

THE KEY REPORTER

THE PHI BETA KAPPA NEWS MAGAZINE

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AUTUMN • 1946

AAUP Council Places Censure on University of Texas Regents

The Council of the American Association of University Professors, by unanimous vote at its June 8 meeting in Chicago, has placed the University of Texas on its list of censured administrations.

The report of the AAUP's Committee A on Academic Freedom and Tenure, unanimously approved by the Council and published in the Summer issue of the *AAUP Bulletin*, charges the existence of "systematic, persistent, and continuous attempts by a politically dominant group to impose its social and educational views upon the university."

In May the Board of Regents announced the appointment of Theophilus S. Painter, who had served as acting president since the dismissal of Homer P. Rainey, as president of the university. By a vote of 186 to 160 the faculty voted not to express regret at the appointment. The Board of Regents made this announcement shortly after Dr. Rainey made public his active candidacy for the governorship of Texas.

During the period when the AAUP took its censure action, it was announced that Herschel C. Baker had resigned his position as assistant professor of English to assume that position at Harvard University, in protest against what he described as "flagrant and repeated" violations of "the amenities and the basic decencies of good academic practice" by the Board of Regents. He said he had consistently deplored and opposed the events that led up to the dismissal of Dr. Rainey, and that recent developments indicated "nothing but mounting misfortunes ahead."

The day following Dr. Baker's resignation, Francis E. Mineka, also an assistant professor of English, resigned to join Cornell University's faculty. Dr. Mineka protested the regents' "rule or ruin" policy.

In its report, Committee A stated that "Dr. Rainey's administration created an atmosphere conducive to good teaching and research, and inspired

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21st Council Will Convene in Williamsburg; Alpha of Society Arranges Series of Events

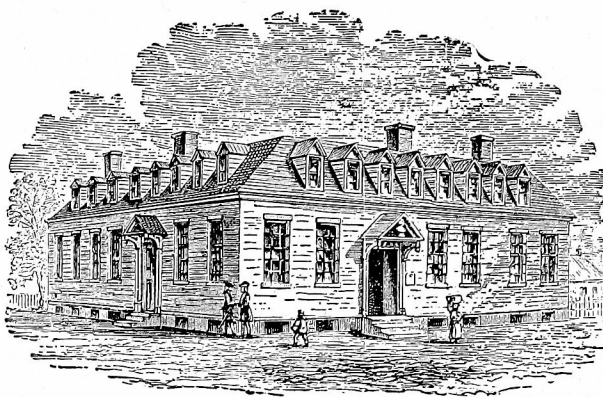
Francis P. Gaines, president of Washington and Lee University, will make the main address at the traditionally-held formal banquet of the 21st Council meeting. President

Gaines, an active participant in civic affairs and long a recognized leader in the South, will speak at the gathering on September 10.

A symposium on "Contributions of Virginia and New England to Early American Culture" will be held Monday evening, September 9. Professor Jess H. Jackson will preside. Speaking on the humanistic contributions will be George H. Edgell, director of the Boston Museum of Fine Arts, and Herbert C. Lipscomb, head of the Department of Latin, Randolph-Macon Woman's College. Speaking on the political contributions will be Dumas Malone, professor of history, Columbia University.

Other features of the three-day meeting include a model initiation by the William and Mary chapter using the traditional ritual; a reception in Memorial Hall, the Apollo Room, and the Dodge Room of the Phi Beta Kappa Memorial Building, to be held after the symposium; tours to Jamestown, Yorktown, and other nearby places; an exhibit in the college library of rare books and manuscripts; and a tour of Williamsburg, including the restored capitol, Raleigh Tavern, Bruton Parish Church, and the Governor's Palace, to be concluded by a reception in the Palace gardens.

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THE RALEIGH TAVERN

Election of officers and the outlining of operational procedure for the Committee on Qualifications for the 1946-1949 triennium will be important items on the agenda of

the 21st meeting of the Phi Beta Kappa Council. The meeting will take place from September 9-11 at Williamsburg, Virginia, at the invitation of the Alpha of the Society at the College of William and Mary. Approximately 325 delegates and alternates from chapters and associations will attend the sessions.

Headquarters for the meetings will be the Phi Beta Kappa Memorial Building on the campus of William and Mary. Accommodations for delegates will be available at the college.

On Monday, September 9, there will be meetings of the Council committees on Qualifications and on Publications and the Senate committees on Chapter Activities, Methods of Election, and Membership-at-Large. Meetings of District representatives will also be held.

The Phi Beta Kappa Senate will convene for a dinner meeting on Monday evening. The Senate, and subsequently the Council, will hear the report of the special committee, headed by Judge Dorothy Kenyon, appointed to investigate and study the situation at the University of Texas.

The first regular business meeting of the Council will be held Tuesday morning. John E. Pomfret, president of the College of William and Mary, will deliver the address of welcome, with

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"Morituri Te Salutant . . ."

