

## INSIDE...

PAGE 2

- **OUTLOOK: A Vision for the New Millennium**

PAGE 5

- **Delaware Scholars Active on Two Fronts**
- **California Scholars Create E-mail List**

PAGE 9

- **A New NAS Affiliate in Indiana**

PAGE 10

- **Washington Association Sponsors Talk by Glynn Custred on the Kennewick Man Case**
- **CUNY Scholars Form Association for the American Founding**

PAGE 11

- **NAS Affiliates**

PAGE 12

- **How to Join the NAS**

## HOW TO JOIN THE NAS...

Membership in the NAS is open to all present and former university or college faculty members, trustees, administrators, current graduate students, and independent scholars sharing the NAS's principles. Renewable annually, membership includes a one-year subscription to *Academic Questions*, *NAS Update*, and reduced admission rates to national conferences.

Annual dues are \$42 for full-time faculty members, administrators, and independent scholars, and \$22 for graduate students, adjunct faculty, and academic retirees. Please add \$10 for foreign non-Canadian membership.

To join, please remit the appropriate amount in a check payable to the NAS. Please include your name, address, institution, position held, e-mail address, and telephone numbers for home and school. Send to:

### NAS...UPDATE

2001: Volume 11, Number 3

Publisher: National Association of Scholars  
Editor: Gary Crosby Brasor

*NAS...UPDATE* is published quarterly as a service to the members of the **National Association of Scholars**, a non-profit, tax-exempt educational organization located at:

221 Witherspoon Street, 2nd Floor  
Princeton, New Jersey 08542-3215  
609-683-7878/tel  
609-683-0316/fax  
nas@nas.org  
http://www.nas.org

© 2001 by National Association of Scholars  
All rights reserved  
ISSN 1089-0874

**National Association of Scholars**  
221 Witherspoon St., 2nd Floor  
Princeton, NJ 08542-3215 Ω

*please remember us...*

*when you are writing or updating your will. A bequest made to the National Association of Scholars will help us continue to champion reasoned discourse and intellectual freedom in higher education for years to come.*

## New York Conference

Nearly 300 scholars met at The Roosevelt Hotel in New York City, from January 12 through 14, 2001 at the ninth national NAS conference to discuss various aspects of the theme *Taking Measure: Higher Education at the Turn of the Century*. NAS president **Stephen H. Balch** welcomed the audience by recalling educators to their civilizing mission, saying that “the unique nature of our civilization is that it is a work in constant progress...whose... genius lies in its ability to explore and discover that which favors the development of humanity’s noblest qualities.” (For the greater part of his opening remarks, see “Outlook,” page 2.)

NAS executive director **Bradford P. Wilson** moderated the opening panel, “Education and Our Civic Culture,” which explored the possibilities of enhancing the teaching of civics and American history. **James G. Basker**, president of the Gilder/Lehrman Institute and professor of English at Barnard College, after making reference to the negative assessments of historical knowledge in K-12 nationally, described the efforts of the Lehrman/Gilder Institute to promote the study of American history at all levels. The institute’s programs include historians’ forums and traveling exhibitions, including one on the history of the Abolitionist movement. The Institute also founded a pilot history high school in Queens five years ago—the Academy

of American Studies—whose first graduating class last year had a 95% graduation rate and scored seventh among public schools in New York City on the Regents’ exam. **Robert P. George**, McCormick Professor of Jurisprudence at Princeton University, told the audience that “students come to us almost completely misinstructed in American civic education,” particularly in the nature and value of liberty. George sees his role as introducing students to an idea of liberty that is in harmony with the thought of the American Founders, demonstrating the genius of the

*Continued on page 6*

## NAS Science Newlist Returns

Lovers of science and fans of the outré in contemporary scholarship can look forward to the reappearance of the *NAS Science Newlist*, scheduled for this spring. In a new and sprightly electronic format, the *Newlist* will again cover the risible, though dangerous, activities of science’s academic foes, and provide other informative accounts of controversies pertaining to the politicization of science, government funding of science, and the quality of science education in our colleges and schools. For the first time, the *Newlist* will also contain regular and guest columns, a letters section, and hyperlinks to more extended treatments of the subjects it covers.

*Continued on page 5*

# OUTLOOK

## A Vision for the New Millennium

by Stephen H. Balch, President

[Note: This essay is adapted from remarks delivered at the opening of the Ninth NAS General Conference.]

For those of us who admire the work of Stanley Kubrick—2001—the true millennial year—will forever be associated with the idea of transcendence, the subject of his legendary film. My candidate for its most unforgettable moment comes when the primitive hominid, who has just learned to use a jawbone as a weapon, hurls it triumphantly into the air. As the bone reaches its apex, Kubrick melts the image into that of a space station, gliding through orbit to the tune of the *Blue Danube*. In a juxtaposition encapsulating all human progress, we are taken from the state of nature, hulking and brutish, to the seemingly effortless realm of high-tech mastery. And that, of course, is only the beginning of Kubrick's story. Another giant step lies beyond.

The movie's merged images suggest mankind's millennial dilemma, how to reconcile the mounting conflict between the two facets of his nature—that which embodies the animal past, the sensate self of primal appetite and emotion, and that which points to a fully humanized future, where passion is harnessed to intellect and conscience. As educators, there should be little doubt which of these facets we should be nurturing, were it not for the fact that the logical choice seems to fly in the face of so much of contemporary academic opinion.

But let there be no doubt, as educators, ours is a civilizing mission. Not in the nineteenth century sense of spreading superior forms of social organization from one part of the world to others, but in the broader Kubrickian sense of helping move all of mankind along its upward path. In saying this, I'm not endorsing what might be seen as 2001's utopian presumption—that our species can attain a godlike station. Succumbing to that is one of the dangers we must avoid. Rather, I'm

suggesting that the unique nature of our civilization is that it is a work in constant progress, and, thus, also, the quintessential work of progress, whose genius lies in its ability to explore and discover that which favors the development of humanity's noblest qualities. At its heart is not an everlasting set of social arrangements—the specific ways of doing human business that define many of the differences studied by students of comparative culture—but an ensemble of aspirations and organizing principles, together with a steadily expanding body of knowledge about the workings of the world. The aspirations are to truth, justice, beauty, and well-being. The principles—progress' motor—combine freedoms and disciplines, the first to allow creativity to flourish, the second to ensure that it takes a constructive course.

