be able to produce" (128); might this imply that we employ techniques commonly used in our own professional advancement—research, presentation, publication—to indoctrinate honors students as cogs in the wheel of the educational ideological apparatus?

My Althusserian conflict peaked this past spring during faculty interviews of student candidates for Fall 2003 admission to our honors program. I thought back to my own successful honors program interview experience when I was a graduating high school senior seventeen years ago, and I wondered if any of these current seniors would be conducting admission interviews seventeen years from now. I then worried if I had become an agent through which the honors apparatus would not simply produce honors students but reproduce honors faculty to take my place, who would then create more future honors faculty, and so on.

Reflecting back upon Althusser’s underpinnings of socioeconomic struggle, I began to reconsider the role played by honors programs housed in smaller state universities, liberal arts colleges, and community colleges. Such programs do not perpetuate the perceived socioeconomic elitism of Ivy League institutions, other larger private schools, or even some of the more prestigious (i.e., expensive) state universities. These programs provide enriched, challenging educational opportunities for students from a broader variety of working class and middle class backgrounds. I myself was the product of a small steel mill town in southern Illinois; my father was a manual laborer who was laid off and took a minimum wage security job so that we could continue to live indoors and eat, and my mother went back to work to make sure that I would be able to attend college. Fortunately, I earned a full scholarship and a place in the honors program at the local state university up the interstate, and when people asked why, with my grades and test scores, I did not attend the prestigious private university across the river in St. Louis, I simply replied that we couldn’t afford it (not to mention the fact that it did not offer the major I wanted to pursue, either, but people rarely considered that fact).

Socioeconomically, therefore, honors programs actually benefit students from a broad variety of social and financial backgrounds. First, many programs provide
direct financial assistance through academic scholarships and awards, without which some talented students might not be able to afford college. Perhaps more importantly, though, honors programs are beginning or developing at institutions that are more affordable to a larger, more diverse population of students. For instance, even if an honors program awards full tuition for four years, students must still budget funds for books, supplies, housing, meals, and/or other fees, which may be more affordable at different types of two-year and four-year schools. Students who work to support themselves or who are returning to school and have their own families to care for may also appreciate greater program flexibility at these schools, such as night and weekend courses or honors contract options. Rather than perpetuating a socioeconomic brand of elitism, honors education is in fact far more egalitarian than many detractors seem willing to admit.

Finally, returning to my worries about becoming just another cog in the Althusserian wheel of honors education, I find that I refuse to consider myself another professional ideologist bent on preserving the status quo. I want to open the academic doors for bright students, perhaps the first in their families to attend college, who might not otherwise be able to afford a quality education. I also do not feel compelled to direct honors students toward graduate school. While a small percentage of students may opt for academia, I joyfully prepare my own students for the nonacademic workplace because, in the end, my main goal in honors education is to provide an enriching educational experience, not to reproduce the means of honors reproduction—although I do believe that one of my honors freshmen who plans to attend medical school but is majoring in history would make an excellent history professor....

Work Cited

Information in this issue about honors programs and campus information comes from Peterson’s Guide to Honors Programs, 3rd edition. Thank you, Joan Digby, for creating, compiling, and editing this important book about honors and the NCHC.

Buy your official guide to NCHC Honors Programs and Colleges. Peterson’s Guide to Honors Programs & Colleges is now in its third edition. A fourth edition depends on sales to honors folk. Check out the web site at www.petersons.com - and buy your own copy today!
Those of us who have the privilege of teaching honors students realize that they are quite different from the regular student population in many ways. We modify our classroom activities in order to address the differences in how they learn, in how fast they learn, in how much they already know, etc., but how often do we vary our instruction in order to address their different ways of learning?

In my honors Humanities and honors freshman seminar courses I have begun to try to teach to all the different learning styles in my courses by using several different active learning activities. All active learning should be geared to the specific mix of people in your course, but there is no doubt in my mind that using creative and active approaches to teaching honors students improves the quality of classroom instruction and of the students’ experience in honors.

One caveat: Novel classroom approaches are bound to fail sometimes. Occasionally the idea behind the approach is flawed. At other times the class mix inhibits the activity. Sometimes events outside of the instructor’s control unite together to turn a well-crafted activity into a comedy of errors. In almost every case, however, “failure” can be as instructive as success. Part of the pedagogy of active learning is a willingness to fail well. I’ve found that even those activities that seem to be failures often serve to solidify the connections between the instructor and the students. This bond itself is one of the most wonderful elements of the experience of teaching honors students. Seeing an instructor creatively fail is often an outstanding example to those students who rarely venture to try unless they are assured of success.

Even with the failures in mind, many of these activities are unqualified successes. Many of my students have commented, both verbally to me and in end-of-course evaluations, that these methods have been very useful pedagogical tools. I will include some of their comments below.

My native teaching style is a combination of short lectures and free discussion. This works well with most students, but students seem to appreciate occasional variation. The following are some of the activities I have successfully tried.

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Jonathan D. Wade serves as assistant director of the honors program at Abilene Christian University in Abilene, TX. Its honors program serves approximately 250 students within a college population of 4,600. To graduate, honors students must have completed 18 hours of honors courses with the school’s core curriculum as well as 12 hours at the junior/senior level; a three-hour honors project is also required.
Debate
My courses often deal with hot-button topics. I have found that allowing the students to have semi-formal debates between groups of students using the rest of the class as judges, voting on “winners,” and then allowing the judges to critique the teams has been a positive activity. This was particularly popular with my business and science students. It built camaraderie and allowed the students an opportunity to teach themselves. One premajored major commented, “I wish we had more opportunities in our courses to seriously develop ideas and test them in this kind of forum.” Another student, a business major, wrote on his end of the semester evaluation, “The debates were the best part of the course. They helped us to organize our thoughts.” One student was less enthusiastic: “I didn’t like the debates very much, because I don’t like to argue.” All in all, though, these discussions served as an opportunity to explore interesting ideas in challenging ways.

Peripatetic Class
Drawing upon Aristotle’s classic method, on nice days I sometimes take my class on a walk. Sometimes the walk is just a distracter that I build into the course to give them a feeling of measurable difference and innovation. Walks work for this purpose. They also serve to awaken sleepy students. The most memorable walks, however, have been walks with a purpose. For example, one of our walks ended in a visit to one of our on-campus art exhibits which exhibited some work that was indicative of the period we were studying. Another day, we took a tour of campus in order to look at various (mostly bad) examples of different sorts of architectural styles. I used every pause as a moment to get them to visually observe and reflect. One of my students, an art major, told me that this was her favorite day in class because it brought the abstract ideas to life in interesting and memorable ways.

Creative Reflection
We were studying the modernists and exploring the idea of estrangement from other human beings. I told them to go out on campus and “person watch.” They were then to write a short dossier inventing a life for a person they saw during their observation period but whom they did not know. When we came back we shared our fiction and then talked about the nature of truth and the idea of social and imaginative construction of knowledge. Some of the works created were quite beautiful and interesting. One of our students who is studying to be a minister told me that this exercise gave him a greater appreciation of the phenomenon of human loneliness. As a cautionary note, I had three students who saw themselves as “not creative.” I had to coach them through the processes of identification, creation and expansion. One of these later told me that this had been one of the hardest assignments she had ever had, but that she thought that she had grown significantly through the process.

Bookstore Browse
As a part of a unit on world-view expression and creation, I had the students go, early in the semester, and examine the books in the campus bookstore. They were to choose any group of books that had been chosen for any one course. They were then to make assumptions about the teacher’s biases and the multiple agendas behind the reading choices that had been made and report back to the class. There were very many interesting suppositions and revelations generated by this method. The student reviews of this activity were quite mixed. Some really enjoyed the “archaeology” of the assignment and took it as a puzzle that they wanted to solve. Their reports to the class were very interesting. Other students had a hard time making the leap from book selections to embedded ideologies. The next time I give this assignment, I’m going to spend more time orienting the students and give better and more complete instructions.

Postmodern Praxis
In a unit illustrating the dilemmas and joys of postmodernism, I held the lecture in our campus bowling alley. We would discuss “deep stuff” for a while and then bowl. The random nature of the activity, the casual atmosphere and deconstruction of the “classroom” environment, and the sheer oddity of it, helped many students to see both the positive and negative aspects of our postmodern direction. The response to this activity was mixed. Most of the students enjoyed doing something different. Two commented that it did give them a better sense of the multivalence of postmodernism. One told me that he thought that it was a waste of time.

Musical Shares
I try to integrate songs of various sorts into the course. Of course, we actually play and look at the lyrics to some songs. But I have also brought in older songs (hymns, love songs, etc.) that I have taught to the class. Most classes love this, but some of neighboring classes might not appreciate the noise. The biggest difficulty I have faced with this activity is that it often becomes so interesting to the students that other teaching goals for the day might be endangered. Careful moderation of the discussion can alleviate most of this problem.
Appetizer

After a long section about Russian authors, we had a “Russian meal day.” The first time I did the cooking and every student was required to bring questions to discuss across the “table.” The next time I do this, I think I’ll require the students to do the cooking, and we might do it out of class. Several students said that the meal together helped them feel connected to the class. Some also suggested that we eat the meal earlier in the semester so that the cultural context and the social interaction could serve as building blocks for the understanding of the literature. I had been trying to do the opposite and believe that their suggestions might make the activity more rewarding.

Drawing Together

I have also had days where I’ve quickly taught the class the idea of making a storyboard in the advertising or movie industries, handed out paper and markers, and forced the students to create a storyboard based upon a certain section of the work we were studying or the concept we were exploring. Students seemed to have great fun doing this in groups and then presenting to the class. The more often I do this, the more interesting the student presentations become. Frankly, some students hate this sort of project because they have an aversion to doing art. This can be countered by focusing on efforts and ideas rather than aesthetics when planning the sharing of the artwork with the rest of the class. One student did comment that he liked this activity because he was able to use both sides of his brain at once.

These are just a few small examples of activities that I have tried in my courses. From my experience I have come to believe that whenever a teacher tries to innovate in a way that involves the students more actively there is a net gain in the quality of education. This improvement of quality exists even when the particular activities do not work out exactly the way the instructor intended. The important part of active classroom work is that the students enter into the subject matter with interest and excitement.

MINI-INSTITUTE FOR MAJOR SCHOLARSHIP PREPARATION

Wednesday, November 5, 3:00-7:00 p.m.

Organized by the NCHC Committee on Honors Advising and Major Scholarship Preparation, this mini-institute will deal with ways in which honors programs and honors colleges support students in preparation for major scholarship competitions such as the Rhodes, Marshall, Truman, Fulbright, Gates, Goldwater, and Udall Scholarships. In particular, the institute will focus on the elements, which come together for the successful writing of personal statements and scholarship interviews. A highlight of the institute will be a mini-keynote address and question session on these topics by Caroline Cracraft, Vice Consul Politics Press & Public Affairs, British Consulate General, Chicago, who has considerable experience with both personal statements and the rigorous interview process required of candidates for the Marshall Scholarships in the Chicago Region.

Please NOTE:

The Newest Email Address

The editor, Margaret Brown, can be reached at honorseditor@bellsouth.net. This is yet another address in a series of moves from ISP to ISP. The new address for The National Honors Report is 100 Village Del Prado Way, St. Augustine FL 32080; phone 904-471-8224; fax 904-471-2092.
M. Todd Harper

At the Gates of the City: Joint Enrolled Honors Students Learning to Research and Write

Each time I teach second semester composition to honors students jointly enrolled in high school and college, I compare research and writing to locating and becoming a part different communities within a large city. If you are looking to join a community that is unique and interesting, I tell them, then you have to work hard. When I was a senior in high school, I sought out authentic forms of Jazz in the nightclubs of Kansas City, MO. Early on, I quickly understood that the young blonde in the black Raybans and turtleneck blowing his horn at a small bar a few miles from my father’s house in the suburbs was not what I sought. But I did not leave. I listened. I listened to the conversations at tables around me, I listened to the bartender, and I even listened to the musicians themselves for tips about where the real music was played. I listened until I found myself at Derbies with its fewer yuppies; then Milton’s Tap Room, where Charlie Parker once played; and, finally, at the Musicians Union at 17th and Vine where the musicians played after-hours.

Similarly, when I began my doctoral research in disciplinary writing, I went to the library catalogue. Like those suburban nightclubs, the resources were often general. However, searching through the footnotes and endnotes of these resources—that is, listening in on the margins of these conversations, I discovered more specialized resources: first, David Russell’s history of academic writing; then Charles Bazerman’s writing in the disciplines; onto Kenneth Burke’s writing as a parlor conversation; and finally, Richard Rorty’s philosophy as a form of writing and Bruno Latour’s science as rhetorical activity. Yet, I caution my students, Rorty and Latour would have been lost to me had I not traversed the initial communities within this diverse city of Burke, Bazerman, and Russell.

My students find my analogy interesting, if not compelling. And why shouldn’t they, given their circumstances? All of my honors students are jointly enrolled in college and high school, taking my composition course and others at Kennesaw State University while finishing high school in Cobb County, GA. As honors students, they are expanding their geographical and mental horizons. Almost all of them live in Cobb County, a conservative, northern suburb of Atlanta. Rarely, in growing up outside the city, have they journeyed inside the perimeter. Acquiring cars and responsibilities, though, they have begun to journey into downtown Atlanta. Initially, it is a trip to the trendy shops and local bistros advertised on television and then to Atlanta’s hidden treasures. These treasures include out of the way art

Dr. M. Todd Harper is an assistant professor of English at Kennesaw State University in Kennesaw, GA.
galleries, experimental theatres, and, even, I imagine, a bar here and there. Some make their way to community outreach groups where they encounter a very different lifestyle than the middle and upper-middle class one they are accustomed with. For my honors students, in general, connecting geographic experience with intellectual curiosity makes surprising sense.