Six years ago the Council of Phi Beta Kappa met at San Francisco and as usual elected its officers and Senators and made its plans for the next three years. None of us had any presage that the next triennial meeting would not be held and that six years were to elapse before the Council — the real governing body of Phi Beta Kappa — met again. Because of wartime travel regulations no meeting of the Council was possible in 1943, and the officers and Senators elected in 1940 have been "frozen" for the duration. During the war years, as everyone knows, conditions in men's colleges and coeducational universities were so abnormal that many chapters of Phi Beta Kappa were as completely frozen as were the officers, and few of them could carry on normal activities. Next month the Council will meet again, and Phi Beta Kappa may — if it will — become a going concern. At this moment it is well to look before and after.

Six years ago I had only the vaguest idea of the "problems of Phi Beta Kappa." Today I am perhaps too conscious of them. At the next meeting of the Council I shall try to put before your delegates those problems as I have come to see them. In this brief space I can suggest only two or three of the chief difficulties I have found during my administration. Let me say at once that I am *asking* questions, not *answering* them. I have no intention of suggesting solutions at this time, though I shall try to commit myself on at least some of these problems when the Council meets.

Perhaps my enforced double term has made me too much aware of the curiously amorphous structure of this organization of ours. The final power in Phi Beta Kappa lies in the Council, which is made up of delegates from chapters and associations. During the normal three-year periods between Council meetings, a certain amount of authority is delegated by the Council to the Senate, at present numbering 27 elected and life Senators, which meets once a year. The Senate in turn delegates a certain amount of interim power to the Executive Committee, made up of five Senators, which meets on call. Perhaps I can make the difficulties of the situation more clear by using terms familiar to all of us in American government. It is as if the real power in our country were vested in the House of Representatives, made up of delegates from all parts of the country, but in a House of Representatives meeting, for a hectic and rushed period of three days, only once every three years. In the meantime the United States Senate, which has certain interim powers but no final authority, meets once a year for a day and a half. The Cabinet, if I may so call the Executive Committee, meets on call, but even in its case the meetings cannot be frequent or regu-

lar. Both the Cabinet and the Senate administer legislation passed by the House; both may and do propose policies to the House, but neither one can actually inaugurate and authorize new policies. And if the hurriedly-passed legislation of the House of Representatives is not clear, the Senate and the Cabinet may have to wait another three years for clarification. During a period of national and international emergency, when policy has been sorely needed, the governing body of Phi Beta Kappa, through no fault of its own, has been unable to meet for six years. If the structure of our national government sometimes seems clumsy, time-consuming, awkward, what of the structure of Phi Beta Kappa?

Even when the House of Representatives does meet for the ratification of important interim business and the formulation of new policies, we face another serious problem. Many of our Representatives are "amateurs" who have had no previous experience. To be sure, some chapters send seasoned veterans who come to Council meetings again and again until they are as well versed in our problems as are any of the officers. Some chapters send very active members of very active chapters, who, even if they have had no previous Council experience, are nevertheless very much aware of the problems facing their own groups. But these representatives are much more than counterbalanced by others chosen at random, usually because they happen to live in the general district in which the Council meeting is to be held. Sometimes they are alumni who have been out of touch with their chapters for years, and who feel competent to speak only on issues on which they have been "instructed" by mail. Willing and eager enough to do their part, they feel restrained from active participation in general discussions since they do not venture to speak for chapters whose immediate problems they know only vaguely. It is no wonder that at Council meetings hasty and vague legislation is sometimes passed in the heat of the moment or because of pressure of time. Yet such ill-digested legislation may and does tie the hands of the Senate and the Executive Committee for a period of at least three years. I shall take occasion at the next Council meeting to speak of one such action taken with too little thought of consequences which, during this most serious of all periods, has so hampered the Senate and Executive Committee that Phi Beta Kappa has performed seemed pusillanimous and cowardly.

At this moment I shall not enter at any length into another serious problem of the organization which has to do with finances. Thanks to the valiant work of our finance committee, to the loyal assistance of the Associates, to our few Sustaining Members, and to the remarkable development of THE AMERICAN SCHOLAR which, once a drain upon our resources, bids fair in the future to become a most important means of support, we have passed from the "red" to the "black," and during the last years have balanced our budget. Yet I confess that it still seems to me curious that our Society of more than 94,000 members receives so little support from those members. We have no national dues; except for the two dollars of our original initiation fee which goes to the United Chapters, most of us never during our lives contribute anything to the national work of a Society which is supposed to establish and maintain college standards throughout the United States. To the vast majority of us, Phi Beta Kappa remains something we "made" on an exciting day toward the end of our college course. We "made Phi Beta"; but it does not occur to us to keep on *making* it, or to pay much attention to what Phi Beta Kappa itself is presumably *making*.

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MARJORIE HOPE NICOLSON retires at the coming meeting of the Phi Beta Kappa Council as eleventh and only woman president of the United Chapters of Phi Beta Kappa. Formerly dean of Smith College, she is now professor of English at the Graduate School of Columbia University.