This is a civilization in which all of mankind can participate, and has participated, because it embodies universal goods. To be sure, during the last five hundred years at least, it has been most emphatically the project of that part of mankind living in Western Europe and its outliers. But its earlier scenes unfolded in a multiplicity of milieus, including, notably, Song China, the Abbasid Caliphate, the Gupta Empire, the whole panoply of cultures of the ancient Near East, and, of course, classical Greece and Rome. (And, in following Kubrick's vision, let us add also those long epochs of human prehistory, whose inventors, though unrecorded, had a cumulative influence greater than all their successors.) Our forward looking civilization, at last fully self-conscious of its special nature, is open to everyone, and is being rapidly enriched and broadened by contributors from every part of the globe.

But, alas, it harbors a serpent in its bosom. Hence, the tension to which I alluded in my opening. Our achievements are double-edged swords, as subversive as empowering, as conducive

to backsliding as to further ascent. The great quest that our civilization has become, falters under the growing burden of ever coarser self-indulgence, hoping all the while that technical mastery will save it from the otherwise inevitable consequences. One of the goals of a good education is to advance a caution here, to remind our fellows that the governance of nature requires the governance of self, and that the dissipation of soul must necessarily lead to a dissipation in power. Kipling, in his poem "The Gods of the Copy Book Headings," supposed that this could be counted on as one of the tasks natural to schools. He evidently hadn't seen the contemporary classroom.

But let's not dwell on that troubled locale. Let's consider instead what responsible participation in the great project of civilization requires of the academy. Whatever that is, should form the core of our agenda.

First, it requires an explicitness of civilizing vision and a loftiness of civilizing purpose. The academy should be a marketplace of ideas, but a marketplace, in and of itself, constitutes too humdrum and amorphous an image to inspire much passion. Adam Smith, the most successful advocate of markets, didn't bank on the beauties of competitive bidding to justify them, but talked instead of the wealth of nations and escape from the stationary state—"progress," in a word—to win his readers.

Post-modernism has a vision, and an alluring one to boot, well-suited in many ways to the consumerist age: immediate and universal wish-fulfillment. We need something both more realistic and uplifting, and have it, I think, in progress; not merely toward greater wealth, but toward the ever fuller realization of the human potential in mind, spirit, and character. Such an evocation can assume a number of forms, mixing the secular and religious, according to our different lights. But its unifying theme will necessarily be the dignity and nobility of man, his unique place in the world, and his onward march—tenets shared by a variety of traditions.

We live in a culture fallen into the habit of belittlement—a belittlement, even a disparagement, that extends to mankind itself. Along with being advised that the satisfaction of creature cravings is the sum total of human life, we're also warned that we're just one among many creatures seeking to

do the same. Lowly strivings imply knowing one's place. But can arguments meant to win the hearts of men, long subsist on human denigration? Only if nothing better is offered. Thus, we must offer it.

Imagine the possibilities. The epic of humanity has a plot line, a master narrative. It is the account of man's struggle to distinguish himself from brute creation through increasing self-awareness, self-control, and the reorganization of natural and social environments. It contains, to be sure, long uneventful stretches, innumerable digressions, and moments of painful retrogression. But it is also replete with adventure, heroism, brilliant ingenuity, and a glorious and expanding universe of ideas—sired by that ingenuity out of mother necessity—which is richly complex, deeply fascinating, and of immense power. If we offer that story as the framework for all else that we do as educators, and with the enthusiasm it should naturally evoke, how can we fail to rout the stunted conceits that would oppose it? However unheroic we feel our time to be, the romance of the mind still fires the heart. So let it be engraved on our banners.

Second, we must understand that the function of education—if that is indeed to civilize—is as much *conserving as critical*. Perhaps the chief operative delusion of contemporary pedagogy is that every student should be encouraged to discover all things, or at least as much as possible, afresh. Students should, of course, be encouraged to think critically, if by this is meant applying the tests of evidence and logic in considering things they know well; being alert for fallacious modes of argument and deceptive rhetorical ploys with respect to any issue; and being able to wisely evaluate claims to intellectual authority outside of domains where they have a personal competence. But to perform successfully any of these operations they must also possess reliable bodies of knowledge, with which no one is born, and which no one could possibly amass alone. As even Newton said—we stand on the shoulders of giants, to say nothing of those of the much larger number of lesser folk who have collectively raised civilization's edifice. It is our responsibility to see that this painfully accumulated mass of understandings is effectively communicated to succeeding generations. They cannot, as we did

*Continued on page 4*

not, tease it all out for themselves, building Rome anew in each and every lifetime. Meeting this responsibility will require a self-confidence greater than we have recently shown, and a judgmentalism we are ritualistically advised to shun.

Does this mean the imposition of orthodoxy? Not if we also have the humility to understand our limits, and the ability to recognize the latitude—differing from field to field—within which scholars have room for reasonable disagreement about what is known and worth knowing. In the humanities and the social sciences, this latitude is substantial indeed, but it is not without bounds. The incoherent, the dishonest, and the cranky—of which there is much today—should be beyond the pale in any discipline with the intellectual integrity to deserve that label.

There are also positive messages we should wish to convey. The life of the mind depends on freedom, an ideal that cannot be successfully detached from liberal education's essential meaning. Objective inquiry and reasoned discourse, though now actively disparaged as illusions, also stand at its core. We shouldn't feel ashamed in explicitly defending them.