For me, this analogy has helped me understand two important aspects of writing, aspects that I find easier to communicate and teach when I use the analogy. First, it speaks to the topology of research and writing. Cities by their very nature are topological rather than geometrical. When we think of cities, we do not think of the distance between two places as distance between two points; rather we think of how we can get from one place to the next. Edward Kasner, the famous mathematician, noted that topology is rubber sheet geometry where the purpose is not necessarily to measure the distance between points but rather to map out the folds and bends of the rubber sheet between the points. In Atlanta, the way to get from the Capital to the High Museum of Art is to travel down Peachtree Street past the old houses, past the park, until the road bends and curves. At that point, you will see the High Museum. Likewise, as most scholars know, the way to any specialized form of knowledge or interesting and contemporary conversation within the discipline is not a straight, easily measured distance between an online catalogue and important sources. Rather, it is a path full of twists and turns, wherein the researcher must carefully lay out each nuance or miss something important.

Second, the analogy speaks to communities and conversations within communities. For quite some time, rhetoric and composition scholars have conceptualized research as a form of conversation and dialogue. This owes itself primarily to Kenneth Burke’s *Philosophy of Literary Form*. Burke argues that scholarship is like a parlor conversation where “you listen for a while, until you decide that you have caught the tenor of the argument; then you put in your oar.” He continues, noting that someone argues with you while another defends you. As the hour grows late, you leave with the conversation still going. The problem with Burke’s parlor is that it is somewhat elitist, offering a homogenous view of tweedy old men smoking cigars and drinking scotch. As almost an antidote, Joseph Harris argues democratic, albeit fragmented nature of the city. Taking the rock critic Lester Bang’s “I don’t want no Jesuses in my promised land,” Harris writes of cities and communities, Like Bang I don’t want no Jesuses in my promised land either. Most talk about utopias scares me. What I value instead is a kind of openness, a lack of plan, and a chance both to be among others and to choose my own way. It is a kind of life I associate with the city, with the sort of community in which people are brought together more by accident or need than by shared values. A city brings together people who do not so much choose to live together as they are simply thrown together, and who must then make the best they can of their common lot. (A *Teaching Subject* 107)

Harris uses the metaphor to discuss classroom dynamics. His statement, however, can be transcribed into the language of research and writing. Students find in their research different and sometimes exotic communities, communities that often contradict and confound one another. As young scholars, they must learn to listen and participate within these communities.

In the years I have incorporated this analogy into my classroom, I have become aware of a third aspect. The analogy speaks to the manner in which students slowly become comfortable with the new surroundings of the city. When you first drive into Atlanta, I tell them, you will likely feel overwhelmed by the city. It will seem too difficult to make any sort of impression, any sort of impact on the large concrete and steel buildings or the wide highways. Your world will seem to have a distinct inside and outside. Yet, as you return to the same spots and engage with the same communities, you will begin to feel more comfortable until you realize how your words and actions have an impact on these communities as well as how they have an impact on you. The analogy to becoming a part of a disciplinary community through research and writing is obvious for academics, but for our students, who sit outside these communities, the difference between an outside, immutable reality and an inside mutable reality seems insurmountable. This struggle is often reflected in their writing.

The struggle reveals itself through a specific tension between research as a conversation and the report-style writing they have learned in high school. As students jointly enrolled in high school and college, their thinking shifts between high school and college notions of research and writing. In Cobb County high schools, students are provided a booklet that lays out the mechanics of research. They are told how to write their note cards, where to place their thesis statements and topic sentences, and when to place a period in their bibliography. The type of writing is report-style, a “just the facts ma’am.” In short, they are allowed to see the city, but they may only “objectively” describe it. Neither does it impact their lives, nor is it impacted by
their life. Learning that research is a conversation and that they can enter into that conversation bewilders them.

We can see an example of this struggle in a paper written on the Cherokee Indian Removal. Jonathon, the author, attempts to define an important debate concerning the Cherokee Indian Removal and then locate his own position within that debate. While he locates the debate, he finds himself unable to participate within it. Rather, he can only sit and listen. As a result, he shifts uneasily from an academic beginning to a report-style middle and, then, back to an academic ending.

In the first few paragraphs of his research, Jonathon lays out the competing viewpoints on Jackson’s culpability in the Cherokee Indian Removal. In a striking manner, he locates an important debate that focused enough to cover well in a short research paper. He notes,

Scholars have even further centralized this debate [the removal of the Cherokees] by examining the role of Andrew Jackson as a key factor in the removal. Some scholars, such as Donna Akers and Burke Davis, portray Jackson as being extremely helpless in this situation. Davis himself even goes as far to say that Jackson was unaware of the Indians’ plight. Cole, Satz, and many other scholars in the their field believe that Andrew Jackson was fully aware of the Indian dilemma in the south.

While this passage is not graduate-level work, nor should it be, it does something interesting. It identifies a central problem, whether Jackson was culpable, and it locates two groups of scholars who answer differently. In identifying the problem and the different scholars, he attempts to insert his position: “This paper is written, therefore, to analyze these two general viewpoints, to define the more specific issues, and ultimately to come to a conclusion about the Cherokee Indian Removal. In my opinion, Andrew Jackson was not a malicious Indian slayer; however, he did know the dangers of removing the Indians and did nothing in preventing their removal.”

His thesis leads the reader to conclude that he will organize his paper as a classical argument: stating the case, summarizing the various sides of the argument, stating and proving his argument, and finally refuting counter-arguments. Yet, for every step forward, he takes two steps back, constructing a report-style paper. Rather than immediately stating the case of Jackson’s culpability, he begins retracing the causes of the removal. A typical paragraph in the middle of his paper begins like this:

Meanwhile, several issues began cropping up that were threatening the Cherokees remarkable progress. First of all, the Louisiana Purchase in 1803 created a land-hungry society that gave the white settlers more reason to settle the land in Northern Georgia.

At this particular point of his paper, he needs to prove his argument. He never makes the connection of using this and similar paragraphs as evidence for the pressure that Jackson felt from greedy landowner. Instead, he offers a textbook description of the removal. In fact, he does not return to the argument until the last two pages of this ten-page paper and to his position until the concluding paragraphs.

If we return to my original analogy, we can begin to speculate on what might have happened to cause him to wait until the end of the paper to state his argument. Playing on the analogy, we might say that Jonathon entered a city with a brightly lit path to this scholarly discussion. He quickly locates an important topic within this discussion and outlines it in his paper. However, when he arrives at the discussion, it is clear that he is unable to participate. Even as he demonstrates an understanding of the opposing viewpoints, he retreats from his own claim and evidence. In the face of this difficulty, he reverts back to high school report writing, stating the historical facts of the Cherokee Removal for background rather than as evidence for his claim. When I suggested he revise the paper, he wrote back in a reflective letter that he was concerned that the paper would not “flow right”:

Probably the aspect of my paper that I had the hardest time with was that my discussion of Jackson’s culpability was too close to the end of my paper. I tried to move the discussion of Jackson’s culpability closer to the beginning of my paper, but it didn’t seem to work out. After trying to work it in, I read it and it sound too choppy and the paper didn’t seem to flow very well. I wanted to make it work because I thought that it was too far back in the paper, but I could just not get the flow into the rest of the paper. I just wanted to let you know that I left it where it was, because I felt much better and stronger before I stated to relocate the discussion and review of the literature paper of my paper. I just decided to turn in the draft of my paper that sounded the strongest.

The use of the word “flow” as well as other language within his letter suggests that the problem was a matter of comfort-level with the academic debate. He could state the argument. He could state the opposing sides. He could even state his claim. He just could not state his historical facts as evidence for that claim because he felt as though he lacked the authority.

Jonathon’s dilemma is one that is shared by many students in the transition from high school to college. He discovers the city and wants to explore it. However, in his brief foray downtown, he finds it difficult to see the city as anything but a world outside and unaffected by his presence. He has not had time for the city to affect him, nor he the city. In the parlance of writing, Jonathon and those like him often see writing—and the
world, for that matter—as either objective or subjective. Like many high school students, writing for Jonathon is either objective, report-style writing where facts outside of any opinion or expressive writing where personal experience is expressed separate from any evidence. He fails to merge the two together in much the same way that a newcomer finds the concrete sidewalks and tall buildings affecting rather than being affected. Another student, for instance, wrote strong response papers and an annotated bibliography for his topic on urban development in Atlanta. Yet when he tried to write his research paper, he could write only a bibliographic essay, moving from source to source within his paper without ever developing his own argument.

While Jonathon’s paper reflects many of the difficulties that honors students jointly enrolled in high school and college have, it does not represent all. In some cases, students travel into the city, become a part of a community, and participate meaningfully in discussions. What is most striking about these cases is that these students must often use language to construct the very cityscapes about which they write. One student named Chris chose to write on contemporary hard-core Christian rock music. As a member of this Atlanta subculture, he wanted to express its uniqueness and diversity. In researching the topic, however, he discovered that very little had been written academically. Unlike Jonathon, whose research was full of signs along a clear highway, Chris had to journey down side streets and alleys even to be able to define hard-core music, let alone enter into a debate.

In many ways, Chris’ paper is similar to Jonathon’s: both have extended “report-like” discussions; both have elements of a debate; and both attempt, but fail in inserting themselves into the debate. Yet these similarities are superficial when the reader understands the writers’ different purposes. Chris’ paper begins with the objective, report-type language that he learned in school, a language that gives him a sense of standing above and beyond his topic matter. At the end of his introduction, he writes,

Each [subculture within hard-core music] includes members that have found a certain degree of satisfaction and fulfillment in some form or fashion within hard-core music and the scene as a whole. It is these factions that define hard-core as a whole and their interaction is crucial to furthering unity. Though they have come to be a part of the scene for different reasons, they are all united under the music and this is something worth exploring. But before we can analyze each side and their respective moral views or actions as a part of the scene, we must look at the musical and social history of hard-core music.

In this section of his introduction—and really throughout the first part—he is vague and almost non-committal. His nouns and pronouns are abstract, such as “each,” “members,” “factions,” “they,” etc. The coupling of these nouns with equally abstract phrases, such as “they are all united under the music” and “this is something worth exploring,” distances the reader from the text.

Not only do the above sentences attempt to remain outside any personal investment or relationship with the subject matter, but also the following sections, subtitled “Musical History,” “Social History,” and “Straightedge,” and paragraphs that contain sentences that are characterized by definition and classification, such as “On the social side of things, hardcore subculture has always revolved around politics, spirituality, and morals. Especially in modern hardcore, there is a band for every eccentrics belief in the known universe.” Like Jonathon, Chris’ categories objectify the cityscape he is describing; they act as a bifocal lens that divide and separate his subject.

There is a difference between the two writers, though. Jonathon simply repeats the textbook history of the events that lead up to the removal, events that were often repeated verbatim in each source he encountered. Chris, on the other hand, both borrows and invents different categories and definitions for Christian hardcore music. As Chris noted in his reflective letter, hardcore culture has not been studied extensively by academics or even journalists. Because the music is new, the scholarship is limited to books by members of the hardcore community, such as Jay Baker, and is often narrative rather than analytical. Baker’s book, for instance, is almost entirely a narrative of his life since his parents’ fall from television evangelism. In writing this paper, Chris found that he had to do something that had not quite been done before and that was describe and define the community before discussing debates within the community.

Chris does move from an objective and indifferent perspective at the end of his paper, as did Jonathon. Beginning with the section “Christians in Hardcore,” he attacks the “close-mindedness” of Christian conservatives who denounce this music. In almost acerbic fashion, he notes, “While the Bible teaches against outward judging and praises were never rejected by God for being too loud, certain Christian conservatives shun the thought of someone believing in Jesus while having a [body] piercing and listening to hard music.” By placing himself in relation to Christian conservatives—even though he never cites any particular names, organizations, or scholarship to make these “Christian conservatives” more than a vague group of individuals—he enters into a public arena where there is an exchange of ideas. In short, he moves from describing his research subject and the related scholarship to actually interacting with the subject matter and
resources. We see this in his conclusion which counters the analytical stance taken in the introduction with a heartfelt plea to let this music survive: “So to say that hardcore music and the baggage that comes along with it’s [sic] scene is not a medium for spiritual and moral promotion would be like saying Miles Davis was limited to Jazz. Music, just like ethics and rectitude, is something free of human shackles and cannot be placed in any kind of box.”

In either case, we see honors students in transition from high school to college. Moreover, we can begin to formulate this transition in the analogy of the city. As in their short forays into Atlanta, these students are entering a new and unfamiliar landscape. This landscape is both threatening and exciting. At this stage, many are only beginning to locate the communities of which they might be a part. However, as teachers, we must encourage them to go even further, to begin participating in these communities, no matter how feeble the participation. Many of these honor students will be the ones leading these communities in the future.

Works Cited


WEB SITES FOR SOME MAJOR SCHOLARSHIPS

British Marshall Scholarships http://www.britishcouncil.org/usa/usabms

The Churchill http://members.aol.com/churchill

The Fulbright http://exchanges.state.gov/education/bfs

The Goldwater Scholarships http://www.act.org/goldwater/

The Mellon Fellowships http://www.woodrow.org/mellon/

The Mitchell Scholarships http://www.us.irelandalliance.org/mitchell/

The Rhodes Scholarships http://www.rhodesscholar.org/


The Truman Scholarships http://www.truman.gov/index.cfm

The Udall Scholarships http://www.udall.gov/p_scholarship.htm

Thanks to many of you, the Association of College Honors Societies (ACHS) has been getting requests for information about honor societies that are not members of ACHS. Perhaps it would be useful to you to have some criteria for judging honor societies.