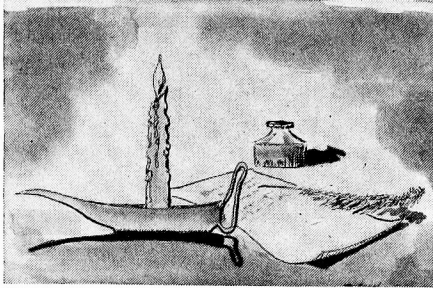
THE KEY REPORTER

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They Say . . .



Compulsory Military Training

To the Editor:

I wish to express my full agreement with the contents of the article written by Donald A. Stauffer in the Spring issue of THE KEY REPORTER [Vol. XI, No. 2] on compulsory military training. I see that he, both as educator and soldier (anyone who has served his country in "this" war may well be proud of the term "soldier"), approves of compulsory military training. It is a sorry state of affairs, indeed, if young men, for the sake of "college careers" and getting their degrees at the age of 22 or 23 instead of at 24 or 25 are unwilling to devote one year (or whatever period of training is necessary) of their lives to the safety of their homeland and the safety of their own lives perhaps ten or 15 years hence. (You will find that few of us who have served in this war are doing any "beefing" because we lost out time in getting our Ph.D.'s.)

I wish particularly to commend Dr. Stauffer for pointing out that "lack of training" — not its opposite — was responsible for the duration of this war. The next war — if there be one — may not afford us the years of preparation we had this time (the two and one-half years from December 1941 to June 1944), by an enemy being heavily engaged at war with someone else. We all know that it is much easier for armchair military strategists and newspaper "diplomats" to dwell in the realm of fancy than it is to wrestle with the realities of everyday life. History has taught us that very frequently the scribes and "know-it-alls" who had opposed long-range military planning are later the very ones to attack our responsible military leaders for lack of "foresight" and "neglect of duty."

I have myself served in this war in Europe as an officer since the fall of 1942 and am now "following through" in the military government phase for a while. I doubt whether any reasonable person would accuse those of us who have seen our fellow countrymen slaughtered in battle and innocent populations subjected to the ravages of war, of desiring war and militarism. Because of our variously bitter experiences, I know that all soldiers are devout pacifists (i.e., want to see peace maintained) and, as pacifists, are eager to see our country kept from having to fight another war. Military strength only — the world being what it is and not what we'd like it to be — can give us the best assurance of that.

It is gratifying to see a man in the field of scholarship so fully aware of the crude realities of life. Unfortunately too few of his colleagues' experiences extend beyond the classroom and the campus.

ALBERT NORMAN, CAPTAIN, AUS
BERLIN, GERMANY

Phi Beta Kappa and Segregated Education

To the Editor:

I have been interested in the proposal that Phi Beta Kappa chapters should no longer be established in schools that exclude Negroes [THE KEY REPORTER, Vol. X, No. 4].

I grew up in Virginia, but for the past eight years have lived most of the time in northern college communities. I suppose I come as close as anyone can to understanding the viewpoint of both the average Southerner and the northern liberal. If I felt that this form of pressure would produce any good results — that it would open the doors of southern colleges and universities to Negroes — I would be all for it. I am pretty certain, however, that the effects would be of another kind. Phi Beta Kappa is not powerful enough to alter the long-established policy of separate schools in the South. Withdrawing the chapters would merely provide the Talmadges and Bilbos with material for demagogic ranting against the North, and would make it that much harder for southern liberals like Governor Arnall of Georgia to accomplish anything. And the barring of further chapters would remove an influence which, in a quiet way, does a great deal to counteract the emotion-filled atmosphere of unreason and prejudice that prevails among too many Southerners.

Inevitably someone will draw an analogy between southern racialism and nazi racialism. I admit that there are points of resemblance, but I'd like to call attention to two things. In the first place, a policy of dramatic pinpricks directed against nazi Germany would have accomplished nothing. The only thing that could overcome nazi racialism was armed force, and the mistake of the democracies was waiting too long about going to war. In the second place, nazi racialism was a modern and dynamic development. It was on the march, and bade fair to conquer the world. Southern racialism is a heritage from the past — a very evil heritage, it is true, but it is not out to conquer the world. It is on the defensive. Improvement in racial relations in the South may seem very slow, but it exists. Lynchings are much less frequent than 20 years ago, and more money is being spent on Negro education. Informal cooperation between the races on a community level is more frequent than most people realize. I am not trying to paint any picture of utopia, but merely to suggest that a gradual amelioration is actually taking place.

The southern liberal has a difficult time, because his reactionary opponents are always ready to throw the Reconstruction period in his teeth. Sometimes northern liberals, in their zeal to aid their southern allies, provide the reactionaries with ammunition. I wish there were some way that northern liberals could help directly in the struggle for racial justice in the South, but I'm afraid the main battle must be fought by the men on the spot.

I have never believed that racial prejudice is due solely to economic conditions, but it is obvious that an increased standard of living can help reduce racial tension in the South. The competition between the races will be less fierce, and more money will be available for education. Perhaps the most helpful thing Northerners can do is support any measure desired to raise the South's standard of living, such as the TVA and the equalization of freight rates.