Third, we should model the highest aspirations of our civilization in our professional conduct, reinforcing precept with example. What this means was well expressed in the AAUP's framing document, *The 1915 Declaration of Principles*, when that organization's founders stated that "*the liberty of the scholar within the university to set forth his conclusions, be they what they may, is conditional by their being conclusions gained by the scholar's method and held in a scholar's spirit; that is to say, they must be the fruits of competent and patient and sincere inquiry, and they should be set forth with dignity, courtesy and temperateness of language.*"

One needn't look far in academic life today to see the extent to which these injunctions are now honored in the breach. With much of the academy rejoicing more in the passions than the mind, scholarly deliberation can sometimes remind more of Jerry Springer than Mr. Chips. Conferences now carry names such as "Revolting Behavior," and "Rage Across the Disciplines," and Routledge has more than preserved its position

as a leading scholarly publisher through books with titles like, to take some hot-off-the-presses examples, *Impure Acts* by Henry Giroux, and *Castration* by Gene Taylor, the latter, by the way, with an accompanying blurb from Maggie Paley, identified as the author of *The Book of the Penis*. This represents more than just a perfectly defensible interest in the Dionysian side of life, it is an on-the-job participation in it. And frequently accompanying is another subscription to contemporary excess, the adulation of celebrity. Rather pathetically, a segment of the academy has raised a favored few of its own into "star status," mainly based on the amount of excitement they generate and the salaries they command. None of these purported celebrities would turn a single head on Main Street, but as testified by the success of a publication like *Lingua Franca* (which, as Alan Kors once put it, is the academy's *People Magazine*), large numbers of professors seem to hunger for sensational stories and beautiful people about which to buzz.

Needless to say, most academics have not surrendered to such riotous behavior, but the vulgarity still goes deep. The conflict between the baser and more elevated human capacities finds too many of our colleagues in the wrong camp. Our claim to the attention and respect of both students and public depends on again taking the words of Dewey, Lovejoy, and the other architects of the AAUP to heart. Without becoming stodgy or fussy, we must regain the dignity and sobriety which careful scholarship and beneficial teaching require. The work of a civilization in progress is as much a matter of *how* as *what*. By recovering our lost sense of high purpose we will also recover our sense of scholarly style. Ω

### The National Association of Scholars

mourns the passing of

**Willard V. Quine**

1908-2000

A friend and valued member

of our board of advisors.

## Delaware Scholars Active on Two Fronts

When the Committee on Diversity and Affirmative Action of the faculty senate at the University of Delaware (UD) requested a resolution calling for the University to hire faculty on the basis of race, the Delaware Association of Scholars protested. The proposed resolution encourages departments to "hire both the first choice and short-listed minority candidate if the minority candidate is not the first choice." DAS president **Jan H. Blits**, in a letter to the chairman of the UD board of trustees, recalled that the DAS had objected to the committee's proposal "when it was first presented by the Delaware chapter of the AAUP in its newsletter of March 20, 1998." Now, nearly three years later, Blits reiterated the DAS's concern, questioning whether it is legal, given our civil rights laws and the recent interpretations of the Supreme Court, to treat different races differently in the hiring process. If it is not legal, might not those who participate in preferential hiring, Blits asked, "be personally liable to punitive fines"? UD president David Roselle offered to answer the question if the faculty senate officially asked, but the faculty senate rejected a proposal to ask and passed the committee's resolution (with cosmetic changes) by a wide margin on March 5, 2001.

On another front, the DAS's Delaware Textbook Assessment Committee last year published a ten-page pamphlet, *Textbooks Under Scrutiny*, that analyzes and ranks half a dozen high school history texts. The textbook committee consisted of six experienced secondary school teachers (**David S. Huber**, Springer Middle School; **Jean Marie Leonard**, Brandywine High School; **Michael Prince**, Mount Pleasant High School; **Wayne S. Smith**, Concord High School; **John Walsh**, Archmere Academy; and **Paul Wellborn**, Concord High School), a Ph.D. in chemistry (**Roland G. Downing**), and a professor of history at the University of Delaware (**Raymond Wolters**, Thomas Muncy Keith Professor of History). Aided by a grant from the Crystal Trust, each committee member was provided copies of all six texts. The pamphlet assesses each text with a page of analysis and a letter grade. Grades

ranged from "D" for Glencoe McGraw-Hill's *The American Journey* by Joyce Appleby, Alan Brinkley, and James M. McPherson to "A" for Houghton-Mifflin's *History of World Societies* by John P. McKay, Bennett D. Hill, and John Buckler. The DAS is distributing copies of the pamphlet to social studies teachers in Delaware to help them in selecting history texts for their students. Anyone wishing a copy of *Textbooks Under Scrutiny* should contact **Raymond Wolters** at the University of Delaware (302-831-2378 or wolters@udel.edu). Ω

## California Scholars Create E-mail List

The California Association of Scholars invites NAS members in other state affiliates to join its e-mail list, called CASNET. CASNET is a free, relatively low-traffic list that covers issues in higher education that are of interest to the CAS and the NAS. Postings consist of articles that appear on the World Wide Web. Most items that are posted to the list are national in scope; most of those that cover California developments will be of interest to non-Californians as well. NAS members who wish to subscribe to CASNET should e-mail **Thomas Wood**, executive director of the CAS and the moderator of the list, at cas@calscholars.org. Ω

NAS SCIENCE NEWSLIST...continued from page 1

The NAS Science Newslit will be jointly edited by **Malcolm Sherman**, Professor of Mathematics at the State University of New York/Albany and **Dr. Lee Zwanziger**, who serves on the staff of the National Academies (formerly the National Academy of Sciences, the *other* NAS). It will appear about eight times a year, every six weeks. As the *Newslit* will be an electronic publication, we would like members wishing to receive it to send us their e-mail address. Please send your address to sciencenews@nas.org. The *Newslit* will also be posted on the NAS website (www.nas.org). Needless to say, there will be no charge to our members for receiving it.

The revival of the *NAS Science Newslit* was made possible due to a generous grant from an anonymous donor, who has our deepest thanks. Ω

American Constitutional scheme, and tempering his students' sense of self-importance and entitlement with the notion of civic responsibility. **George McKenna**, professor of political science at the City College of New York, while calling CCNY "the Ellis Island of colleges" and praising the diverse background of its students, observed that faculty hiring is governed by racial preferences, and faculty attendance at harassment seminars is mandatory. McKenna noted that rules for students are not enforced, the physical plant is in disrepair, and class size often greatly exceeds official limits. He saw administrators as shirking their responsibility for maintaining discipline and order, and put his hope for the College's future in a change of leadership. **Wilson Carey McWilliams**, professor of political science at Rutgers University, acknowledged that American students were "wretchedly informed" about public affairs, but was less concerned about their ignorance than their apparent lack of interest in public life and the fact that Americans in general minimize their civic obligation. Citing Aristotle's comparison of politics with exercise, McWilliams said that democratic politics involves perseverance—having to listen to fools and master a stupefying amount of detail—simply to accomplish the first part of citizenship, which is learning to obey; only afterwards, he said, can you learn to rule.