–from Dorothy Mitstifer, Executive Director, Association of College Honors Societies.

For more information, see the ACHS Web site at http://www.achsnatl.org/

How to Judge the Credibility of an Honor Society

If an honor society has not been certified as meeting the high standards of the Association of College Honor Societies, examine the following criteria:

Minimum scholastic criteria
• Undergraduate (Specialized) - Rank in the upper 35% of the class. That rank converts to a 3.2 or 3.3 GPA in most cases-3.0 is likely too low in this age of grade inflation. Honor societies that advertise a minimum 3.0 are probably more appropriately labeled Recognition Societies (a definition that has been generally accepted since 1925).
• Undergraduate (General) - Rank in the upper 20% of the class.
• These criteria are minimum ones; many societies have higher standards.

Governance
• Membership participation in setting authority for control of the affairs of the organization.
• Governance by officers/board members elected by the membership.
• Membership participation in approving and amending bylaws.
• Full financial disclosure.

Campus Chapters
• Formal chartering of each campus chapter by institution and college/department petition, approved by official action of the governing body of the national organization.
• Candidate selection by the campus chapter.
• Membership invitation by an official chapter.
• Chapter representation in national governance.

Web Site
The following items are accessible by the general public.
• National Officers and Headquarters Staff.
• National Office mailing, telephone, fax, e-mail addresses.
• Criteria for membership.
• Benefits of membership.
• Membership fee.
• Bylaws.
• Chapter charter policies and procedures.
Students, I would argue, have much to share with us about teaching improvement, and some educational and faculty development leaders have recognized the important position of students in strengthening classroom instruction. In the Small Group Instructional Diagnosis, for instance, we see efforts to include students in a formal, complex process of providing useful feedback to help teachers boost course effectiveness at midterm while there is still time to make substantive changes that affect students currently enrolled in the course. Directives for “classroom research” (Cross 1987), for “course portfolios” (Zubizarreta, 1995), and for faculty to take more seriously the impact of teaching upon students’ learning and to examine more carefully, through intentional and continual “reflective practice” (Schön, 1983; Seldin, 1993, 1997; Zubizarreta 1997), the information available from learning outcomes and student feedback over time have provided impetus for more attention to students’ role in improving teaching.

One option that is most prevalent at some institutions is the student as interviewer. Here, the student is an objective, outside visitor who collects anonymous feedback from students without the teacher’s presence and then relays the information to the instructor after class. Often, the interview consists of fairly common midterm assessment questions: (1) what have you done in the course that has enhanced your learning; (2) what have you done in the

Dr. John Zubizarreta, Honors Director at Columbia College SC, is a nationally recognized expert in assessment; he has served as a consultant at many colleges and universities to guide in the creation of portfolios, both for students and faculty. In addition, Zubizarreta is a member of the NCHC Executive Committee and a strong supporter of his students in their participation in honors at the national level. The honors program at Columbia, ten years old, serves about 120 honors students. The school also has several key facilities: the Johnnie Cordell Breed Leadership Center for Women and the Barbara Bush Center for Science and Technology.
course that has diminished your learning; and (3) what changes do you suggest the instructor and students can make to improve the course and how would you make those changes happen. Of course, the interviewer may ask other, more directed questions about specific course activities, readings, procedures, community, and climate, but the session is conducted in confidence, and the student consultant is obligated to record dispassionately and fairly, reporting to the instructor without prejudice and with improvement as the guiding principle.

We may notice that a common element between such a collaborative venture involving students in the assessment of teaching at midterm and the administration of common, end-of-term teaching evaluations through student ratings is the requisite anonymity of students, a condition that offers the safety of private, honest commentary (the students’ prerogative) and private, individual reflection, analysis, and action (the teacher’s response). Both the students and the teacher are guaranteed such confidentiality for the sake of reliability and ethical conduct, especially at term’s end, when grades are at stake.

But distance is precisely the issue that the innovative critical response method of student-facilitated, midterm formative assessment addresses squarely. What if students and faculty were present together during a student-assisted review at midterm? What if students had the difficult challenge and opportunity of sharing their perceptions of teaching and course effectiveness directly with the instructor? What if the instructor had the equal challenge and opportunity of responding directly to students? Would anything be won by breaking down the traditional requirement of anonymity in the process of generating student feedback for improvement? Are there any gains that outweigh the considerable risks for both students and faculty in a student-moderated, collaborative session designed to produce both constructive and negative observations, raise questions and concerns, and allow participants to express opinions?

The positive answer to such questions lies in the unique modifications that honors at Columbia College has made to “critical response,” a method originally designed by Liz Lerman (1993) for constructive feedback in the fine arts. Adapting the critical response method to the aim of improving classroom teaching and learning has been a noteworthy innovation in honors at Columbia College. In fact, the method is now used widely in assessing all freshman seminars in the general education core.

Critical response was introduced three years ago in honors, used in a few honors courses initially to test whether students and faculty would find the method helpful in identifying specific ways in which courses could be improved at midterm. Honors has frequently been the incubator for various pedagogical experimentations, new courses, and other faculty development ventures at the college because of the program’s premium on creative approaches to teaching and learning, risk taking, and academic excellence. Also, the most talented professors on campus generally teach honors courses, and students tend to be highly motivated and serious about their learning. The overwhelming consensus was that the process not only led to actual changes that enhanced teaching and learning but also resulted in several other tangible benefits, including strengthening community in the class, improving communication and trust among students and between students and teacher, and providing faculty with a practical record of ongoing assessment and growth useful in overall teaching evaluation efforts. The method has vastly widened in influence, contributing to a remarkable, ongoing conversation on campus about profound issues of teaching, learning, academic integrity, respect, assessment, and expectations. Here is how critical response works.

**Training**

First, since the process requires knowledgeable, prepared facilitators, the program’s Honors Student Association has taken on the charge of regularly training student consultants in order to replenish the number of available facilitators. Training involves a two-hour workshop during which students are introduced to the concept and supplied with written materials such as a brief summary of the process, tips for effective facilitating, short readings designed to stimulate better appreciation for and understanding of teaching and learning, useful forms, and sample reports submitted to professors (who give permission to share their reviews). Jennifer Davis, as part of her senior project, developed a training video of a mock critical response, playing out different scenarios that a facilitator might encounter. Her project, in addition to informing this piece, has shaped much of what, how, and why we engage in critical response in honors.

**The Facilitator’s Role**

During each of the steps, the facilitator remains neutral; she serves mainly to move the discussion forward and keep it within the allotted time frame. She also takes detailed notes—including each question asked, each comment made, and the
responses given—so that the professor is able to engage in the discussion without stopping to record notes. A free flow of honest conversation within a structured, purposeful, and moderated environment is essential.

**Step 1: Affirmation**
This step begins the critical response. Affirmation, an uplifting phase that values the positive and meaningful teaching and learning accomplishments and relationships in a class, stimulates participants’ reflections about the course and what the class has experienced so far during the term.

A. Students begin by making positive, detailed statements about any aspect of the class. Topics for affirmation may include areas such as teaching techniques, content issues, syllabus design, course goals and objectives, or evaluation methods.

B. After students have made several affirmations, the facilitator indicates that the professor has the opportunity to make positive remarks to the class. Just as teachers benefit from student feedback, students can better understand the instructor’s philosophy, expectations, and strategies by listening to the instructor.

**Step 2: Instructor Asks Questions**
This step allows the professor to ask probing questions to find out information about the students’ level of satisfaction or frustration, helping to target what teaching behaviors, pedagogies, or course content/design features have enhanced or diminished student learning. The questions should be diagnostic and specific enough to allow for detailed responses.

**Step 3: Students Ask Questions**
This step, in turn, gives students the opportunity to ask questions about the course which are framed not as opinions or biases but as neutral, searching queries. Since there is time for students to give opinions later in the process, students’ biases and personal agendas should not be hidden within their questions. The facilitator is especially valuable at this stage, listening carefully and helping students to discover how to express neutral observations and questions and how to form appropriate questions out of opinions. Such a skill is obviously a feature of mature, life-long learning, an exercise that enriches and refines the capacity for reasoned discourse, tolerance, respect, and interpersonal communication in the students, the facilitator, and the teacher. Such values are key in our rhetoric about collaborative honors education.

**Students, I would argue, have much to share with us about teaching improvement, and some educational and faculty development leaders have recognized the important position of students in strengthening classroom.**

**Step 4: Opinion Time**
Opinion time allows both students and teacher to make comments that may or may not have been addressed previously and that convey a marked opinion about any prior or new issues. Such statements may be positive or negative, but one important rule applies in this step of the process: the person tendering the opinion must begin his or her statement by asking, “I have an opinion about ____; do you want to hear it?” The request allows the person hearing the opinion to decide whether or not to receive it, depending on its relevance to improvement.

During this stage of the process, the facilitator ensures that each opinion is prefaced with the request for permission to share an observation or judgment. This is the phase of critical response that requires the most sensitivity, cultivation of respect, restraint weighed against honesty, and training on the part of the facilitator. When handled properly, conscientiously, and in good faith, opinion time can be a compelling opportunity for faculty and students to build trust in each other and a genuine commitment to improving teaching and learning in the course. The unique fact that the facilitator is a student consultant also adds invisibly to the overall institutional climate of academic excellence, integrity, and civil discourse.

A. Some students may not feel comfortable expressing negative or challenging opinions publicly. To make sure that all opinions are expressed, in the first half of the wrap-up to opinion time, students may write additional comments on the sheet handed to them at the beginning of the process and then submit their confidential notes to the facilitator. The student consultant includes these remarks with the typed notes that she provides for the teacher.

B. In the second half of the wrap-up to this step, the professor can choose to make additional positive or negative observations either orally or in writing. All feedback is ultimately recorded and shared by the facilitator.
Step 5: Tabling Concerns

If any part of the conversation during critical response has been tabled, the issue may be raised at this time for additional discussion if time allows and if the class feels that more interaction would be beneficial.

Limitations here do not permit me to share the generous reactions of both students and faculty to the student-facilitated critical response method of midterm formative assessment in honors. The results have been encouraging and even transformational. The process has had the side effect of making both learners and teachers more reflective about their respective roles in the honors classroom. Students have come to expect a chance to voice their pleasures and concerns in a course, convinced that their feedback at midterm can make a positive difference in a course. Faculty have come to expect an opportunity to be more intentional in their efforts to assess student learning, to be more sensitive to the pulse of the class, and to record the accomplishments and disappointments of student work and perceptions in a more systematic, regular process of improvement. More and more, for instance, I see faculty taking stock of the results of critical response assessments in teaching or course portfolios where they analyze and document improvements catalyzed by the moderated feedback generated in critical response sessions.

The method has also raised awareness of the importance of civility, respect, collaboration, and community balanced against educational imperatives of risk, challenge, and free inquiry—values often espoused in honors. As a class moves through the steps of critical response, students and teacher must navigate such alternatives, learning in the process to work together to strengthen their common enterprise in a course. Our success in honors with critical response has been a heartening contribution to building a collaborative culture dedicated to engaging students and faculty in the collective aim of improving honors teaching and learning.

References

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"Finding Common Ground"

The 38th annual NCHC conference will take place November 5-9, 2003 in Chicago, Illinois

Check out our conference website for more information:
www.nchchonors.org/national_conference.htm

Early registration deadline: September 19, 2003
An Action-Oriented Service-Learning Experience for Incoming Honors Freshmen

Alabama Action has achieved great success in serving the three purposes for which it was designed: to provide incoming University honors program freshmen with a service-learning program that would give them an energizing academic experience; to provide service to the community and develop a habit of service among honors students; and to create a bonding experience among honors students.

The History

At a session entitled “An Honors Retreat” at the 2000 Annual Conference of the National Collegiate Honors Council, there was born an inspiration that became an idea, a plan, a project, and now the highly successful Alabama Action program at The University of Alabama. The desire to provide an experience through which incoming freshmen in the University Honors Program (UHP) could bond as a group before the start of courses merged with the desire to foster a sustainable program of public service that would make a difference in the lives of those served and those serving. With the addition of an academic component, UH 103-Honors Exploration of Poverty, which provided an hour’s course credit, the service became service learning, and Alabama Action was launched in the summer of 2001.

Fifteen incoming honors freshmen and four upper-level honors students, who served as team leaders, moved into a dormitory in Tuscaloosa the Sunday of the last full week before the start of fall courses. They had read substantial assignments on the disparity of incomes and resources in Alabama, and during the mornings of that week they met with distinguished professors of history, economics, political science, sociology and law who provided their disciplines’ perspectives on all aspects of poverty. In the afternoons the group worked in neighboring Greene County, one of the poorest counties in the United States. The crew of volunteers refurbished the Boys and Girls Club in Eutaw, the county seat, installed two donated computers, and tutored students in an after-school program. In its first embodiment, Alabama Action met its goals of providing community building, effective service, and a sound academic

Kana Anne Ellis is the creator and two-time director of Alabama Action, the recipient of the first NCHC “Honors Student of the Year” award in 2002, and a 2003 graduate of the University of Alabama with a degree in psychology. After serving in Americorps, she will attend law school. Sarah Rose Reppucci was an Alabama Action participant in 2001 and a team leader in 2002. She is the 2003 director of Alabama Action and junior in the multiple abilities program in UA’s College of Education. Alabama Action grew out of conversations at the NCHC’s 2000 conference and won several NCHC Portz grants as it began.
experience. A freshman commented “Alabama Action completely changed the way I saw my role as a student at the university. What began as a ‘feel-good’ project that would start my year off right quickly became a passion. Stunned by my own naivety and closed-mindedness, I found Alabama Action a wake-up call to a greater need in my community and state. I am so grateful for my experience as a freshman and the blessing I have received from working with the program in subsequent years.” Alabama Action 2001 was honored with the $5,000 Caritas Award, The University of Alabama’s Premier Award for Innovative Service.