CHAD WALSH
BELOIT, WISCONSIN

To the Editor:

With all due respect to Dr. Henry E. Garrett's eminence in the academic world, I think that many reputable psychologists would take exception to his position on the question of racial differences in mental ability, expressed in a recent letter to your journal [THE KEY REPORTER, Vol. XI, No. 3].

Dr. Garrett states that the most cogent argument presented by advocates, as he calls them, of no race differences is that such differences as are found on mental tests, etc., can be, he says, "conceivably" attributed to differences in environmental opportunity.

It is my opinion that the weight of the experimental evidence is that such differences as are found are most probably, and not only conceivably, due to environmental factors. For example, Army Alpha tests of recruits in the last war showed northern Negroes superior to southern whites, yet southern whites superior to southern Negroes. Here, certainly, environmental and not racial factors are operating. A racial interpretation here would lead to contradictory conclusions.

Other tests showed a definite improvement in the scores of southern Negro children who came to the North to go to school, directly related to the length of time they had lived in the northern environment. Insofar as we can ever be certain of anything in the social sciences, surely we can agree with Dr. Otto Klineberg that "it seems highly probable, if not certain, that with complete environmental equality the present difference between Negroes and whites would entirely disappear" (*Social Psychology*, Henry Holt and Company, p. 301).

As Dr. Klineberg points out (p. 302), there is no indication whatever of any genetic relationship between race or physical type and level of intelligence. One test showed that medical differentiation of Negro and white brains is an impossible task. There seems no reason to doubt that such differences of performance on mental tests as are found between Negro and white groups are due solely to environmental and cultural factors, and not to inherent racial difference in mental capacity or ability.

Furthermore, the question of Negro-white difference in mental ability is highly relevant to the issue of educational discrimination, if merely for the reason that such supposed difference is used by many persons, who do not share Dr. Garrett's "policy of tolerance," to justify discrimination.

Intervention of Phi Beta Kappa in an effort to secure educational equality for the Negro in the South would not, if United States Army experience in this war is any criterion, produce the unfortunate effects that Dr. Garrett foresees.

Close contact between Negro and white soldiers broke down previously existing race prejudice, an article in the November, 1945, issue of the Race Relation Bulletin of Fisk University, Nashville, Tennessee, points out. Army Research officers found that serving in a mixed company of Negro and white platoons improved feeling of the white officers and non-coms towards the Negro soldiers in 77 per cent of the cases, with no replies indicating a less favorable attitude.

A cross section of white infantrymen showed that willingness to accept Negroes on an unsegregated basis varied directly with the amount of experience the troops interviewed

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The Yiddish Barrie

THE OLD COUNTRY. By Sholom Aleichem. *New York: Crown Publishers.* \$3.

Sholom Aleichem — the words, by the way, are not a name, but a greeting, the *nom de plume* of Solomon Rabinowitch — has been described as the Yiddish Mark Twain, but the 27 stories in this volume, the first of his work to be translated into English, resemble less

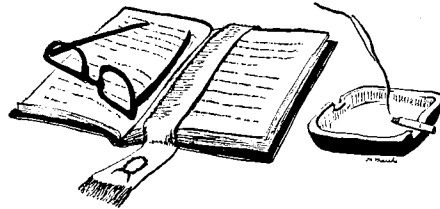
anything of Mark Twain's than the *Auld Licht Idylls* of Gerald W. J. M. Barrie.

To be sure, Kasrilevka is not another Drumtochty, but a village in the Ukraine, and its idiom is Yiddish, not Scottish; but it, too, is a corner of the earth almost passed by and untouched by the hustle and bustle of the great world; it, too, is inhabited by "little people" whose religion is not so much an obsession as the very warp and woof of their lives; and it, too, is seen through the kindly eyes of a native whom experience has taught to appreciate at once the absurdity and the astonishing strength of these people. Some of the Jewish stories bite deeper than anything in the Scottish book, but they are essentially of the same kind. "Modern Children," for example, is a different version of the wonderful tale of how T'nowhead's Belle was wooed and won and lost again; and many of the pillars of the synagogue are remarkably like the pillars of the kirk.

All of which means, of course, that Sholom Aleichem has achieved the goal of every competent story-teller — he writes about humanity. The fact that his specimens happen to be Jews in the Ukraine is a detail; they might be Presbyterians in Scotland, or Baptists in Missouri without changing anything more than their speech, their clothes and their stage-setting. In the essentials they are merely human beings — usually foolish, usually feeble, usually ridiculous, but occasionally magnificent, like humanity everywhere.

The translators, Julius and Frances Butwin, assert in a foreword that Sholom Aleichem's full flavor is simply not to be transferred to another language because much of it depends upon the very spirit of his native tongue. One can easily believe it; but at least they have conveyed the idea that here is a highly

individual genius, one whose laughter is all the more infectious for being mingled with tenderness and pity. Sentimental? Oh, extremely so; but such a story as "Hodel" is almost a perfect example of how to be highly sentimental without being mawkish. The assertion on the jacket that this is, if not the greatest, certainly the best loved of modern Jewish writers is a good deal more plausible than most publishers' blurbs.