Early Friday afternoon, **Herman Badillo**, chairman of the board of trustees of the City



**Herman Badillo**  
Keynote Speaker

University of New York (CUNY), delivered the conference's keynote address. Badillo recalled the work he and **Benno Schmidt** performed, in the face of stiff opposition, to raise standards at CUNY by removing remediation from the four-year colleges. Although critics predicted high dropout rates, their attacks may well turn out to be baseless, since many students took summer courses, showing their eagerness to redress their deficiencies. As evidence of the success of reforms he helped enact, Badillo mentioned the improved reputation of the CUNY School of Law, the introduction of a requirement for CUNY teachers to pass a teachers' exam, and praise from the mayor, coupled with a promise to allot more funds to CUNY. Following the address, **Barry Latzer** of the CUNY Association of Scholars presented Badillo and Schmidt with plaques in appreciation of their "courageous dedication to academic reform at the City University of New York."

**James Traub** of the *New York Times Magazine* moderated Friday afternoon's panel on the timely topic, "Academic Reform and the Future of the City University of New York." **Lenore Beaky**, professor of English at LaGuardia Community College of CUNY, discoursed on dead white males, beginning with Matthew Arnold, who, she said, didn't know what the best was but wanted to teach it. Reacting to the complaint of "cafeteria-style" courses, Beaky claimed that students do not need more boxes and tracks, but more freedom and more free play for their minds. She criticized the ACT test at CUNY as having too many questions, and said that the essay test privileges formulaic writing and would wreak havoc on courses. **Haig Bohigian**, professor of mathematics and operations research and chapter chair of the Professional Staff Congress of John Jay College of Criminal Justice, likened CUNY to a large oil tanker that couldn't be turned around quickly, in spite of the 1999 board of directors' decision to do so. Bohigian complained that tuition paid more than 37% of the CUNY budget, while the city's contribution was less than 15% of that budget, and predicted that the money saved on education today will have to be spent on prisons tomorrow. **Dorothy Lang**, associate professor of management, College of Staten Island, CUNY, and chairman of the City University Association of Scholars, felt that the greatest threat to reform was the practice of "playing the race card," and asked for an end to accusing reformers of racism. She counseled that CUNY needs to work with the public schools, but,

picking up on Bohigian's metaphor, warned that its efforts should not depend on the schools' ability to turn around *their* very large tanker. **Louise Mirrer**, Executive Vice Chancellor for Academic Affairs, CUNY, said that the intellectual wealth of CUNY depended on integrating its twenty colleges, and announced a university-wide honors college to open in the fall of 2001. She pointed out that CUNY is the main supplier of K-12 teachers to the New York City school system, and said that the university is planning partnerships with the city—incubator industries to attract seed capital, particularly for minority businesses.

The Grand Ballroom was crowded on Saturday morning as **Candace de Russy**, trustee of the State University of New York, introduced an address by **Ward Connerly**, regent of the University of California (UC). After recounting a humorous touch to his meeting with President Clinton as part of a



**Ward Connerly delivered**  
Saturday morning address.

"national dialogue on race," Connerly praised NAS members Thomas Wood and Glynn Custred for framing California's Proposition 209 and convincing him to join them. Connerly described recent efforts in California to rescind SP1, the UC proposition banning racial preferences, and warned that we need to keep up the battle nationally, because our successes in opposing affirmative action can be rolled back. The concept of diversity, he said, has been substituted for affirmative action without resistance or response from us, and advised doing research on the alleged beneficial effects of diversity. Connerly announced that he is

planning to propose an initiative to have the federal government stop counting people by race as a way of preserving Constitutional guarantees of individual rights.

Connerly's address segued into the morning panel, "In the Twilight of Racial Preferences: Diversity and Affirmative Action in Student Admissions," moderated by **Jay Bergman**, professor of history at Central Connecticut State University and president of the Connecticut Association of Scholars. **Stanley Rothman**, Mary Huggins Gamble Professor of Government Emeritus at Smith College and NAS national chairman, provided the results of his research on attitudes toward racial preferences, saying that Asian and white students are against preferences for students, faculty are against preferences for faculty, and administrators and faculty as a group are more opposed than students to preferential hiring of faculty. Rothman disagreed with the thesis of Bok and Bowen about the incidence of interracial friendships, predicting that our country will become increasingly fragmented if we continue to count by race. **Thomas E. Wood**, executive director of the California Association of Scholars (CAS), said that research he is doing disconfirms the hypothesis that there is a connection between ethnic diversity and student quality. **Gail L. Heriot**, professor of law at the University of San Diego School of Law, recalled that during the Proposition 209 campaign, when people asked how we could work without preferences, she replied that we should improve the school system. Instead of heeding that advice, she said, people have insisted upon short-term solutions, such as the percent solutions of California, Texas, and Florida. Heriot argued that percent solutions shelter underperforming schools from the necessity to improve, but predicted their continued use based on their political viability. **Michael Meyers**, executive director of the New York Civil Rights Coalition, in reviewing the establishment of black programs at Cornell, faulted the regents for going against their own rules and giving in to black students' demands for segregation. As the Cornell precedent was followed elsewhere, black and Asian programs developed apart from mainstream white programs, Meyers pointed out, reinstating separate but equal at the university level. Given that changing demographics will necessarily entail racial

*Continued on page 8*

diversity, Meyers wondered whether universities will be able to uphold the high standards implied by their name or will be downgraded.