In 2002 Alabama Action worked a little closer to home, in Holt, Alabama, an unincorporated community just east of Tuscaloosa where 95% of the schoolchildren receive free or reduced-price lunches. At Holt Elementary School, thirty-nine UHP freshmen and six student leaders painted and reorganized the library, created a career-oriented mural in the cafeteria, designed and built an outdoor classroom, cadged thirty computers from donors and networked them for each teacher, and shared discussions of goal setting and conflict resolution with the fifth-grade students. Real-world poverty simulations were added to the academic component, camaraderie was again fostered among the participants, and, enabled by the proximity to campus of Holt Elementary, the mentoring relationships of the university students and the grade school students were maintained throughout the academic year. As one freshman summed it up: “Alabama Action was a very rewarding experience in which I learned so much about poverty, culture, and service and at the same time was able to have a fantastic time, meet many new friends, and mentor two fifth graders.”

A Portz Grant from the National Collegiate Honors Council provided scholarships for needy freshmen participants and honoraria for the instructors. The creator and two-time director of Alabama Action was honored at the 2002 NCHC Annual Conference as its first ‘Honors Student of the Year.’”

The Nuts and Bolts

A. Academic Aspects

As part of the requirements of UH 103-Honors Exploration of Poverty, the freshmen read thought-provoking articles and put in two and a half hours each weekday morning in a classroom setting. University professors and expert guests, who had assigned those readings, lectured on different aspects of poverty and on the social necessity of volunteerism. Perspectives were offered from the areas of law, economics, social work, child development, history, and political science. Lectures were followed by always vital and often contentious seminar discussions of the points raised. Indeed, these discussions continued, outside of the classroom setting, during the entire week. At the end of each academic session, teams of students reviewed the lessons they would run with their fifth-grade buddies at Holt Elementary School.

One morning an expert in social services from the Tuscaloosa Family Resource Center conducted a “Broken Road” simulation, which recreated the experiences of the poor as they attempted to get help from various social service agencies. The freshmen were assigned character roles with a certain set of problems to solve, and were then sent out to negotiate their way (in one building on campus) through the social service maze. We were particularly pleased to have representatives of seventeen different agencies volunteer to participate in this exercise. This activity was an overwhelming success and had a deep effect on the students. One noted “my character had no control whatever over the events that put him into the system. This was especially eye opening for me. I saw that a large number of these people in the social service system are not lazy or unmotivated, but simply not as fortunate as I. It was also a great experience to interact with actual social workers, and to get a small taste of what their jobs involve.”

Grades for the freshmen were based on their daily participation in seminar, on their commitment to the service work undertaken, and on required daily journal entries connecting their volunteer work to what they had learned in the readings, lectures, and discussions. UH 103 was set up so that a student could enroll in it
more than once, and the student leaders received grades based on the quality of their preparation for and running of Alabama Action and on a paper dealing with the relationship of theory and practice during the project. Those leaders who had been freshmen participants earlier also commented on the change in their perspective provided by their leadership role.

B. Choosing a Project

The first step in planning Alabama Action is to choose the site of the work project. Each year Alabama Action has partnered with a non-profit organization that provides the infrastructure necessary for a successful project and increases sustainability. In 2002, for instance, we worked with the Tuscaloosa Family Resource Center, a social services agency, and Holt Elementary School in the Tuscaloosa County School System. The TFRC had already developed community interest in the school, and its participation helped sustain the effect of the Alabama Action project through after-school buddy and mentoring programs. The careful advance planning of the student leaders and the staff of the TFRC, and the full cooperation of the school system contributed immeasurably to the accomplishment of Alabama Action’s goals.

Work projects should be planned to utilize fully the labor resources of the students while minimizing their financial responsibility. We feel it is essential that the project include service both through “hands-on” labor and also through personal interaction with individuals served. Classroom time must be sufficient, and sufficiently well planned, so that the participating freshmen can develop relationships with the students they are helping. Pairs of buddies pursued planned activities each day, focusing on important concepts such as setting goals, making positive decisions, forming ethics and values, and envisioning careers. Completed work projects provide the freshmen with a great sense of tangible accomplishment, but the building of relationships with the students provides the freshmen with a heart for service and encourages them to return to the school for tutoring and mentoring.

A great deal can be accomplished by forty-five college students working diligently through the afternoons of one week. In the library, walls and shelving were repainted, the collection was re-cataloged to make it more usable, and a reading corner was constructed. Thirty-five donated computers were installed and networked for the teachers. Students constructed an outdoor classroom, complete with seating and podium, repainted the interior hallways of the school, and painted a bright large-scale mural in the cafeteria. This last was pure, positive propaganda, reinforcing the lessons shared by the freshmen and their buddies. It shows students moving from Holt Elementary School to the university, from which they emerge as successful professionals. All in all, the work projects vastly improved the aesthetics of Holt Elementary, gave its students pride in their school, and gave the freshmen a great sense of satisfaction.

C. Student Leaders

Alabama Action is run almost exclusively by students in the University Honors Program. Each year a student director and student leaders are chosen by the university honors program administrators and the preceding Alabama Action student director. Members of the University Honors Program are selected as leaders based on their commitment to service, their leadership ability, and their particular talents. Not only does each leader head up a work and a mentoring team but she or he is also assigned a specific responsibility crucial to the success of Alabama Action. These responsibilities include: website, fundraising/donations, grant writing, food, morning class coordination, work supplies, work site tasks, computer installation, media relations, photography, nightly activities. We aim for a ratio of one student leader, apart from the director, for each six freshmen participant. Most of the current student leaders participated in Alabama Action as entering freshmen.

D. Budget

In addition to any required tuition and fees for the one-hour credit carried by Alabama Action, its freshmen participants pay a course fee of $195. For the fifteen of those in 2001, the collected fees paid for breakfast and lunch, housing in a campus dorm, transportation in rented university vans, and the photocopied course packets for the academic component of the program. Work supplies were provided by the non-profit site partner. In 2002, the course fees generated by 39 freshmen covered most of the operating costs of Alabama Action. A Portz Grant from the National Collegiate Honors Council provided honoraria for professors and scholarships for those students unable to afford the fees, and the Caritas funds won for Alabama Action 2001 paid for some of the work supplies used. As the project has grown, we have increased our efforts to obtain donations of money, supplies and expertise from local individuals, businesses, and agencies.

E. Promotion

Alabama Action is touted as an example of the innovative programming of the University Honors Program and of the service commitment of its members in all written and oral recruiting contacts with honors-level prospects. All students accepted into the UHP are sent an attractive brochure on Alabama Action, one
panel of which constitutes an application to be returned with a check for the course fee. During the honors programs meeting for students and parents at each of ten summer orientation and registration sessions, a PowerPoint presentation is made about Alabama Action.

Sensibly enough, Alabama Action has become a favorite of the university’s President, Provost, and Office of University Relations. Each year’s activities are featured prominently on the university website and are well covered by the print and television media in the state. Articles on Alabama Action have appeared in athletic programs, the university’s newspaper inserts, and, in a beautiful full-color, two-page spread, in the university’s Annual Report.

F. Outcomes

Alabama Action is an especially satisfying experience because it makes a real difference on many levels. Its 2002 incarnation left Holt Elementary School much the better. Teachers and staff feel appreciated and supported. The paint is fresh and the cafeteria mural attractive. There are new computers and a new outdoor classroom. The library is refurbished and reorganized. On a special shelf in the library sit books that were the favorites of the Alabama Action students when they were in the fifth grade, now donated to their fifth-grade buddies at Holt.

Both the college and elementary students were delighted with their daily mini-lessons. They wrote and published class newspapers, talked about important ideals, and created skits about conflict resolution. Each classroom presented its best skit for the entire fifth grade at an ice cream party. But most importantly, these elementary students have forty-five college mentors and models to encourage them to work hard, stay in school, and succeed in life.

Throughout the 2002-03 academic year, most of the Alabama Action participants continued to volunteer at Holt Elementary School, maintaining mentoring relationships, tutoring, and engaging their buddies in various activities. The Honors Program Student Association (HPSA) has run programs on the last Friday of each month. These “Final Fridays” have included mini-lessons, guest speakers, and art projects. At the close of the university’s academic year, we enjoyed a skating party with the fifth graders at Holt.

One Alabama Action freshman was so inspired by the 2002 project that she created what she calls “an Alabama Action spin-off.” She coordinated HPSA members who went to the school every Monday to teach the students how to play softball. These clinics were so successful that the physical education teacher has asked her to create similar ones for soccer. The goal is to get the youngsters playing community sports, an activity found to be associated with positive outcomes for at-risk youth. The clinic leader, a very persistent young woman, obtained funding from the Tuscaloosa Housing Authority for all needy youngsters to play on organized softball teams.

Through Alabama Action the freshmen honors students bonded in a confident, cohesive group, began their collegiate careers in the service of others, and enjoyed a smooth transition into university life. The student leaders received varied and effective leadership training. By working at Holt, students experienced a part of their new community that was close geographically, but a world away from their own lives. Students completed Alabama Action knowing the nature and effects of poverty, the necessity of lifelong volunteerism, and their power to effect substantial change in their communities. One student summed it up: “I am amazed that we got so much done by organizing forty strangers, all from different backgrounds, into a team that worked so well together. Today I can say I am very proud of myself and everyone else affiliated with Alabama Action.”

G. Future

For 2003 Alabama Action is designed for sixty freshmen and ten student leaders. Again we will work at a Tuscaloosa County School, Matthews Elementary, which has partnered with the Tuscaloosa Family Resource Center. Like Holt, Matthews serves children who are predominantly from low-income households. Most of the work and class projects will be similar to those at Holt and will include landscaping, the development of a nature trail, and the creation of an outdoor science classroom. We will work with students in the fourth as well as the fifth grade this year, and we will encourage the development of mentoring relationships that will last the four years the honors students attend the university. The TFRC mentoring grant covers both Matthews and the junior high school to which its students will graduate. Mentoring is further encouraged by our new one-credit honors course, which trains students as independent one-on-one mentors.

Because we expect participation in Alabama Action to continue increasing and because more than sixty volunteers might overwhelm any one site, we plan to work at two sites in 2004. Two assistant directors have been named for 2003, with the expectation that each will direct a site the next year. Many of our 2003 student leaders have been selected with their continued commitment to the program in mind. As the Alabama Action alumni base grows, so does the leadership potential. Ultimately, we hope the majority of our 300+ entering University Honors program freshmen will share in this service-learning experience.
Hundreds of the country's brightest college students, enrolled in honors programs from California to New York, will spend the fall 2003 semester studying the issue of Americans' role in the world. They will be linked together throughout the semester in small online discussion groups, where they will be joined by students from around the world. Online groups will provide a much greater diversity of voices than that in most of the home classrooms. At the end of October 2003, student representatives from these honors courses will gather in Chicago for a concluding forum. Here they will put their learning to the test as they try to establish some shared sense of direction for America in the world.

Participating NCHC member institutions agree to offer an honors course in the fall 2003 semester in which a prominent role is given to consideration of an NIF-style issue framework: Americans' Role in the World (ARW). The issue framework will follow the format of National Issues Forums books used in communities and classrooms (and honors programs and conferences) around the country, but ARW will be much more substantial, and academic treatment of approximately 25,000 words. Dr. Keith Melville, the author, is currently on the faculty of the Fielding Graduate Institute. He was senior vice president at Public Agenda for 18 years, a founder of National Issues Forums, and senior writer for “The Quality of American Life” prepared for the Carter White House. His books include a Book of the Month Club selection and a widely adopted college text.

Jim Knauer has been the NCHC's liaison to the Kettering Foundation that produces National Issue Forum (NIF) booklets on more than fifty issues and sponsors public forums for discussion and debate. Dr. Knauer works with the Pennsylvania Center for Civic Life (PCCL); he is also honors program director at Lock Haven University, Lock Haven, PA. The University is private, with plans to increase its honors program to 100 students; honors students can earn recognition in one of three ways: honors in general education (completed in the sophomore year), university honors (completed in four years), or upper-division honors (completed in five or six years by students entering honors as second-semester freshmen or transfer students).
ARW introduces the issue and then presents four approaches:

- **Peace through strength.** The most promising path to security lies in our strength and our willingness to use force, when necessary, to deal with serious threats.

- **The democracy project.** Our commitment to democracy must be backed by our willingness to take various actions to promote its worldwide expansion.

- **The worldwide market prescription.** In today’s world, global stability and well being depended less on promoting democratic regimes than on raising the standard of living through the expansion of free markets.

- **Global partnerships, common concerns.** We should lead a global partnership that takes seriously urgent and growing global problems.

Each of these four approaches makes a case for its own value priorities, presents its own analysis of the current situation, prescribes a course of action and examines the likely tradeoffs associated with moving in that direction. Finally, several criticisms of each choice are presented.