Recommended Reading

THE SCARLET TREE. By Sir Osbert Sitwell. *Boston: Little, Brown.* \$3.50.

Memoirs of a boyhood in Victorian and Edwardian England.

WIND IN THE OLIVE TREES. By Abel Plenn. *New York: Boni and Gaer.* \$3.

Spain under Franco, told by the former chief of propaganda analysis, attached to the United States Embassy in Madrid.

THE ROOTS OF AMERICAN LOYALTY. By Merle Curti. *New York: Columbia University Press.* \$3.

American patriotism analyzed by a 1943 Pulitzer Prize winner.

THE WILSON ERA. By Josephus Daniels. *Chapel Hill: University of North Carolina Press.* \$4.

The former secretary of the navy's personal narrative of the closing years of Wilson's life.

THEN AND NOW. By Somerset Maugham. *New York: Doubleday.* \$2.50.

A historical novel of the Italian Renaissance, featuring Machiavelli and Caesar Borgia as the leading characters.

THE AMERICAN. By Howard Fast. *New York: Duell, Sloan and Pearce.* \$3.

The story of John Peter Altgeld, the governor of Illinois who pardoned the men held responsible for the Haymarket Riots.

THE ABSOLUTE WEAPON. Edited by Bernard Brodie. *New York: Harcourt, Brace.* \$2.

A symposium on the military importance of the atomic bomb, its political threat in international affairs, and measures for its control.

WE HAPPY FEW. By Helen Howe. *New York: Simon and Schuster.* \$2.75.

A humorous satire of a New Englander and the circle over which she rules.

RUSSIA ON THE WAY. By Harrison Salisbury. *New York: Macmillan.* \$3.50.

The former chief of the United Press Bureau in Russia analyzes the bases for Russo-American cooperation.

APES, GIANTS AND MAN. By Franz Weidenreich. *Chicago: University of Chicago Press.* \$2.50.

Man's evolution from his anthropoid ancestors, written by a world-famous anthropologist who evaluates many theories of man's past in the light of present knowledge.

BRITANNIA MEWS. By Margery Sharp. *Boston: Little, Brown.* \$2.75.

The author of *Cluny Brown* writes of an aristocrat who goes to live in a Victorian slum.

CHINA AND AMERICA. By Foster Rhea Dulles. *Princeton: Princeton University Press.* \$2.75.

A history of Chinese-American economic and political relations.

COMPANIONS OF THE LEFT HAND. By George Tabori. *Boston: Houghton Mifflin.* \$2.75.

A novel of a middle-aged Viennese playwright who reluctantly participates in a revolution in an Adriatic resort.

CARIBBEAN, SEA OF THE NEW WORLD. By German Arciniegas. *New York: Alfred A. Knopf.* \$3.75.

The Caribbean area treated as a locus of history.

MIDWEST AT NOON. By Graham Hutton. *Chicago: University of Chicago Press.* \$3.50.

Analysis of the history of the midwest and the mores and the mentality of its people.

LAST CHAPTER. By Ernie Pyle. *New York: Henry Holt.* \$2.50.

The last of the war correspondent's writings before his death on Ie Shima.

THE CONDEMNED PLAYGROUND. By Cyril Connolly. *New York: Macmillan.* \$2.75.

A collection of 37 literary and philosophical essays written by the editor of *Horizon*, the British literary magazine.

FOR ONE SWEET GRAPE. By Kate O'Brien. *New York: Doubleday.* \$2.75.

A historical novel involving Philip II of Spain, his minister of state, and Ana de Mendoza.

GERALD W. JOHNSON, historian and formerly an editorial writer for the *Baltimore Sun*, is now a free-lance newspaperman. He is the author of *Roosevelt: Diviator or Democrat?*, *American Heroes and Hero-Worship*, and *An Honorable Titan*, to be published in August by Harper and Brothers.

College Approves Aid to Army

Administrative and teaching staffs of Illinois Wesleyan University have made a new proposal for cooperation between the colleges and the peacetime draft. The plan would enable students to take their third year of college as a term of army enlistment.

William E. Shaw, president of Illinois Wesleyan, in informing Chief-of-Staff Dwight D. Eisenhower of the plan, said, "Special projects, under the direction of our faculty, to be developed while in service, will be accepted as the equivalent of one year's college work. The success of this project depends upon the cooperation of the armed services, but does not envision any drastic change in army policy. If this plan were adopted by a majority of the colleges, it would provide a corps of occupation troops that would have unusual interest and preparation for their task, thus replacing the indifferent soldier who is merely drafted to his job."

"We are taking this step," Shaw concluded, "because we believe the matter of military occupation is an acute problem for the nation and we believe this is a way the colleges may be of major assistance in its solution."

Colleges Undertake Joint Projects

Nineteen colleges and universities will cooperate in a project in general education, conducting a series of projects to iron out critical problems facing education in providing completely effective programs for general education.