Following the banquet luncheon, **Herbert London**, president of the Hudson Institute, and John M. Olin University Professor of Humanities at New York University, presented the Peter Shaw Memorial Award to **Robert Conquest** in absentia and delivered Conquest's acceptance speech. Stephen Balch presented the Barry R. Gross Memorial Award to **Alan Charles Kors**, and Stanley Rothman honored **Eugene Genovese** with the Sidney Hook Memorial Award. (The full texts of the acceptance speeches will appear in *Academic Questions*.)

**Adam Scrupski**, associate professor at the Graduate School of Education at Rutgers University, moderated the afternoon panel, "Schools of Education: Reforms or Alternatives?" **Chester E. Finn, Jr.**, president of the Thomas B. Fordham Foundation, traced the problem of poorly prepared public school teachers to the monopoly that schools of education, supported by a national cartel of educational associations, have on teacher certification. As a cure, he advised changing state policy to make teacher certification voluntary, thus opening up entry to the profession. **Sandra Stotsky**, Deputy Commissioner for Academic Affairs and Planning in the Massachusetts Department of Education, agreed that power resides in those who control regulations and gave as an example a document she recently helped produce on teacher certification standards, which has become law in Massachusetts. Recognizing the need for subject matter expertise, long an area of neglect in teacher preparation, Stotsky expressed gratification that the new regulations require 36 hours of credit in a subject taught in high school. **David M. Steiner**, Associate Professor, School of Education, Boston University, differed with the prior two speakers, saying he didn't think that the schools of education were the place to start with reform. He cited rising SAT scores for students in schools of education, and felt they most needed professional development programs, including courses in the history and philosophy of education. **Leon Botstein**, president of Bard College, did not share other panelists' dim view of current methods of education, but suggested abolishing schools of education and even education majors. Botstein suggested that, as part of

The National Association of Scholars  
mourns the passing of  
**Leo Raditsa**  
1936-2001  
An ally and respected member  
of our board of advisors.

these changes, the subject matter of education be integrated into the arts and sciences, with the philosophy of education taught in philosophy departments and the politics of education taught in political science departments.

Saturday's program concluded with meetings of the disciplinary sections, including a discussion of "The Teaching of Evolution in K-12" by the Committee on K-12 Education and "A Conversation with Eugene Genovese on History, the Historical Society, and his Work-in-Progress" by the history section. In addition, the Teaching the Great Books section presented three papers, while the Behavioral and Social Sciences section asked the question "Is It Time for a New Sociology/Anthropology Organization?" and the Culture Wars section discussed "The Pendulum Swings: Setbacks and Successes in the Academic/Culture Wars."

**Carol Iannone**, editor-at-large of *Academic Questions*, moderated Sunday morning's panel, "Pleasing the Customer: The Academic Consequences of the Consumer-Driven University." **Stanley Aronowitz**, Distinguished Professor of Sociology at the CUNY Graduate Center, after positing the model of the student as consumer using money capital to buy cultural capital, observed that since enrollment in city colleges requires simply a GED and money, CUNY is effectively setting up anti-consumerist barriers in calling for standards. Aronowitz favored a classical education presupposing a spirit of medieval collegiality in the faculty, and regretted that institutions have become increasingly indifferent to content, reducing the college degree to a commodity necessary for entering the work world. **Paul Gottfried**, professor of humanities at Elizabethtown College, sided with Aronowitz, noting the crass commercialization of education in recent years and the emergence of students as customers. Gottfried felt that while schools that take federal money have no choice but to adhere to multicultural guidelines, institutions like Yale, Harvard, and Penn could spend more on

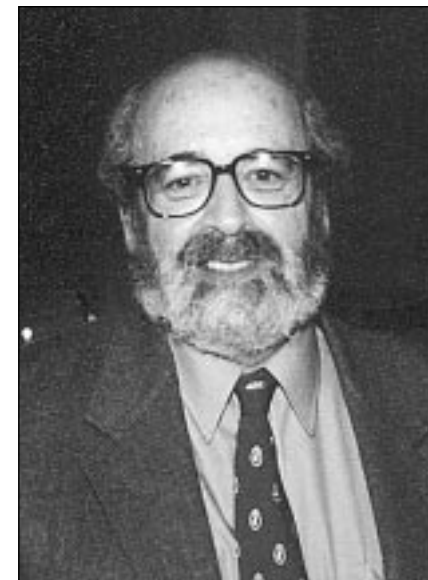
minority scholarships without affecting their endowments. **Alvin Kernan**, senior advisor in the humanities at the Andrew W. Mellon Foundation, focused on the process by which we moved from the traditional concept of a university to "Adam Smith's open university," a term of his coinage. The decline is shown, said Kernan, in such changes as the dropping of foreign language requirements, the replacement of professors by academic stars, the movement to get rid of tenure, and student and faculty resistance to checking grade inflation. **Jackson Toby**, professor of sociology at Rutgers University, thought that the quality of instruction suffered from the necessary accommodation to increasing numbers of underprepared students, and recommended restricting access to college, which



*Eugene Genovese*  
*Sidney Hook Memorial Award*

maintaining standards.

The conference convened a unique mix of public intellectuals, educational activists, and academic experts, affording provocative insights on the state of higher education at the turn of the century. Extended sessions of the disciplinary sections, including some new areas of interest, as well as more informal occasions throughout the proceedings, provided members abundant opportunity for collegial interchange. Many of the papers presented at the conference will appear in upcoming issues of *Academic Questions*. Ω



*Alan Charles Kors*  
*Barry R. Gross Memorial Award*

he admitted was "a good idea whose time hasn't come." He advised giving students an incentive to achieve by having colleges predicate financial aid packages on scholastic performance. **Robert Weissberg**, professor of political science at University of Illinois-Urbana, complained that universities are "pandering [to students] with a vengeance," citing the example of an administrator who asked him to drop a student from a course taken two years earlier because she now realized she'd been ill during the final exam. Weissberg argued that such situations occur because power has passed from the faculty to the administration, and the careerism of administrators makes them more intent on personal aggrandizement than

### A New NAS Affiliate in Indiana


**N**AS members in Indiana met in January to form a state affiliate, electing **Robert H. Heidt**, professor at the School of Law, Indiana University, Bloomington as president and **Leon Dixon** of the Muncie Community Schools as vice president. Elected as directors were **Douglas Cohen**, an independent scholar and research engineer from Ft. Wayne, **Eric Rasmusen**, professor in the School of Business at IU-Bloomington, and **Noretta Koertge**, professor of history and philosophy of science at IU-Bloomington. With the birth of the Indiana Association of Scholars, the NAS can boast of affiliates in 45 states. Ω

## Washington Association Sponsors Talk by Glynn Custred on the Kennewick Man Case

**Glynn Custred**, professor of anthropology at California State University at Hayward, delivered a lecture on February 20, 2001 at the University of Washington (UW) on the controversy over the remains of the 8,400-year-old Kennewick Man. **Phillip Goggans**, professor of philosophy at UW and president of the Washington Association of Scholars, introduced the speaker, whose lecture was sponsored by the WAS.