This pedagogically rich format guides students into serious reflection on the complexities of the issue and any course of action. The stimulating framework inspires and guides research. The classroom and online deliberation of the four choices engages students in the exciting reflection and inquiry prompted by the need to decide on a course of action. Working toward the wrap-up forum in Chicago will also add special significance to the results of the local inquiry and deliberation.

**Possibilities**

Possible connections between “By the People,” a MacNeil/Lehrer Production, and the NCHC/PCCL project are currently being explored, as are supplemental funding sources. The project as described above is not dependent on additional funding. If additional funding/involvement are secured, enhancements such as the following may become possible.

- Televising of the Chicago conference forum by MacNeil/Lehrer Productions or by a local PBS station.
- A spring 2003 institute for participating faculty interested in exploring dialogic inquiry in education.
- A research and dissemination project for faculty interested in contributing to a monograph on the project and dialogic inquiry in higher education.
- A full-featured website to provide for the sharing of student research reports on the issue and for innovative text-based student interaction.
- Online interaction with national and international experts on the issue.
- Online administration of pre- and post-surveys developed by the University of Michigan Survey Research Center.
- Web support for organizing related campus and community discussions of the issue in a variety of formats (forums, study circles, reading groups).

Even with no additional funding, the project promises an exciting learning experience for students and faculty and an innovative connection between local honors courses and the NCHC national conference. With additional funding and partnerships, the project could provide extraordinary national visibility for NCHC and for participating honors programs.

For online forums: [www.teachingdemocracy.org](http://www.teachingdemocracy.org)
For National Issues Forums: [www.nifi.org](http://www.nifi.org)
For dialogic inquiry in education: [http://www.oise.utoronto.ca/~gwells/NCTE.html](http://www.oise.utoronto.ca/~gwells/NCTE.html)
For other information, contact Jim Knauer at jknauer@lhup.edu; Voice: 570-893-2491; FAX: 570-893-2711; [www.lhup.edu/honor](http://www.lhup.edu/honor)
It’s the end of the semester, and all the cookies this week have shifted their offers from hot girls and low mortgage rates to thousands of term papers with four to eight sources ready to e-mail, for only $9.95 a page. Students in a hurry will have to shell out $19.95 a page for papers delivered within 48 hours of due date, while same day service costs a steep $24.95. Total up the price (all major credit cards accepted) of a ten or—heaven forbid—twenty-five page research papers, and tuition looks cheap by comparison.

This new cottage industry has given once hopeless Humanities majors a profitable if disreputable career. The lists are astounding. All the topics generated by professors for the last two centuries have been ground through these new Grub Street mills and are ready to serve, a hash of ideas and citations, a college cafeteria of fast food junk.

Students are growing obese and lazy on this stuff. They can even buy Nutrition papers to tell them so. The major purveyors of this grease have the whole college catalogue under their belts. Clearly they have consulted the Marketing and PR departments for names and slogans to boost sales. Phuck School! is right up front. Its name speaks for itself. Get Monster Papers, another advertises, and “Get on with your life.” So say the smiling blond and her companion, who have clearly made their own purchases in time to free up the weekend for some heavy clubbing.

That happy couple is unlikely to be enrolled in Metaphysics or Epistemology courses, and so much the cheaper for them. Papers in those abstruse fields cost $26.73 (hardly a round number) per page from Buy.com. One of its rivals, AcaDemon, is not just kidding about the satanic dimension of this whole trend in student corruption. Its “one stop shopping” site offers papers in Religion and Theology, Ethics and Law. The mind boggles! There is a Faustian tale lurking here.

Indeed, the tragedy goes beyond the destruction of a single bored philosophy or law student tainted with hubris. Think back to McLuhan’s “medium is the message.” For this whole generation of students, the medium of temptation is a demon couched in a faceless dot-com. As a result, buying—and we are all trained shoppers—exactly what the professor ordered seems to them exactly like making any other purchase that satisfies needs and saves time. Thus the message is WHATEVER YOU BUY IS YOURS. Although the message may be perfectly applicable in a shopping mall, it has the serious potential, in my estimation, to overthrow education.
For more than a century, the values of Romanticism—Originality and Imagination—have been the currency of American education. How can these values possibly be sustained against a tidal wave of stealing and buying ideas on-line? To some degree, the university has courted this corruption by arguing that it should be run on a business model. As students and faculty become lesser cogs in a factory system churning out degrees, it can hardly be surprising that students see going to college as an exchange of goods for money. They pay tuition with credit cards, so it makes sense to buy their papers the same way! Against charges of plagiarism, moreover, I have all too frequently heard both students and their shopping-savvy parents argue that a course paid for can’t result in an “F.” Oh, but it can, and handing in purchased papers is one sure way of earning a much deserved failure.

The paper mills naturally argue to the contrary in the most seductive manner possible. They employ Computer Graphics graduates to flaunt their wares in alluring illustrations and cute animations that entrap students with the promise of an easy “A.” Businesses with suggestive names like Get-A-Grade, My Essays and Accepted Papers are making big bucks from student sloth, naiveté and desperation. And they are very much aware of the power they have to destroy academic careers. Thus, The Term Paper Highway makes the argument that their free bibliographies will ensure the “authenticity” of their product and because they write “from scratch,” there can be no charges of plagiarism! No, just charges of cheating!

Sadly, both plagiarism (in the form of downloading un-cited texts and “free” papers from the Internet) and cheating (in the form of purchasing papers from on-line sweat shops) have begun to seriously infect my honors program. During the last two weeks of the spring semester, I have dismissed five students for these behaviors in a variety of courses. My faculty are depressed and disappointed. My students lose credit, status and scholarships. And I am tied to Google—my gumshoe buddy—in the search for suspects. I have never wanted to be a detective, but in order to protect my honest students, I am increasingly taking on the job.

This is a call for help from other “forensic” honors directors coping with the new criminals. What do we do next—control or eliminate traditional research papers? Collaborate to foil the sellers or trap the students? What about the thesis? What about preparing students for graduate work? I think we need to talk and would welcome your own experiences in this shady realm.

NCHC Publications


Honors Programs at Smaller Colleges (1999, 2nd ed.) by Samuel Schuman. For colleges with fewer than 3000 students.

Honors in the Two-College (1983) by the Two-Year College Committee. How to implement honors at two-year schools. Includes some model programs.

Place as Text: Approaches to Active Learning (2000) by Bernice Braid and Ada Long. Information and practical advice on the experiential pedagogies developed within the NCHC during the past 25 years.

Nurturing the “Life of the Mind” is the goal of the honors program at Heidelberg College in Tiffin, Ohio. The honors curriculum identifies and develops the four personae of the mind through a series of seminars, projects, and service-learning requirements. The Scholar, the Scientist, the Artist, and the Citizen are recognized as vital aspects of a well-educated person. On a small campus of 1200 full-time students in a rural area of northwestern Ohio, fulfilling this development can be a challenge. Examining our immediate surroundings led us to the Rutherford B. Hayes Presidential Center in Fremont, Ohio, seventeen miles down the road, a rich resource that the honors program had not yet tapped. During the past three years, we have established a series of partnership programs, bridges to the Hayes Center that have helped to enrich three of these personae—the Scholar, the Citizen, and the Artist.

One of the foremost goals of any honors program is to enhance scholarship. The Hayes Center was the nation’s first presidential museum and library to be established and to receive federal funding. Spiegel Grove served as the family home of President Rutherford B. Hayes from 1873 until his death in 1893, although he would have spent little time there during his presidential term, which spanned 1877-1881. The Hayes Museum and Memorial Library was built in 1916 to house Hayes’s large collection of books and papers, as well as other presidential memorabilia. It also serves as a local repository for Gilded Age artifacts and Native American items, and during the past twenty years has become a center for local genealogy and local historical artifacts. It is an institution that naturally emphasizes historical study and scholarship, particularly that of the late nineteenth century. The Hayes Presidential Center has a community outreach program that includes a series of speakers. It is with this series that the Heidelberg honors program built its first bridge.

Vicki Ohl is a professor of theory and piano; she also serves as faculty coordinator for the honors program at Heidelberg College in Tiffin OH. The college honors program is built around the exploration of four intellectual areas: “Scholar”—with an emphasis on skills needed by scholars; “Scientist”—the scientific method and processes of inquiry; “Artist”—the aesthetic experience; and “Citizen”—citizenship at the local, national, and global level. Two mural/cartoons drawn by professional cartoonists for the student lounge were the cover art for the Spring 1999 and Fall 2000 issues of the NHR.
Despite the protests of many charges of racism leveled at Twain curriculum of public high schools, American, she maintains that the minorities. Herself an African defends Twain’s novel, and Berry Finn.

Dr. Chadwick, in September 2000. The event had been heavily promoted and was well attended by the Fremont community, including members of the local NAACP. It received television coverage by the C-SPAN network, due to the controversial subject and the prestige of the speaker. Local high school students were also in attendance, and contributed to the lively discussion after the talk. This event provided a bridge not just to another site, but also to a topic of controversy, to a different type of scholarship, and to a more diverse community. Dr. Bridges’s welcome reflects his enthusiasm for the partnership:

We are pleased to host the talk this evening by a nationally renowned scholar, who brings passion and depth to her scholarship, as well as good humor, and the discussion of Mark Twain’s controversial literary classic, The Adventures of Huckleberry Finn. We are pleased to share the honor of this occasion with Heidelberg and the Heidelberg College Honors Program, under the leadership of Dr. Jan Younger, who suggested this partnership, and also suggested that Professor Chadwick would be the ideal candidate to initiate the collaboration between our institutions.

One year later, in October of 2001, the collaboration between the Hayes Presidential Center and Heidelberg continued with a talk by Shelley Fisher Fishkin, also a Mark Twain scholar and a Professor of American Studies at the University of Texas at Austin. Dr. Fisher Fishkin delivered a lecture entitled, “Nadir in Black and White: Mark Twain and Paul Laurence Dunbar on the Legacies of the Hayes-Tilden Election.” In it she addressed the effects that the end of Reconstruction and the publication of Huckleberry Finn had on nineteenth century America. Huckleberry Finn was first published in 1876, the year of the contested election between Rutherford B. Hayes and Samuel J. Tilden. Hayes will forever be known as the president who withdrew Federal troops from the South after the Civil War, part of the agreement after the disputed election. Without the troops’ presence, discrimination against African Americans escalated in the late nineteenth century. Fisher Fishkin’s talk examined literature and poetry of the era in the

Dr. Chadwick is a Professor of Graduate Education at Harvard University. Her research centers on Mark Twain and his novel, Huckleberry Finn. Dr. Chadwick’s study, TheJim Dilemma, considers the charges of racism leveled at Twain because of the language patterns and plot in Huckleberry Finn. She defends Twain’s novel, and upholds its inclusion in the curriculum of public high schools, despite the protests of many African Americans and other minorities. Herself an African American, she maintains that the

administration at the historic Dillon House, a Victorian home adjacent to the Hayes Center. It was an elegant site for the formal dinner prior to the talk. Dr. Chadwick visited with students, and was presented with an award as the Scholar of 2000 by junior Abigail Chudzinski. Junior Michael Fishbaugh then introduced Dr. Chadwick as she assumed the podium in the Library auditorium. The event had been heavily promoted and was well attended by the Fremont community, including members of the local NAACP. It received television coverage by the C-SPAN network, due to the controversial subject and the prestige of the speaker. Local high school students were also in attendance, and contributed to the lively discussion after the talk. This event provided a bridge not just to another site, but also to a topic of controversy, to a different type of scholarship, and to a more diverse community. Dr. Bridges’s welcome reflects his enthusiasm for the partnership:

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Dr. Jan Younger, Dean of the Honors Program, is a professor of communication at Heidelberg College, and understands the power of the spoken word, as well as the value of introducing Heidelberg students to accomplished scholars. When he assumed the responsibilities of dean in 1997, he instituted a speaker series in conjunction with the honors program. Speakers from different disciplines helped to emphasize and illustrate the four personae of the mind. Younger feels that in addition to the expertise and wisdom these speakers bring, they also introduce perspectives that may be new to out student body, resulting in a healthy revelation. When he discovered that the Hayes Center also had a speaker series, he suggested that we pool our resources and feature a speaker at the presidential center that would take our students to the library in Fremont. Dr. Roger Bridges, Executive Director of the Hayes Center, was eager to collaborate, since much of the center’s clientele is elderly, and he wanted to encourage its use by young people. Mr. Thomas Culbertson, Director of History and Education, wrote and received a grant from the Ohio Humanities Council to help fund our first speaker, Jocelyn Chadwick, in September 2000.

Dr. Chadwick is a Professor of Graduate Education at Harvard University. Her research centers on Mark Twain and his novel, Huckleberry Finn. Dr. Chadwick’s study, The Jim Dilemma, considers the charges of racism leveled at Twain because of the language patterns and plot in Huckleberry Finn. She defends Twain’s novel, and upholds its inclusion in the curriculum of public high schools, despite the protests of many African Americans and other minorities. Herself an African American, she maintains that the

novel presents an opportunity for constructive discussion of the problem of racism, both in a historical context and as it continues to exist. Dr. Chadwick’s topic struck at the historical time period President Hayes represented, and also offered a chance for the communities of Fremont and Heidelberg to discuss current attitudes toward the novel.