Among the problems to be surveyed are: how general courses can be organized to avoid superficiality, how courses can be interrelated and correlated, the use of audio-visual aids, how individual differences can be met, how students with strong vocational interests can be motivated, teacher-training programs, and appraisal of student progress.

The charter members of the organization are Antioch College, Indiana University, Denison University, Knox College, the University of Colorado, the University of Chicago, Iowa State College, the State University of Iowa, the University of Illinois, Drake University, Michigan State College, Ohio State University, Coe College, the University of Louisville, Lawrence College, the University of Wyoming, Washington University, and Syracuse University.

Carnegie Foundation Assists Southern Colleges in Project

Thirty-three selected universities and colleges in the South, assisted by the Carnegie Foundation for the Advancement of Teaching, are joining in a five-year program to "vitalize instruction."

Funds totalling \$900,000 are being made available for the project. They will be used "to stimulate creative activity, to finance full- or part-time research during both term-time and summer, and to purchase research materials as well as library books," said O. C. Carmichael, president of the Carnegie Foundation, in making the plan public in July.

University centers have been set up in Atlanta, Nashville, New Orleans, and North Carolina. Emory University heads the Atlanta center, with the University of Georgia, Georgia School of Technology, Agnes Scott College, Atlanta Art Association, and Columbia Theological Seminary cooperating. Included in this group are the University of Chattanooga, Huntington College, John B. Stetson University, Mercer University, and Wesleyan College.

Vanderbilt University heads the Nashville center, with Peabody College for Teachers and Scarritt College cooperating. Included in this group are Birmingham-Southern College, Hendrix College, University of the South, Southwestern, and Transylvania College.

The Tulane University of Louisiana heads the New Orleans center, and Centenary College, Louisiana College, Loyola University of the South, Millsaps College, and Southern Methodist University are included.

The University of North Carolina and Duke University jointly head the North Carolina center. Included in it are the College of Charleston, Davidson College, Furman University, Wofford and Converse Colleges (serving as one unit), and Wake Forest College.

Chicago Group Cites Emery Reves

The Chicago Phi Beta Kappa Graduate Association has inaugurated the annual granting of the Phi Beta Kappa Distinguished Service Award. The unanimous choice of the group for the first recipient was Emery Reves, author of *The Anatomy of Peace*.

The winners will be persons who have "rendered outstanding service to all humanity." "The recipient need not be a member of the Society," reports Louis L. Mann, president of the association. "One condition is attached thereto: he must accept the award in person and share his ideals and ideas with the group."

Reves received the award from Clifton Utley, news analyst, at the May 20 meeting of the Chicago Association. He addressed the group on the present necessity for world government.

Julian Huxley Heads UNESCO

Julian Huxley has been appointed executive secretary of the United Nations Educational, Scientific, and Cultural Organization. He will hold office until the organization is fully established and a director-general appointed.

Dr. Huxley, known to scientists and the public for his scientific research and his active leadership in public affairs, is biological editor of the *Encyclopedia Britannica* and secretary of the Zoological Society of London. His first college position was with Rice Institute, Houston, Texas.

Of the \$900,000 allotment, \$700,000 is granted by the Carnegie Corporation of New York, and \$200,000 from the cooperating institutions. The Foundation will provide \$15,000 annually for five years to each of the university centers, which have agreed to add individually \$5,000 a year. Each of the 20 college units will receive \$4,000 annually, which the college will supplement with \$1,000 a year.

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And what — if anything — is Phi Beta Kappa doing? Of all our problems this is the most serious as it is the most fundamental. Has Phi Beta Kappa any function? Or is it, in the title of one of President Graves' speeches, "a fossil from the tertiary"? Does it actually accomplish anything? If so, is that accomplishment worthwhile? Should it be doing something entirely different? It is all very well for Phi Beta Kappa to look back to its ancient and honorable history, say some of our critics; but what of Phi Beta Kappa today and, even more, tomorrow? For six years these questions and many others have been hurled at me in every mood from casual inquiry to vituperation. During these six years I have been deluged with criticisms and suggestions, destructive and constructive. I have been told, for example, that Phi Beta Kappa should not concern itself with scholarship but with leadership and citizenship, not with college and university but with social, economic, racial problems, not with academic standards but with academic freedom. Often I have had to parry instead of answering these questions, replying to the charges. I have done so not because of any lack of conviction on my own part but because the hasty and ill-advised action of the Council, to which I have referred, has made it impossible for me to commit myself on many moot points which have become more and more crucial during these last six years.

These are some of the problems which I shall put before the Council when it meets in Williamsburg. They are questions which should concern every member of Phi Beta Kappa, whether or not he or she is a delegate to that meeting. For as the Executive Committee is always aware that behind it there stands the Senate, which constituted it and gives it being, and as the Senate is always aware that looming up on its horizon is the Council, so the Council must feel behind and beyond it all the rest of you, whom it represents, the more than 94,000 men and women who once "made Phi Beta Kappa" and in whose power it lies to *make* Phi Beta Kappa whatever Phi Beta Kappa should be.