Custred began his talk by summarizing the story of Kennewick Man, beginning with its discovery by two young men in July of 1996. Subsequently, five Native American tribes claimed Kennewick Man as one of their own, leading the U.S. Army Corps of Engineers to repatriate the remains to the tribes under the Native American Graves Protection and Repatriation Act of 1990. That decision had the effect of preventing anthropologists from studying Kennewick Man, presently kept in the Burke Natural History Museum at UW, eventually leading to a lawsuit based on the contention that the remains were too old to be reliably linked to the tribes in question.

**James Nason**, professor of anthropology and curator for New World ethnology at the Burke Museum, criticized what he felt was Custred's suggestion that all Native American tribes were anti-science, noting that many tribes spend millions of dollars in archeological work. Before Custred could respond, Nason left the room. "I wish he hadn't left," said Custred, regretting the missed opportunity for debating some interesting issues.


[For a detailed account of the discovery of Kennewick Man, see Custred's article on the subject in the summer issue of Academic Questions, Volume 13, Number 3.] 

## CUNY Scholars Form Association for the American Founding

The CUNY Association of Scholars has formed an *Association for the American Founding and its Legacy* to support and encourage study of fundamental national institutions from an interdisciplinary perspective. The Association unites a number of CUNY faculty members with interests in fundamental American institutions and culture. The Association's mission at the City University of New York is to nurture and support scholarship and teaching of the United States' unique cultural, intellectual, and political founding and its legacy, and to encourage appreciation of the country's unity.

Together with CUNYAS and the New York Association of Scholars, the new Founding Association sponsored a reception for CUNY scholar **John Patrick Diggins** in honor of his recently published book, *On Hallowed Ground: Abraham Lincoln and the Foundations of American History* (published in 2000 by Yale University Press). About 40 people attended the Association's inaugural event, which took place on November 12, 2000 at the New York City home of **Nahma Sandrow** and **William Meyers**.

Professor Diggins gave a brief introduction to the central thesis of his book that two tenets of Lincoln's moral and political philosophy—the right to property and the redeeming value of labor—have served to unite Americans throughout the country, *On Hallowed Ground* examines the fundamental values and beliefs that continue to unite Americans and transcend the differences among us.

**Dorothy Lang**, Chair of CUNYAS, made opening remarks at the reception. **Eli Faber**, Secretary of CUNYAS and an American history colleague of Professor Diggins, introduced the speaker. 

AFFILIATES OF THE NATIONAL ASSOCIATION OF SCHOLARS

**ALABAMA**  
President: Thomas F. Woods  
6731 Remington Circle  
Pelham, AL 35124-3111  
205-733-8311  
205-665-6422/office fax  
twoods@mindspring.com

**ALASKA**  
President: Judith S. Kleinfeld  
759 Cranberry Ridge Road  
Fairbanks, AK 99712  
907-457-8691  
ffjsk@uaf.edu

**ARIZONA**  
President: Marianne M. Jennings  
College of Business  
Arizona State University—  
Main Campus  
Post Office Box 874806  
Tempe, AZ 85287-4806  
602-965-2710  
602-965-3995/fax  
marianne.jennings@asu.edu

**ARKANSAS**  
Coordinator: Walter E. Block  
Department of Economics  
College of Business Administration  
UCA Box 4992  
University of Central Arkansas  
201 Donaghey Avenue  
Conway, AR 72035-5003  
501-450-5355  
501-450-5302/fax  
wblock@mail.uca.edu

**CALIFORNIA**  
President: Hal Pashler  
Psychology Department 0109  
University of California, San Diego  
La Jolla, CA 92093-0001  
858-534-3974  
hpashler@ucsd.edu

Executive Director:  
Thomas E. Wood  
1730 Martin Luther King, Jr., Way  
Berkeley, CA 94709-2140  
510-843-4957  
510-845-9053/fax  
tom\_wood@pacbell.net

**COLORADO**  
Acting Pres: E. Christian Kopff  
Honors Center  
Norlin Library M400  
Campus Box 184  
University of Colorado  
Boulder, CO 80309-0184  
303-492-6617  
303-492-3851/fax  
kopff@spot.colorado.edu

**CONNECTICUT**  
President: Jay A. Bergman  
Department of History  
Central Conn. State University  
Post Office Box 4010  
New Britain, CT 06050-4010  
860-832-2811  
860-667-9499/home fax  
bergman@ccsu.edu

**DELAWARE**  
President: Jan H. Blits  
2 Calgary Road  
Newark, DE 19711  
302-831-1649  
302-831-6058/fax  
JBlits@udel.edu

**DISTRICT OF COLUMBIA**  
President: Richard G. Stevens  
47513 Sharpskin Island Square  
Sterling, VA 20165  
703-404-0604  
703-404-0605/fax  
stevensrg@aol.com

**FLORIDA**  
President: Laurin A. Wollan, Jr.  
School of Criminology and  
Criminal Justice  
313 Hecht House  
Florida State University  
634 West College Street  
Tallahassee, FL 32306-1127  
850-644-7373  
850-644-9614/fax  
lwollan@garnet.acns.fsu.edu

**GEORGIA**  
Pres: William T. Mayton  
Simmons Professor of Law  
Gambrell Hall  
Emory University School of Law  
1301 Clifton Road, N.E.  
Atlanta, GA 30322-2770  
404-727-6806  
404-727-6820/fax  
lawwtm@emory.edu