Students from the honors program were taken by bus to Fremont where they dined with Dr. Chadwick, members of the Heidelberg faculty and administration, and members of the Hayes Center administration at the historic Dillon House, a Victorian home adjacent to the Hayes Center. It was an elegant site for the formal dinner prior to the talk. Dr. Chadwick visited with students, and was presented with an award as the Scholar of 2000 by junior Abigail Chudzinski. Junior Michael Fishbaugh then introduced Dr. Chadwick as she assumed the podium in the Library auditorium. The event had been heavily promoted and was well attended by the Fremont community, including members of the local NAACP. It received television coverage by the C-SPAN network, due to the controversial subject and the prestige of the speaker. Local high school students were also in attendance, and contributed to the lively discussion after the talk. This event provided a bridge not just to another site, but also to a topic of controversy, to a different type of scholarship, and to a more diverse community. Dr. Bridges’s welcome reflects his enthusiasm for the partnership:

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context of the historical events. Her topic adhered to the historical period of the Hayes Presidential Center, while causing the audience to question the actions of President Hayes himself. Again, both the Scholar and the Citizen were evident in her program. As in the previous year, Heidelberg students attended dinner before the lecture. A question-answer session, reception, and book signing followed the talk.

In September 2002, we continued the partnership with a presentation by Herbert Woodward Martin, Chair of the Paul Laurence Dunbar House in Dayton, Ohio, and Professor of Literature at Wright State University. Dr. Martin has spent a lifetime researching and performing Dunbar’s poetry in both Standard English and in African-American dialect. His research has led to the discovery and publication of additional literary works of Dunbar. In Dr. Martin’s presentation, “The Eyes of the Poet: The Works of Paul Laurence Dunbar,” he skillfully interwove Dunbar’s poems, brief biographical sketches, and Negro spirituals into a powerful artistic performance that illustrated the history, humor, humiliation, and religion experienced by so many African Americans. As one of our freshmen students commented,

Dr. Martin is a scholar...He is a reader, a thinker, and highly motivated, as any good scholar ought to be, with a thirst for knowledge that quite possibly will never be quenched...He is an artist...able to project his imagination in such a way that he actually feels what Dunbar felt so many years ago...Finally, Martin is a citizen. He has taken his many talents and transformed them into lessons that will touch the lives of many in today’s society...Dr. Martin is a tremendous example of the type of person the Heidelberg Honors Program hopes that the youth of tomorrow will strive to emulate.

Once again, students dined with our honored guest, and presented him with the Scholar Award for 2002—although this speaker embodied the Scholar, the Citizen, and the Artist. The reception and book signing provided additional opportunities for the students to interact with our distinguished speaker. The combination of

A Student Perspective...

Each fall, in what is fast becoming a much-anticipated annual event, the honors program sponsors an autumn trip to the Hayes Presidential Center. Students are bused to Spiegel Grove, the President’s mansion and library in Fremont, Ohio. The evening begins with a wonderful dinner in the Victorian Era Dillon House, which is located close to the Presidential Center. The high point of the entire event is not the excellent atmosphere and dinner, but academic enlightenment. The honors program takes great care that only the highest quality guest lecturers are brought in for this event. During the dinner students sit with the visiting academic to ensure that the dialogue and discussion centers around the students, who are really the heart and soul of the honors program at Heidelberg College. After dinner there is always a challenging lecture and discussion, hosted in the Presidential Library. In short, this is a wonderful evening excursion that is sure to continue to gain popularity around the campus and community.

—Wesley Renfro ('03)

educational and social events offers another dimension of development to our students, and is something we plan to continue as we seek another speaker appropriate for both the Hayes Center and Heidelberg’s Honors Program for next year.

Finally, Heidelberg has built another bridge to the Hayes Memorial Library as we have placed students there for service-learning experiences. The honors program requires forty hours of community service in conjunction with a junior-level course on service learning. While each student fulfills his or her hours at a different site, the course meets once a week for reflection about his or her respective experiences. Two of our history majors have been pleased to offer their services to the Hayes Library. One student, Annaliesha Fragmin, spent a semester with a collection of photographs by Ernst Neibergall, working diligently to identify and date the subjects in the photographs. It was a task that required patience, independence, and reasoned thought. While it provided the library with assistance needed, it also offered our student valuable experience in a line of scholarship that will be directly related to her career. Another student, Matthew Bloom, who has a particular interest in Victorian home life, is studying the Hayes residence and the lifestyle of Rutherford and Lucy Hayes. (The title of his study is “Veranda with a House Attached: Life at Spiegel Grove in the Late Nineteenth Century.”) We hope to continue such mutually rewarding placements in the future.

The relationship between the Heidelberg Honors Program and the Rutherford B. Hayes Presidential Center has just begun. It is a model of collaboration for small schools with limited financial and cultural resources. It offers intergenerational experiences for students and for community institutions. Finally, it provides scholarship beyond the classroom. For “The Life of the Mind,” the Hayes Presidential Center is an ideal venue to develop an understanding of the Scholar, the Citizen, the Artist — and perhaps, the next year, the Scientist.  
Certainly there will be few that would argue the point that education is indeed the most accessible means in achieving social, economic, political, and cultural liberation. In fact, a traditionalist view may argue that education is the primary vehicle for democracy and social and individual mobility. However, in the United States the educational enterprise has not contributed to the overall achievement of liberation for many African Americans or for other minority populations (Hopkins 1997). Rather than serve as vehicles for liberation for African Americans and people of color, the educational enterprise has served, at best, as an agent for social, economic, political, and cultural reproduction. As Henry Giroux (1988) asserts:

...Schooling offers limited individual mobility to members of the working class and other oppressed groups, but it is a powerful instrument for the reproduction of capitalist relations of production and the dominant legitimating ideologies of the ruling group. (p. xx)

The reproduction of the proletariat and other oppressed groups is clearly illustrated through an analysis of national poverty rates for African Americans and other minorities. In fact, the State of Black America aptly situates the dynamic of school success for African Americans. The report concludes:

Inadequate preparation in unequal schools and continued racial prejudice have trapped more than a third of African Americans in a cycle of poverty and a quality of life comparable to the Third World countries. (2002, p. 142)

Dr. Ronnie Hopkins directs the honors program at Benedict College in Columbia, SC. A historically black college, Benedict offers a rigorous program in which its graduates must have given a presentation at a national conference, successfully defended a thesis, completed a community service project each year, and applied for entrance in a graduate or professional program. Benedict’s honors students are frequent entertainers at the National Association of African-American Honors Programs (NAAHP) with their program of traditional African music and dance complete with African dress.

Dr. Sandra Holt, director of honors at Tennessee State University, Nashville TN, has hosted the NAAHP’s last two conferences.
By virtually every measurable academic indicator, African Americans have always had to play catch up. Still today, African Americans face disproportionately high rates of drug use, homicide, teenage pregnancy, crime, poverty, unemployment, and underemployment. However, historically African American community leaders have always been optimistic about the future generations of African American children and youth.

The Negro race, like all races, is going to be saved by its exceptional men [and women]. The problem of education, then, among Negroes must first of all deal with the Talented Tenth; it is the problem of developing the Best of this race that they may guide the Mass away from the contamination and death of the Worst, in their own and other races. Men [and women] shall we have only as we make manhood [and womanhood] the object of the work of the schools - intelligence, broad sympathy, knowledge of the world that was and is, and of the relation of men [and women] to it - this is the curriculum of that higher Education which must underlie true life. On this foundation we may build bread winning, skill of hand and quickness of brain, with never a fear lest the child and man [and woman] mistake the means of living for the object of life. [Our emphasis]
- W.E. Burghart Dubois, The Talented Tenth, September 1903

Even ninety-nine years after Dubois articulated a schema for the African American intelligentsia to impact their community, today there is still a growing need for African American students to be afforded the opportunity for leadership training and graduate and professional studies recruitment. As a call to action, the National Association of African American Honors Programs Annual Conference held in Nashville, Tennessee on November 14-17, 2002 devoted the annual meeting to address this call. The conference theme, Minority Leaders in the Making: Preparing To Take Our Place in the World NAAAHP 2002 was a proactive stance for the preparation of African American scholars and other minority students.

The 2002 Conference was sponsored by an Excellence Grant awarded to Tennessee State University by Phi Kappa Phi Honor Society. This contribution afforded the NAAAHP to facilitate a comprehensive leadership experience for the student membership. Students engaged in exciting workshops, such as, effective communication, entrepreneurship, and corporate image. With over fifty graduate and professional schools and major corporations on site, students were afforded the opportunity to make graduate and professional school contacts and scholarship, fellowship, and internship connections. A record number of 406 students, faculty, staff, and long-time supporters of the NAAAHP registered for the 2002 conference. This marks the greatest number of conference registrants in the history of the organization.

Twelve years ago, the founders of the NAAAHP had a keen vision and unique insight that resulted in the creation of an organization that would “develop, enhance, and support honors programs” in all historically and predominantly African American institutions. To that end, the current leadership of the NAAAHP is determined to advance this mission to expand its directions to meet 21st Century challenges for African American student and faculty honors scholars. The 2003 theme for NAAAHP is Reclamation, Recruitment, and Renewal: An Honors Renaissance. With this declaration, the organization seeks to initiate a call to action to actively reclaim all former NAAAHP institutions and members, to recruit institutions that have not joined our academic ranks, and to renew African American honors teaching, research, and service efforts throughout the nation and the world.

Without apology, the NAAAHP strongly believes that the history, tradition, and culture of African Americans and peoples throughout the Diaspora is indeed the firm foundation for young African Americans scholars to build on in order to become productive citizens of our society. Indeed, the NAAAHP seeks to take its rightful place in the Academy as The Voice of African American Honors Education.

References

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For information about the National Association of African American Honors Programs (NAAAHP), contact Dr. Ronnie Hopkins, Benedict College, 1600 Harden Street, Columbia, SC 29204; phone: (803) 253-5413.
Terisa Cunha

Honors and Career Development: How Honors Can Work for the Students

Introduction

As an honors academic counselor, I continuously hear questions from students and parents pertaining to the value of honors work. Students frequently want to know why they should participate in honors, what they can gain from honors, and how honors is going to assist them in obtaining scholarships, graduate school admission, and top jobs. In essence, they are concerned about the career development potential of honors.

True, a large part of the career development potential of honors rests on the students’ shoulders. The students need to make the effort to take advantage of the opportunities that honors provides and take the time to adequately describe their honors experience to graduate schools and/or potential employers. However, the responsibility cannot solely lie with the honors student. The honors program/college must first have career development opportunities available for these students. In addition, those advising honors students must be able to communicate these opportunities to students as well as advise them on how to communicate their honors experiences to those outside of the honors program/college.

Finally, with these measures in place, students should engage in processes to enhance the marketability of their honors work.

The Role of the Honors Program/College

In order for honors programs/colleges to ensure that career development opportunities exist for honors students, it is critical that there is an understanding of what graduate schools and employers are looking for in college graduates. Various campus career centers provide information on what qualities/characteristics employers look for in job candidates. This information may be obtained through surveys or communication with recruiting companies. Based on these reports from the Career Center at University of Illinois Urbana-Champaign, Cleveland State University, and the University of Minnesota Career and Community Learning Center the characteristics sought by employers can be combined to create five categories.1

Terisa Cunha serves as an academic counselor at Oklahoma State University in Stillwater, OK. (All academic counselors must have earned honors program degrees.) OSU offers a General Honors Award based on 21-honors credit hours plus seminars or special interdisciplinary honors courses and a Department or College Honors Award for upper level students. OSU has about 640 active participants.
The categories are:

1. Communication ability (oral and written)
2. Ability to organize
3. Ability to engage in research
4. Initiative/Willingness to engage in extra work
5. Interest in a given area

Likewise, national surveys conducted outside of campus career centers have revealed that these characteristics are among the top ten qualities that employers seek in job candidates.2

Thus, with these categories in mind, the honors program/college can begin to identify opportunities that would allow honors students to demonstrate these skill sets or to develop the desired characteristics. At Oklahoma State University, there are several honors opportunities that can be used to develop or demonstrate these skills. Independent study opportunities allow students to demonstrate their initiative and their interest in a given area. In addition, during the process of independent study students may need to call upon the ability to engage in research and organize as well as employ communication skills.

The thesis required for the College/Departmental award as well as the Honors College Degree at OSU also provides students with the opportunity to refine and demonstrate these desired characteristics. Students are required to give a presentation of their thesis as well as engage in an oral defense of the thesis, both of which call upon the student’s communication skills. In addition, the process of working on a thesis requires that students be able to organize and often times engage in research. Finally, undertaking a thesis can also demonstrate initiative and interest in an area.

Honors contracts are another tool that honors students can utilize to demonstrate the desired skills to employers and/or graduate schools. For example, if a student were to undertake a contract that required the student to research a topic pertaining to the course material and present his or her findings to the class, the student would be able to exercise communication and research skills. Likewise, if a student engaged in a contract in which he or she assisted a professor with an ongoing research project, he or she could demonstrate interest in the research topic as well as a willingness to engage in extra work. A student could demonstrate organizational skills by completing a contract in which he or she determined a research topic and outlined the design for its study. Finally, a student could demonstrate his or her interest in a given field by finding a way to tie the field to a seemingly unrelated course. For example, if a computer science major completes a contract that involves designing a website for a chemistry course and the related course material, he or she has successfully incorporated personal interests with the course material. Therefore, honors programs/colleges can establish many avenues for students who wish to develop or demonstrate the characteristics that employers are looking for in college graduates.

However, just having these opportunities available is not enough. Many students complain that there is no value in undertaking honors contracts simply because they don’t understand the career development potential in contracts. Others value their honors experience but aren’t sure how to communicate it to those outside of the honors program/college. This is where honors advisors become important to the process of adding career development potential to honors. Those advising honors students must be able to keep the students aware of the honors opportunities that are available to them as well as to advise them on ways to communicate their honors experiences.