Missouri Pays for Segregation; California Rules Policy Illegal

The state of Missouri has paid over \$500,000 to graduate one Negro student in law and ten in journalism, states R. I. Brigham in an article, "The Price of Segregation," in the May issue of *Survey Graphic*. This is the price to taxpayers for extending to postgraduate education the principle of separate schools for Negroes, who compose six per cent of the state's population.

A graduate school and schools of law and journalism were established at Missouri's Negro Lincoln University when the United States Supreme Court ruled in 1938 that all states must provide "equal educational facilities" for all qualified students. It also ruled that this obligation could not be met by paying tuition in colleges and universities outside the state.

The war postponed action in the 17 states affected by the Gaines decision. All must now find a solution. Mr. Brigham believes that taxpayers will find the cost prohibitive if they follow Missouri's example. He further stated that such action "runs counter to the religion and to the political philosophy they profess."

Meanwhile, a California federal district court ruled in March that segregation is forbidden by federal law. In the case of *Mendez v. Westminster School District*, Judge Paul McCormick held that "(1) the action of local school authorities in segregating Mexican- and Latin-descended children in separate elementary schools not only contravened California law (the Education Code of California does not require segregation) but was in and of itself a violation of the equal protection and privilege and immunities' clauses of the Fourteenth Amendment," and that "(2) social equality was 'a paramount requisite in the American system of public education' and that segregation promoted a feeling of inferiority in the segregated children in no wise justified by their comparative scholastic standing."

Group Needs English Teachers

With the reopening of the United States to immigrants, the Committee for Refugee Education is in urgent need of volunteer teachers. Many of the thousands of displaced persons now arriving in the United States are applying to the committee for the free classes in English instruction offered. Inquiries of prospective teachers should be directed to the committee at 254 Fourth Avenue, New York 10.

Council May Investigate Colleges; Witnesses Testify on Columbia

A resolution calling for the investigation by a special committee of the City Council of all non-sectarian New York City colleges with regard to discriminatory practices in admittance of students was introduced at the July 11 meeting of the Council of the City of New York. Action on the resolution will probably be taken during August.

At a public hearing held May 17 by the City Council on the resolution of Eugene P. Connolly calling for an investigation of Columbia University and resulting withdrawal of tax exemption from Columbia if it is found that discriminatory practices exist [reported in the Summer 1946 issue of *THE KEY REPORTER*], widespread evidence of discrimination by Columbia was found. The evidence substantiated the charges of Stephen S. Wise, president of the American Jewish Congress, that discriminatory practices and policies are in existence at Columbia and practically every other medical school in New York state.

Evidence of the existence of such policies with regard to Italians was also submitted.

Among the organizations represented by witnesses at the hearing, all of whom testified in favor of the resolution, were the Committee of Catholics for Human Rights, Jewish War Veterans of the United States, National Association for the Advancement of Colored People, Methodist Federation of Social Services, New York CIO Council, National Lawyers Guild, American Legion, Church Peace Union, and American Veterans Committee.

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Marjorie Hope Nicolson, president of the United Chapters, responding. The last Council session will convene on Wednesday. On Wednesday afternoon chapter secretaries and association delegates will hold their meetings.

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488. (Mr., N.Y.) Historian, economist, lawyer. Ph.D. Wants faculty, research, or business position.

497. (Mr., Ohio) A.B. cum laude, 1943, Western Reserve; major, classics; minors, music, Spanish; pianist; three years lecturing music history; music criticism; broadcasting experience; ex-Signal Corps lieutenant; teach college or private school music, Spanish, Latin; do radio production; graduate work.

500. (Miss, Pa.) Permanent position in liberal arts college desired. Majors, Latin and Greek; minors, English and ancient history. A.B. Denison University, 1928; Ph.D. University of Pittsburgh, 1936. Ten years experience in college teaching, five years in secondary schools.

501. (Mr., Del.) English literature. Ph.D. Pennsylvania, 1930. Specialty, fiction. Experienced teacher, competent lecturer. Desires post at professorial (or associate) rank. Available, September, 1946.

502. (Mr., Cal.) Speech and drama instructor. Dramatic director two years Stanford University. Taught acting, radio, public speaking. M.A. Stanford, A.B. University of North Carolina, 1940. Ten years professional theatre, radio, television, ex-army officer.

503. (Miss, Florida) A.B. 1942. WAVE officer, two years government personnel experience, one and one-half years Naval Personnel. Wants administrative assistant, editorial, or personnel position, any location. Available July, 1946.

504. (Mr., Cal.) 56 months artillery officer, skilled in expository and controversial writing and speaking, typing, simple surveying, use of small arms. A.B. Johns Hopkins, 1940, political science, Goodwin Fellow Harvard, 1941. Desires work requiring originality and responsibility, opportunity for advancement.

505. (Miss, Netherlands) A.B. cum laude, Hunter, 1944. English major. Experience: one year teaching ASTP Pennsylvanian University, two years service Netherlands Ladies Army (lieutenant in charge welfare activities). Desires writing on political, cultural, literary subjects for American magazine or newspaper.