**GUAM**  
President: O. Randall Braman  
P.O. Box 21119  
G.M.F., Guam 96921  
671-649-2309  
braman@kuentos.guam.net

**HAWAII**  
President: James Roumasset  
Department of Economics  
University of Hawaii at Manoa  
Room 542, Porteus Hall  
Honolulu, HI 96822-2281  
808-956-7496  
808-956-4347/fax  
jimr@hawaii.edu

**IDAHO**  
Acting Coordinator: Miles E. Friend  
5055 Apache Place  
Pocatello, ID 83204  
208-233-1870  
208-282-4741/fax  
friemile@juno.com

**ILLINOIS**  
President: John N. Mathys  
105 East Vallette Street—Suite 1136  
Elmhurst, IL 60126-4446  
312-362-6888  
312-362-6566/fax  
jmathys@wppost.depaul.edu

**INDIANA**  
President: Robert H. Heidt  
School of Law, Rm. 261  
211 South Indiana Avenue  
Indiana University  
Bloomington, IN 47405-7001  
812-855-7272  
812-855-0555/fax  
heidt@indiana.edu

**IOWA**  
President: Donald P. Racheterd  
Dept. of Political Science  
Central College  
812 University St.  
Pella, IA 50219-1999  
515-628-5259  
515-628-5316/fax  
racheterd@central.edu

**KANSAS**  
President: Marsha L. Frey  
Department of History  
208 Eisenhower Hall  
Kansas State University  
Manhattan, KS 66506-1002  
785-532-6730  
785-532-7004/fax

**KENTUCKY**  
President: Monica J. Kern  
Department of Psychology  
115 Kastle Hall  
University of Kentucky  
Lexington, KY 40506-0044  
606-257-6842  
606-323-1979/fax  
harris@ukcc.uky.edu

**LOUISIANA**  
President: Laurie P. Morrow  
Contact Person: Terry Harris  
318-797-5287  
318-797-5291/fax  
tharris@pilot.lsu.edu

**MAINE**  
President: James W. Roberts  
Department of Political Science  
University of Southern Maine  
P.O. Box 9300  
Portland, ME 04104-9300  
207-780-4194  
207-780-4459/fax  
roberts@usm.maine.edu

**MARYLAND**  
President: Duane C. Ellison  
Department of History and Political  
Science  
Humanities Building, Room 263  
Montgomery College—Rockville  
Campus  
51 Mannakee Street  
Rockville, MD 20850-1199  
301-251-7286  
301-251-7278/fax  
delision@erols.com

**MASSACHUSETTS**  
President: Abigail Thernstrom  
1445 Massachusetts Avenue  
Lexington, MA 02173-3810  
781-860-7634  
781-860-9045/fax  
thernstr@fas.harvard.edu

**MICHIGAN**  
President: Wolfgang Grassl  
Department of Economics  
Hillsdale College  
33 East College Street  
Hillsdale, MI 49242-1298  
517-437-7341 x2416  
517-437-3923/fax  
wolfgang.grassl@hillsdale.edu

**MINNESOTA**  
President: Jim Chen  
University of Minnesota  
School of Law  
229 19th Ave. South  
Minneapolis, MN 55455-0400  
612-625-4839  
612-625-2011/fax  
chenx064@maroon.tc.umn.edu

Exec. Dir.: William F. Meehan III  
387 Portland Avenue  
St Paul, MN 55102-2214  
651-228-1212  
bmeehan@qwest.net

**MISSISSIPPI**  
President: Miriam C. Davis  
Department of History  
DSU Box 3162  
Delta State University  
Cleveland, MS 38733-4381  
601-846-4174; fax 846-4136  
mdavis@dsu.deltast.edu

**MISSOURI**  
President: Jamieson Spencer  
1725 Redbird Cove  
St. Louis, MO 63144-1610  
314-961-4122  
jspencer@fv.stlcc.mo.us

**SOUTHWEST MISSOURI  
CHAPTER**  
President: Charles W. Rovey  
Department of Geoscience Southwest  
Missouri State Univ.  
Springfield, MO 65804-0027  
417-836-6890

**NEBRASKA**  
President: Edward A. Rauchut  
Executive Assistant to the President  
Bellevue University  
1000 Galvin Road South  
Bellevue, NE 68005-3098  
402-293-3701  
402-293-2035/fax  
erauchut@scholars.bellevue.edu

**NEVADA**  
President: David S. Fott  
Department of Political Science  
University of Nevada Las Vegas  
Post Office Box 455029  
Las Vegas, NV 89154-5029  
702-895-4187  
dfott@nevada.edu

**NEW HAMPSHIRE**  
President: John R. Kayser  
Department of Political Science  
Horton Social Science Center  
University of New Hampshire  
Durham, NH 03824-3586  
603-862-1699  
603-862-0178/fax  
jrkayser@cisunix.unh.edu  
nhas@ttlc.net

**MARYLAND**  
President: Duane C. Ellison  
Department of History and Political  
Science  
Humanities Building, Room 263  
Montgomery College—Rockville  
Campus  
51 Mannakee Street  
Rockville, MD 20850-1199  
301-251-7286  
301-251-7278/fax  
delision@erols.com

**MASSACHUSETTS**  
President: Abigail Thernstrom  
1445 Massachusetts Avenue  
Lexington, MA 02173-3810  
781-860-7634  
781-860-9045/fax  
thernstr@fas.harvard.edu

**MICHIGAN**  
President: Wolfgang Grassl  
Department of Economics  
Hillsdale College  
33 East College Street  
Hillsdale, MI 49242-1298  
517-437-7341 x2416  
517-437-3923/fax  
wolfgang.grassl@hillsdale.edu

**MINNESOTA**  
President: Jim Chen  
University of Minnesota  
School of Law  
229 19th Ave. South  
Minneapolis, MN 55455-0400  
612-625-4839  
612-625-2011/fax  
chenx064@maroon.tc.umn.edu

Exec. Dir.: William F. Meehan III  
387 Portland Avenue  
St Paul, MN 55102-2214  
651-228-1212  
bmeehan@qwest.net