The Role of the Honors Advisor

First, it is important that honors advisors keep students aware of honors opportunities that may benefit the student. The first step in doing this is to be aware of students’ interests and goals. Discussing students’ interests in initial meetings with them or creating an information sheet that students fill out and return to the advisor may be methods for doing this. Once advisors are aware of student interests, they can better assist students in identifying opportunities that will be applicable and appealing to the individual student. For example, a psychology student interested in art therapy might be able to complete a contract in a philosophy course to discover ethical issues surrounding art therapy.

Likewise, a pre-med student enrolled in a history course might be able to examine the effect that history has had on medicine or vice versa. These possibilities might not be initially obvious to the student or the advisor but by identifying student interest, an honors advisor would be able to point these possibilities out to students. The next step is to communicate the benefit in the opportunities. In order to do this, it may be useful to survey honors alumni concerning the ways that their honors work benefited them and communicate this information to students or to adopt a mentor system in which honors alumni talk with current students about the benefits they received from their honors experience. Finally, those advising honors students need to be able to assist the
students in identifying ways to communicate their honors experience, such as suggesting that they create a related experience section on their resume to discuss honors work pertaining to their interests or helping them to determine the best way to list or describe their honors awards.

The Role of the Honors Student

With career development opportunities available to honors students and honors advisors working to communicate these opportunities and their value, the remaining responsibility for boosting the career development potential of the honors program/college lies with the student. Students must be willing to take advantage of the opportunities available to them. They must be willing to work along with their honors advisors to identify ways to incorporate their goals and interests into their honors work. Honors students must also realize that simply listing honors on a resume or application is not the best way to demonstrate the value of honors. Because honors may be different among various schools and non-existent at others, many employers and graduate admissions officers may not understand the value of honors. Therefore, honors students must be able to describe and explain what they have achieved in honors. For example, describing what was involved in a particular honors contract or listing the title of an honors thesis are more beneficial to the student than simply listing honors on a resume or application.

Summary

Therefore, in enhancing the career development potential of an honors program/college it is important to follow this three prong model in which the honors program/college provides the opportunities for development based on what employers look for in job candidates, the honors advisors help students to identify honors opportunities and their potential as well as ways to best communicate honors experiences, and students take the opportunities available to them and put forth the effort to adequately describe their experiences. With this model in place and the career development potential of the honors program/college increased, those working with honors students should be better prepared to tackle those tough questions about what the honors program/college can do for its students.

References

1 Information for these university career services was found at the following websites on March 17, 2003: www.careercenter.uiuc.edu/text/gettingajob//findingjob.asp, www.csuohio.edu/career/employlook.html, and www.cclc.umn.edu/students/qualitiesemployerlook01.pdf and www.jobweb.com/joboutlook/outlook7.htm on April 17, 2003.

Cheryl Achterberg

A Capstone Honors Course on Leadership

At the most recent NCHC conference in Salt Lake City, tremendous interest was shown for the subject of leadership development in honors programs and colleges. The purpose of this article is to: (1) summarize the rationale for teaching leadership courses for honors students as generated by conference participants and (2) share an example of an upper division honors course in leadership. It was felt by the group that a variety of introductory leadership courses are available in many institutions, but an academic, upper division course is relatively rare. It is hoped that this description might serve as a platform for others to develop other honors courses to fill this gap in their home institutions.

There are literally dozens of reasons that one might use to justify teaching leadership to honors students. The following reasons were generated by participants in the NCHC session noted above (in no particular order):

- Honors students will have careers that lead to leadership positions; therefore, they need preparation.
- Honors students need to learn there are many types of leaders and followers.
- Honors students need to assess their own strengths and what to work on.
- Honors students need to learn how to deal with different personalities and different situations.
- Honors students need to learn that leadership begins with public issues, issues that confront society.
- Honors students tend to start their college studies with a narrow, dictatorial view of leadership.
- Honors students tend to assume leadership positions in college and need to be more effective.
- Honors students tend to be “prenatal” leaders, requiring further development.
- Often assertive and aggressive personalities are selected for leadership positions, but quieter individuals may be more competent if they had more skills developed.
- A majority of honors students are women, but traditional leader role models are men; therefore, they need to be exposed to other models.
- There is a great need for leadership in this country and honors students should be prepared for this role.

Cheryl Achterberg serves as dean of the Schreyer Honors College founded in 1997 at Penn State University. The college has hosted several conferences on honors education. The program has 1700 students (300 freshmen) and is built around three components: academic excellence; international experience; and civic responsibility. Students must also complete a thesis. Active in the NCHC, Dr. Achterberg is a member of the Long-Range Planning Committee.
As for myself, I believe the rationale for teaching leadership can be built upon three premises. First, everyone will be faced with leadership, management, and “followership” moments. Second, certain skills are associated with each of these three positions. And third, these skills can be identified, developed, and rehearsed to improve effectiveness and efficiency. In short, leadership skills can be taught. Furthermore, I believe there is an urgent need to prepare honors students for leadership roles given the changes in society and current world affairs. Simply put, there is a larger need for leaders today and a greater demand put on leaders than ever before. As one source said: “Leaders throughout the world are embattled—they face compressed decision-making time frames, information-overload, and oftentimes, rigid organizational structures.” (CSIS Insights, May/June 2002, p. 1). With this point in mind, leaders need all the sound preparation they can get. It would seem incumbent upon honors educators, therefore, to better prepare the highest ability students for active leadership roles.

After extensive discussions with faculty across campus at Penn State, the Schreyer Honors College noted a gap in opportunities for undergraduates to study leadership at a more advanced level. Thus, a course was developed last year targeted to upperclassmen with significant collegiate leadership experience to serve as a capstone experience. Students from all majors were invited to participate. A fundamental assumption in developing this course was that graduates now change jobs an average of six or seven times. It is likely, therefore, that individuals will find themselves working in a variety of sectors across their career. Hence, the primary goal of this course is to compare and contrast leadership styles and strategies across corporate, political, military, and nonprofit sectors with an additional emphasis on similarities and differences in international settings.

The semester-long course met for three hours in the evenings to allow uninterrupted time for discussion, role-playing, simulations and other learning activities as well as guest presenters. The Dean of the Schreyer Honors College served as the lead instructor with co-instructor roles for professors from the School of Business, School of Information Sciences and Technology, Engineering, and Human Resources. This team worked together to design the syllabus (see Figure 1) and learning activities for the semester and each co-instructor made one presentation to the class. An additional key component to the course was a trip to Washington, D.C. over spring break that included seminar presentations and the collection of a variety of interviews along with group debriefings afterwards (see Figure 2). The Washington visit was developed and taught by Dr. Michael Mazarr, Partner of the Archigos Project and former President of the Stimson Center and Adjunct Professor at George Washington University. Given the personal nature of the arrangement, the individuals we visited are not identified in Figure 2, although the approach is complete and the plan could be used as a template for other course instructors, whether in our national Capitol or a State Capitol.

The major assignment in the course was to work in teams to “leave a legacy for the students who follow.” Last spring we had four groups. I would judge that two of these teams produced very strong projects that indeed have left a legacy at Penn State. Other assignments included class journals, readings, class participation, peer evaluation and a course portfolio. Student feedback about the classroom portion was very positive and students felt strongly that we should continue to offer this experimental course in the future. Feedback on the Washington, D.C. portion was mixed. Some of the students felt “deprived” afterwards because they sacrificed their spring break for this learning experience and had to “work really hard.” This next spring, the course will be offered again, separating the Washington trip from the actual course. Students enrolled in the course will have the first opportunity to go to D.C. over spring break, but the opportunity will also be opened to other students as well, space permitting. The activities in D.C. will not be part of the course grade.

As the lead instructor, I discovered that the experience reinforced my belief that our honors students can indeed learn to be better leaders and that we can provide a rigorous, academic honors experience on the subject at an upper division level. I encourage my colleagues in honors to create similar challenges in their home institutions and offer to collaborate with those interested in pursuing further discussions on the subject.
Figure 1. Abbreviated syllabus for Leadership Forum, a senior capstone honors course about leadership.

IST 497H: LEADERSHIP FORUM
Cheryl Achterberg, Schreyer Honors College, Penn State University
Spring Semester 2002, 3 credits

Course Schedule:

January 9 Class Introduction/Overview – Leaders as Learners/Learning to Lead (Entire Instructional Team) Class exercise based on J. Gardner’s Characteristics of Leadership.

January 12 (Saturday!) Team Building: C-7 Atherton, 9:30-11:30) - Gus Colangelo (lead instructor)

January 23 Changes in Leadership in Era of Globalization and Information Age – Steve Sawyer (lead instructor). Class discussion will be framed by a short case study of franchising a global brand into a local market.
Reading:
- “How to be a leader in your field” by Phil Agre. See: http://dlis.gseis.ucla.edu/people/pagre/leader.html

January 30 Corporate Leadership – Cheryl Achterberg (lead instructor)
Guest Speaker: “Strategic Leadership” Dr. Al Vicere, Exec. Education Prof. of Strategic Leadership
Reading:

February 6 Leadership in Nonprofit Sector – Mike Mazarr (lead instructor)
Case Study: Leadership in the Red Cross
Reading:

February 13 Political Leadership: Pol’s, Lobbyists, and Bureaucrats Cheryl Achterberg (lead instructor)
Reading:
- Lippman, Walter, “The indispensable opposition.” (on reserve)
- Havel, Vaclav, “Politics, morality and civility.” In: Summer Meditations. (on reserve)
- Eyewitness to Power by David Gergen (esp. last chapter)

February 20 Leadership in the Military/Security Sector – Donnie Horner (lead instructor)
Reading:
- Powell, C. “A Leadership Primer.” (handout)

February 27 International Perspectives on Leadership – Syedur Rahman (lead instructor)
Guest Panel: Hubert Humphrey Fellows
Reading:
- “Global Influentials” TIME.com World http://www.time.com/time/2001/influentials/
- Hermann, Margaret & Hagen, Joe D. “International decision-making: Leadership matters” (on reserve).
- Brodbeck, et al. “Cultural variation of leadership prototypes across 22 European countries” (on reserve).
Spring Break: **Washington Learning Experience** – See Figure 2.

**March 20 Local Perspectives on Leadership** – Cheryl Achterberg (lead instructor)

Guest Speakers:
- Barbara Farmer (Principal of Lemont/Houserville schools)
- Candace Danamaker, Mayor of Bellefonte and candidate for Lt. Governor

Readings:

**April 3 Living Life as a Leader: Self Reflections** - Cheryl Achterberg (lead instructor)

Guest Speaker: President Graham Spanier

Reading:
- DePree, Max. Leadership is an Art.

**April 10 Student Presentations**
- Group Final Project Due (if presenting today)
- Nonprofit Group (Big Brother/Big Sister)
- Higher Education (Increasing Diversity in the SHC)

**April 17 Student Presentations and Evaluation**
- Group Final Project Due (if presenting today)
- Corporate Group (Arts Fest)
- Ethics Group (1st Yr seminar case studies)

**Required Textbooks:**

**Required Readings:** (Note: all papers are on reserve at Pattee Library)
**Figure 2. Spring Break Leadership Visit to Washington, D.C.**

Day 1:  
- Evening Arrival

Day 2:  
- Presentation “Personal Leadership Visions” by various PSU alumni in D.C.  
- Role playing various leadership styles  
- Evening free

Day 3:  
- Presentation “Corporate Culture” by various PSU alumni in D.C.  
- Site visits/Interviews at various corporate headquarters  
- Debriefing  
- Evening free

Day 4:  
- Site visits to various Non-profit Agencies and Think Tanks  
- Site visits to government offices  
- Debriefing  
- Evening film, “Primary Colors” and discussion

Day 5:  
- Presentation “Leadership Styles in Japan”  
- Site visits to various embassies  
- Debriefing  
- Evening film, “Thirteen Days”

Day 6:  
- Role playing simulation: “A University in Crisis”  
- Debriefing  
- Concluding discussion  
- Luncheon  
- Return home

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Senior, Interdisciplinary Social Science Major (Sociology and Anthropology) Len Albright is a student whom all honors students should look up to as one who is constantly seeking new challenges in his education.

In the fall of 2001, Albright participated in the National Collegiate Honors Council’s 2001 Honors Semester titled “Reinventing Urban Culture.” The semester was in New York City, where he and 30 other honors students from around the country studied. One of the classes Albright found most interesting was “Documenting Community and Public Space.” The class, taught by Stuart Fishelson at Long Island University, was initially an introduction to the use of digital cameras. Each student in the class had a digital camera and went out into New York City in order to find a particular community or a type of space to illustrate photographically. About a week into the class, the tragic events of September 11 unfolded, and the direction of the class seemed to move away from capturing space and towards capturing time, people, energy, and emotion. “We were all so incredibly unsure of what was happening around us, and the cameras enabled us to slow down . . . to remove ourselves from the frantic pace of New York street life while standing in the center of it,” says Albright.

Each day as he walked to lunch or on an evening stroll, Albright noticed that he was walking past thousands of incredibly dramatic moments. “I fell in love with the sidewalks of New York, the benches on the subway trains, and the back alleys and side streets. This is where I took most of the photographs that I [later] entered in competition,” says Albright. “I wanted to capture those moments that help to create the mood of a night, the feel of the weather, the sadness and the beauty of how we live our lives.”