506. (Mr., N.Y.) A.B. with great distinction 1936 economics, M.B.A. 1938 Stanford; Japanese; four years with world-wide export-import firm, three years with firm of certified public accountants. Desires executive assistant or accountant position with export-import or steamship firm. New York City or Pacific Coast.

507. (Miss, N.Y.) Candidate for Ph.D. in economics. Desires college teaching. Eight years experience in secondary schools, one year in junior college.

508. (Miss, Ohio) Honors with distinction, English literature, Northwestern, 1944. Two years experience sales division of large corporation. Desires more interesting work. Location no object.

509. (Mrs., Conn.) A.B. cum laude, University of Minnesota, 1913; major, French; minors, Latin, German, English, mathematics; experience: four years teaching, Minnesota, Territory of Hawaii, Philippine Islands; twelve years design, sales, interior decorating, advertising, publicity, Philippine Islands; eight years technical engineering drafting, research, illustrating, editing, Connecticut. Wants position with opportunity use creative, supervising ability, preferably in any field having bearing on help better use English. Prefers Connecticut (Bridgeport—New Haven), east end Long Island, or Ithaca or Schenectady.

510. (Mr., Ill.) A.B. summa cum laude, University of Georgia, 1943. Major, classics; minors, history, physics. Phi Kappa Phi. Know some accounting. Two years assistant travel officer atomic bomb project, University of Chicago. Wish position academic or non-academic in college or business. If possible, would like summers free to pursue graduate work.

511. (Miss, N.Y.) A.B. University of California, 1942—English-French. M.A. Smith College, 1944—English-aesthetics. Two years college teaching experience. Wants college or secondary N.Y.C. or vicinity in English.

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Charles F. Marsh heads the General Arrangements Committee of the William and Mary chapter. Serving with him are Donald W. Davis, Vernon Geddy, Althea Hunt, J. W. Miller, Vernon Nunn, and A. P. Wagener.

Council on Education Calls Teacher Shortage Wide Crisis

The American Council on Education has recently issued a report citing the present status of the teaching profession not only as a crisis in teaching but as a "crisis in our national life," and calling on federal aid to help remedy the situation.

Titled "The Crisis in Teaching," the report was made by the ACE's Executive Committee of the Council on Cooperation in Teacher Education. "It is not just a problem for the educational profession," says the report. "It should deeply concern all of the people of the United States. All should understand the severity of the crisis, and what it means to children and adults alike. All should know why the crisis arose and why it continues. All should understand what must be done to save the situation."

Figures are given citing the growing shortage of teachers, the large number of unprepared "emergency" teachers employed during the war years, and the failure of peacetime conditions to alleviate the shortage. "The crisis in teaching is not at bottom a war phenomenon," it is stated. "The crisis is a fact of peace."

Remedial measures must be taken to make attractive the teaching profession to potentially good instructors, asserts the report. "The conclusion is evident enough: school expenditures must be quickly and substantially increased," it declares. "Additional appropriations must be made by local communities and states, the traditional suppliers of such funds. But federal aid is also indispensable."

(Continued from page 3)

had with colored soldiers and with the proximity of this experience to front-line combat. Sectional differences in attitude, as between North and South, were notable by their negligibility.

In short, contact between Negroes and whites broke down prejudice. There were no color bars at the front.

From personal observation in England, I can say that the lack of segregation in that country had no untoward effects whatever. The only trouble that occurred was due to attempts by white Americans to enforce color bar restrictions on Negro Americans in England.

I think Phi Beta Kappa should take a stand on this issue. Democracy, and equal education acceptance, is either applicable to all students, Negro and white, or it is not applicable at all. There has not been, so far, one satisfactory reason advanced why Negro students should not be accepted on equal footing in southern universities with white students

As a returned combat veteran, I would like my voice heard on this critical question.

EVERETT W. BOVARD, JR.,
FLIGHT LIEUTENANT, RCAF, RETIRED
RYE, NEW YORK

(Continued from page 1)

confidence on the part of the members of the faculty."

"In the opinion of Committee A, a university president who yields to pressures designed to weaken or destroy academic freedom is unfit to hold the significant position of a university presidency," the report continues. "The committee believes, also, that a university president who resists efforts to weaken or destroy academic freedom and who seeks clarification of the issues involved in cases of attempts to repress freedom, with a view to bringing about adjustments in accordance with the principles of academic freedom generally observed by the administrations of institutions of higher education, should have the gratitude and the support of the profession and of the public. For his efforts in behalf of academic freedom at the University of Texas, Dr. Rainey has earned the gratitude of our profession and of the friends of education throughout the country."

The AAUP's Council recommended that "conditions at the University of Texas with reference to academic freedom and tenure and with reference to the relationship of the Board of Regents of the University to the administrative officers and the faculty of the university be kept under observation, and that later by a committee visit or otherwise the association ascertain whether these conditions have become satisfactory."

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