**MISSISSIPPI**  
President: Miriam C. Davis  
Department of History  
DSU Box 3162  
Delta State University  
Cleveland, MS 38733-4381  
601-846-4174; fax 846-4136  
mdavis@dsu.deltast.edu

**MISSOURI**  
President: Jamieson Spencer  
1725 Redbird Cove  
St. Louis, MO 63144-1610  
314-961-4122  
jspencer@fv.stlcc.mo.us

**SOUTHWEST MISSOURI  
CHAPTER**  
President: Charles W. Rovey  
Department of Geoscience Southwest  
Missouri State Univ.  
Springfield, MO 65804-0027  
417-836-6890

**NEBRASKA**  
President: Edward A. Rauchut  
Executive Assistant to the President  
Bellevue University  
1000 Galvin Road South  
Bellevue, NE 68005-3098  
402-293-3701  
402-293-2035/fax  
erauchut@scholars.bellevue.edu

**NEVADA**  
President: David S. Fott  
Department of Political Science  
University of Nevada Las Vegas  
Post Office Box 455029  
Las Vegas, NV 89154-5029  
702-895-4187  
dfott@nevada.edu

**NEW JERSEY**  
President: Glenn M. Ricketts  
221 Witherspoon Street—2nd Fl  
Princeton, NJ 08542-3215  
609-683-7878; fax 683-0316  
ricketts@public.nas.org

**NEW MEXICO**  
President: Richard M. Berthold  
Department of History  
University of New Mexico  
Albuquerque, NM 87131-0001  
505-277-2451; fax 505-277-6023

**NEW YORK**  
President: Barry Smith  
Philosophy Department  
SUNY/Buffalo  
130 Park Hall  
Buffalo, NY 14260-1010  
716-645-2444  
419-781-8794/fax  
phsmith@buffalo.edu

**CITY UNIVERSITY OF NEW  
YORK CHAPTER**  
Chair: Dorothy Lang  
Business Dept., 3N-219  
CUNY/Staten Island  
2800 Victory Blvd.  
Staten Island, NY 10314-6600  
718-982-2927  
cunyas@earthlink.net

**NORTH CAROLINA**  
President: Robert Rosthal  
P.O. Box 4846  
Greensboro, NC 27404-4846  
336-299-3873  
336-299-7932/fax  
rosthal@aol.com

**DUKE UNIVERSITY  
CHAPTER**  
Chairman: George Christie  
Law School, Duke University  
P.O. Box 90360  
Durham, NC 27708-0360  
919-613-7052; fax 613-7231  
christie@law.duke.edu

**OHIO**  
President: George W. Dent, Jr.  
School of Law  
Case Western Reserve University  
Cleveland, OH 44106-5409  
216-368-3311  
216-368-2086  
gwd@po.cwru.edu

**OKLAHOMA**  
President: Andrew C. Spiropoulos  
Oklahoma City University  
School of Law  
Oklahoma City, OK 73106-1493  
405-521-5801  
405-521-5089/fax  
aspiropoulos@okcu.edu

**OREGON**  
President: Michael Kellman  
Department of Chemistry  
University of Oregon  
Eugene, OR 97403-1253  
541-346-4196  
541-346-4643/fax  
kellman@oregon.uoregon.edu

**PENNSYLVANIA**  
President: Richard Orodenker  
P.O. Box 173  
Wyncote, PA 19095-0173  
215-635-2784  
215-635-0954/fax  
rorodenker@aol.com

**RHODE ISLAND**  
President: Philip E. Devine  
Department of Philosophy  
Providence College  
Providence, RI 02918-0002  
401-865-2748  
401-865-1222/fax  
pdevine@providence.edu

**SOUTH CAROLINA**  
President: Jeffrey J. Poelvoorde  
Department of History and Government  
Converse College  
Spartanburg, SC 29302-1931  
864-596-9103  
864-596-9202/fax  
jeff.poelvoorde@converse.edu  
jpoelvoorde@home.com

**TENNESSEE**  
President: Michael J. Neth  
Department of English  
MTSU Box 070  
Middle Tennessee State Univ.  
Murfreesboro, TN 37132-0001  
615-898-2588  
615-898-5098/fax  
mnet@frank.mtsu.edu

**TEXAS**  
President: Joseph M. Horn  
3311 Big Bend Drive  
Austin, TX 78731-5310  
512-452-7566  
512-471-6175/office fax  
horn@mail.utexas.edu

**UTAH**  
President: Royal Skousen  
Department of English  
3187 JKHB  
Brigham Young University  
Provo, UT 84602-1001  
801-378-3482  
royal\_skousen@byu.edu

**VERMONT**  
President: Robert G. Kaufman  
Department of Political Science  
University of Vermont  
516 Old Mill  
Burlington, VT 05405-0114  
802-656-4369  
802-656-0758/fax  
robert.kaufman@uvm.edu

**VIRGINIA**  
President: Michael I. Krauss  
George Mason University  
School of Law  
3401 North Fairfax Drive  
Arlington, VA 22201-4498  
703-993-8024  
703-993-8088/fax  
mikrauss@mason.gmu.edu

Executive Director: Avent Beck  
252 Falling Spring Road  
Glasgow, VA 24555  
540-258-5222  
540-258-1227/fax  
aventbeck@att.net

**WASHINGTON**  
President: Phillip Goggans  
Department of Philosophy  
Seattle Pacific University  
Seattle, WA 98119  
206-281-2080  
pgoggans@spu.edu

**WEST VIRGINIA**  
President: Daniel Shapiro  
2118 Peach Street  
Morgantown, WV 26505-2922  
304-291-5098  
304-293-7329/fax  
dshapiro@wvu.edu

**WISCONSIN**  
President: Robert E. Frykenberg  
Department of History  
College of Letters and Science  
Humanities Building 4134  
University of Wisconsin Madison  
455 North Park Street  
Madison, WI 53706-1405  
608-263-1830  
rfrykenberg@mhuh.history.wisc.edu

Executive Director:  
Michael Maxwell  
Wisconsin Association of Scholars  
237 South Street, Suite 105  
Waukesha, WI 53186  
262-542-9313  
262-542-9040/fax  
merit@execpc.com