This past summer Len went to Chicago to present the research that evolved from his semester in New York and that became the foundation for his honors thesis “Hip-Hop Graffiti: Street Crime and Social Capital,” supervised by Dr. Fletcher Linder of the Anthropology Department. As a participant in the American Sociological Association’s Honors Program at the ASA National Conference, Albright joined a subcommittee on the Sociology of Consumption. After receiving an email from the group, Albright thought he could demonstrate his talent for photography in the 2002 Oxford University Sociological Photography Competition.

Albright entered five of his photographs in the contest and won the prestigious Second Prize for his photo “Britney Spears at an anti-War Protest.” His four other photographs all received honorable mentions, which alone is quite an accomplishment.

“The opportunity to enter and to place in the contest made me realize the amazing opportunities that the Honors Program has enabled me to take advantage of. The support, care, and encouragement offered by Dr. Gabbin, Prof. Wszalek, and Sandra Purington have been truly amazing,” comments Albright. “Truly, he is a student who needed little help in accomplishing high standards of academic achievement that make the Honors Program special.

You can view Len’s photos at: www.sociology.ox.ac.uk/events/competition2002.html
Wagner College is now in the middle of its second four-year cycle of an innovative curriculum known as the Wagner Plan for the Practical Liberal Arts. The Plan integrates three innovative structures with the classic liberal arts tradition of general education (multidisciplinary core courses) and a major. Students complete 36 courses (counted as units) in four years, taking no more than five units a semester. In all the Wagner Plan consists of seven units.

The three distinguishing elements of the Wagner Plan are (a) the First Year program; (2) an intermediate learning community ordinarily taken during students’ sophomore or junior year; and (3) a senior learning community taken either semester of students’ fourth year in conjunction with the capstone course of their majors. The First Year program consists of a first-semester learning community of two related courses taken by the same group of students and a reflective tutorial or seminar for the group taught by the courses’ faculty members. In addition, students are placed at various sites near the college where they complete 100 hours of community service.

Each intermediate learning community is a pair of courses from two disciplines that share elements on a related theme. The senior learning community is comprised of a summative course (usually a small seminar) in students’ majors, a reflective tutorial for the same group of students, and as in the First Year program, a field placement, in this case one that is closely related to an aspect of students’ majors but that once again stresses community service. All learning communities are developed by the participating faculty members. Some are repeated.

Wagner College has gained national acclaim from the membership of organizations such as the Association of American Colleges and Universities and the Institute on the Future of Higher Education, and even the popular press for our innovative implementation and realization of important trends in undergraduate education, including especially civic engagement of students, awareness of cultural and gender diversity on campus and in the community, and curricular response in higher education to the effects of globalization on American democracy. Three of our implicit

1 http://wagner.edu/wagnerplan/.

Dr. Miles Groth directs the honors program at Wagner College in Staten Island. Wagner is a private college with 275 honors students in a student population of 1500. Scholarship recipients are not required to participate in the honors program, but they are invited to do so.
guiding principles are (1) the application of theoretical principles from the arts, sciences and humanities in meaningful, personally rewarding work in public settings; (2) serious and ongoing reflection on the interface between intellectual concepts studied in the classroom and active engagement in civic life; and (3) a spirit of idealism that approaches the problems facing contemporary American culture with a sense of hope and the conviction that improvements can be made for society as a whole in part due to the participation of students studying at institutions of higher learning. Richard Guarasci, president of Wagner College and architect of the Wagner Plan, reported on one freshman learning community’s experience that he himself taught. The students, he wrote, “learned to express themselves, to differentiate opinions from arguments, to uncover the depth and complexity of issues, to encounter the social nature of knowledge making, and to connect learning to the needs of the communities around them [emphasis added].”

What is the place of an honors program in such a curriculum? The obvious question arises whether there is time for an honors program in such a demanding curriculum. In fact, six years of experience announce a resounding affirmative! A few examples of the compatibility of honors work with the Wagner Plan will illustrate. They will also recommend that a college with an NCHC-affiliated program considering adapting a version of the Wagner Plan to its curriculum will likely not need to worry whether its honors program would have to go. A basic principle of every honors program is that it is always tailor-made for the institution in which it is has a home. No two programs are exactly alike. Moreover, every program evolves as its institution transforms. At Wagner, our honors program is now in its second decade. In my tenure as director of the program, I have seen the advent of the Wagner Plan and participate in intermediate and senior learning communities. It was inevitable that as the college-wide curriculum changed, our honors program would have to adjust. We had already moved from initially conceiving of the program as a means of drawing better students to campus to making the program more demanding by raising the minimal semester GPA requirement from 3.0 to 3.5. During the summer prior to their arrival on campus we invite incoming freshmen that are President’s and Founders’ scholarship recipients to be candidates for membership in the honors program. (Any student may apply after meeting with the program director until the end of their sophomore year.) These fifty or so students must then show their mettle and after achieving a 3.50 or better GPA during their first semester are officially instated in the program.

Our program requirements include five courses designated honors (more and more of which are now college Scholars seminars that meet once weekly) and the completion of a senior honors project, which is proposed in the spring of students’ junior year, researched in the senior fall semester under the guidance of a willing faculty mentor, and completed for faculty approval and public presentation shortly before graduation. With the adoption of the Wagner Plan by our Committee of the Whole, it became clear that fresh adjustments to the program would be needed. Following are a few examples of what we have done or are planning to do. The First Year program requires 100 hours of community service during the freshman first semester in addition to four units of study, three of which comprise the learning community described above. Students indicate a preferred learning community after receiving their admissions packets during the summer. A fourth course is usually chosen for the incoming freshmen by the assigned adviser, who will also teach one of the courses in the learning community and reflective tutorial. We soon hit on the idea that offering these fifty students an honors-designated course as their fourth unit would help them begin to meet program requirements and also serve to encourage these exceptional first-year students to feel fully vested in the program. Taking an honors course also makes them feel already vested in the program.

A second example of how we have adjusted the honors program to the Wagner Plan relates to the intermediate learning communities. With the cooperation of faculty and the Dean of Experiential Learning (who coordinates the intermediate learning communities), we are currently offering each semester at least one learning community that is composed of two honors designated courses. In this way students can meet a requirement of the Wagner Plan and also two-fifths of the program’s course requirement.

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3 On the provision of travel scholarships for our ten top-ranking graduating seniors who have completed the requirements of the program see my article in The National Honors Report, “Venice: Fundraising at a Small Private College,” vol. XXII (4), Winter 2002, pp. 14-17.
A final example relates to the senior learning community. The senior reflective tutorial requires of every major what amounts to a bachelor's thesis. In the natural and social sciences, the project and thesis may take the form of empirical research. In the fine arts, a production or recital may meet this requirement. In computer science, a program does the same. We recognized that students in the honors program were now faced with completing two major research papers or projects in their senior year. The solution was obvious. Department chairs (who meet several times each semester) members will join forces in offering related courses at the freshman and intermediate levels. These alliances develop organically between faculty members who have shared interests; for example, the mind-body problem, ecology, and artificial intelligence.

There are two keys to the successful dovetailing of a curriculum that maximizes community service in a context of traditional liberal arts studies and an honors program. The first is careful planning of honors course offerings based on the cultivation of strong working relationships between department chairs and the honors program director. The second is judicious advisement throughout honors students’ college careers insure that, no matter how demanding the major, they can meet all college and program requirements in a timely way.

As more college faculties consider adapting principles of the model of the Wagner Plan to their curriculum, those of us who direct honors programs at such institutions may rest assured that our contribution to the campus intellectual environment need not be lost.

What is the place of an honors program in such a curriculum? The obvious question arises whether there is time for an honors program in such a demanding curriculum.

readily agreed with the program director that the senior reflective tutorial thesis could also meet the senior honors project requirement. It has been a challenge to implement program adjustments but we have been fortunate to have a willing and creative faculty. The director of the honors program is responsible for proposing the freshman honors courses (which are not represented in the course bulletin for registering students) and has suggested possible themes for intermediate learning communities. It is important to emphasize that the administration does not select which faculty

honors program director. The 2003 Satellite Seminar Series is entitled “The Dimensions and Directions of Health: Choices in the Maze”

For more information, check out the 2003 Satellite Seminar website at: www.ptk.org/nchcss/

4 Since each major also awards departmental honors to qualified students (whether or not they are in the honors program), the thesis/project may also be submitted for departmental honors.
### SUMMARY SHEET

***NCHC Budget is based on the General Fund's operating income & expenses; excluded are non-operating income & expenses***

#### REVENUE

Budget Approved for 2004

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#### EXPENSES

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#### EXCESS (DEF)

| EXCESS (DEF)  | 73,276       | 79,571       | 58,148       | 47,013       | 0                   | 36,021              | (2,925)       |

Notes:

(A) See attached for detail.

(B) Finance Committee recommendation (based on previous dues payments, non-renewals, non-payments, & memberships) and basis for allocating funds in preparation of respective budgets.

(C) Executive Committee approved; estimated membership revenues are based on previous years' membership and are not tied to the number of current memberships.

(1) This dues rate was approved at 11/2/96 Business Meeting and is reflected in Estimated Revenue beginning 1998.

(2) Interest income is anticipated annualized interest income in the general fund's mutual funds accounts. For 1997-1999 this income funded Scholarships and Mandatory Transfer to Reserve Fund. Beginning 2000 this income is to fund Scholarships only (see page 3 "B.Conferences & Projects").

(3) $28,115 from the Conference 2002 excess of $64,847 will cover the deficit for 2004.
# EXPENSES (Detail)

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Notes:

1. Required accounting fees, insurance premiums, and convention manager's fee ($2,726 in 1998; $2,325 in 1999)

2. Includes expenses of EC, IOB, and other organizational expenses.

3. Looselat membership & committees directory. Beginning 1998 postage is included in this expense. The number printed and mailed increases every year.

4. In 2000, EC approved excluding travel from "Other Organizational Expenses" and increasing "Travel" to include each year each officer attending one conference outside his/her region.

5. Abbreviations used in notes:
   - EC = Executive Committee
   - IOB = Interim Operations Board, composed of elected officers who conduct essential NCHC business between the annual meetings
   - P = President
   - PE = President-Elect
   - VP = Vice President
   - IPP = Immediate Past President
   - EST = Executive Secretary/Treasurer
### B. Conferences and Projects

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**Notes:**
1. For 2000 there was no Teleconference. Beginning 2001, Phi Theta Kappa is conducting the Teleconference.
3. For 1997, VP authorized the Topical Conference be conducted by the Evaluation Committee for the Summer Faculty Institute. Expenses are reflected here; offset by income generated from the Institute.
4. Request a change in scholarships re: Standing Orders.

### C. Boards

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**Notes:**
1. FFH was not published from 1997-1999; in 2000, it was revised & renamed Journal of the NCHC (JNCHC).
2. Does not include revenue generated from sales of JNCHC & NHR; revenue is included on page 1 in Revenue-Miscellaneous and Publications.
3. Expense for 2000 decreased due to Spring/Summer issue being a joint issue.
4. In 2000, EC approved printing both Teaching and Learning in Honors & Place as text.
5. 1998 expense was for 1997 awards ($350) and 1998 awards ($350).
6. Matching contribution in 1998 was $2,500; 1999 was $3,000. Beginning 2000, $2,500 is allocated annually, or match Portz's gift if that gift is greater than $2500.
## EXPENSES (Detail)

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<td></td>
<td></td>
<td></td>
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<tr>
<td>Technology &amp; Distance Education Comm</td>
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<td></td>
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<tr>
<td>Two-Year C</td>
<td>250</td>
<td>0</td>
<td></td>
<td></td>
<td>12</td>
<td>4,085</td>
<td></td>
</tr>
<tr>
<td><strong>Committee</strong></td>
<td><strong>2,971</strong></td>
<td><strong>7,370</strong></td>
<td><strong>1,631</strong></td>
<td><strong>12</strong></td>
<td><strong>7,325</strong></td>
<td><strong>5,214</strong></td>
<td><strong>4,085</strong></td>
</tr>
</tbody>
</table>

Notes:  
(A) A blank indicates committee submitted no request; a zero indicates committee submitted a zero request.  
(1) Beginning 2001 budget, new line item.  
(2) Beginning 2002 budget, new line item.  
(3) $603 of 1998 expense was for 1997 Eval Cmte meeting.  
(4) Honors Semesters Committee is self-sustaining; neither revenues nor expenses are shown on this report.  
(5) 1999 and 2002 incurred expenses are for site visits to EST candidates' campuses.  
(6) *This expense was paid from the Endowment Fund  
(7) Added in 2003. The site selection process is completely distinct from the work of any Conference Planning Committee for a given year and location. Recommend to transfer to Conference Budget.  
(8) Recommend $500 moved to Conference 2003 Budget.
Interested in joining the NCHC?

Please use the application below to apply for membership.
Mail your payment with the application to:

Elizabeth Beck, Executive Secretary/Treasurer
National Collegiate Honors Council
Iowa State University
2130 Jischke Honors Building
Ames, IA 50011-1150
nchc@iastate.edu

Questions? Please call us at (515) 294-9188 or fax us at (515) 294-2970.

MEMBERSHIP APPLICATION

I wish to apply for the following membership (check one):

_____ Student ($35)
_____ Institutional ($250)
_____ Faculty from member institution ($50)
_____ Faculty from non-member institution ($125)
_____ Affiliate Member ($50)

I enclose $________________ in payment of a one-year membership.

Name (print or type) ________________________________

Title ______________________________________________
Institution __________________________________________
Mailing Address ______________________________________
City, State, Zip ______________________________________

Telephone __________________________ Fax______________
Email ______________________________