

THE KEY REPORTER

THE PHI BETA KAPPA NEWS MAGAZINE

VOL. XIII • NO. 2

This issue goes to the more than 100,000 members resident within postal service

SPRING • 1948

Senate Considers Conditions Current at University of Texas

After reviewing educational conditions at the University of Texas, in accordance with the instructions of the 1946 triennial Council, the Phi Beta Kappa Senate at its December 5-6 meeting voted to take no further action regarding the university at present.

The Senate vote confirmed the recommendation made by the Committee on Qualifications, which reported "that though conditions at the University of Texas remain unsatisfactory, there is no clear evidence of serious deterioration, and no action by the Senate under the powers granted it by the Council is indicated at this time."

Council Instructions

In 1946 the Council voted: "(1) That the Committee on Qualifications keep in close touch with the situation, securing at least annually for three years from the Alpha of Texas and from other sources, information as to educational conditions; (2) That if at any time within the triennium serious deterioration be found, the Senate may suspend until the next meeting of the Council the privilege of the chapter to elect members. Such action shall be effective until the next meeting of the Council, unless previously revoked by the Senate, either at a regular meeting or at one called especially for the consideration of such action. Such action shall require approval by two-thirds of the senators present, provided such two-thirds shall constitute a majority of the total membership of the Senate; (3) That the Senate report again on this matter at the next Council meeting."

The Phi Beta Kappa chapter at the university, when asked for a statement on conditions, adopted this resolution: "In view of continuing differences of opinion relative to educational conditions at the University of Texas, the Alpha of Texas would prefer not to express a chapter opinion at this time. The chapter wishes to reaffirm its determination to uphold the standards of Phi Beta Kappa at this institution."

(Continued on page 5)

PUBLICATION of *Higher Education for American Democracy*, the six-volume report of the President's Commission on Higher Education, is obviously the "big news" in education for this quarter. Because of the importance of its contents to the American people generally, and its particular interest to Phi Beta Kappa members, we plan to treat it editorially rather than reportorially. The breadth of the report's recommendations cannot be adequately grasped in the brief space we can give it in our news columns. We are therefore devoting the editorial pages of our coming issues to various phases of the report. Bishop Oxnam's article on page two is the first of these, and it serves as introductory comment on three of the commission's recommendations: its treatment of federal aid to education, discrimination, and liberal education.

Each of the volumes deals with the subject indicated: "Establishing the Goals," "Equalizing and Expanding Individual Opportunity," "Organizing Higher Education," "Staffing Higher Education," "Financing Higher Education," and "Resource Data." The report may be secured through the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

Among the members of the commission were Goodrich C. White, president of Emory University, who is a Phi Beta Kappa senator and a member of the Executive Committee of the United Chapters; Oliver C. Carmichael, president of the Carnegie Foundation for the Advancement of Teaching, who served on the Phi Beta Kappa Senate from 1940-46; and Douglas Southall Freeman, editor of the *Richmond News-Leader*, who is a member of the Phi Beta Kappa Associates.

— The Editor

Senate Approves Inspections, Hears New Election Proposal

The Phi Beta Kappa Senate held its annual meeting on December 5-6, 1947, at the Princeton Inn, Princeton, New Jersey. Consideration of the report of the Committee on Qualifications, which held a two-day meeting prior to the convening of the Senate, was given ranking importance on the agenda.

The action of the Committee on Qualifications and the Senate regarding conditions at the University of Texas is reported elsewhere in this issue of *THE KEY REPORTER*. Decisions made by the Committee on Qualifications on the procedure to be followed in investigating colleges and universities which have made application for chapters of Phi Beta Kappa were ratified by the Senate.

Inspections To Be Made

The committee was authorized to inspect 24 applicants, from which the committee and the Senate will select those to be recommended for charters at the triennial Council meeting. These institutions represent a large reduction in the number selected for investigation in 1940. The action was taken with reluctance but was interpreted as the only course open to the committee.

The 1949 Council will recommend chartering of new chapters for the first time since 1940. In 1942 wartime conditions forced the committee to suspend inspections which were well under way, looking toward the decisions to be made at the 1942 Council meeting. At that time 42 institutions were on the committee's list for detailed investigation, and applications after that date had brought a total of over 100 petitions before the committee. When the committee met in December to determine its policies for the present triennium, personal inspections of over 100 institutions by the six-man committee obviously appeared an impossible task. Inspections must be completed by June, 1948 — six months prior to the annual meeting of the Senate to be held in December of that year.

(Continued on page 7)

Education for Life in a Democracy

The President's Commission on Higher Education has submitted its six-volume report to Mr. Truman. Volume 1, "Establishing the Goals," sets the general pattern of the entire report; Volume 2, "Equalizing and Expanding Individual Opportunity," is concerned with the barriers to equal opportunity for higher education and with the means of removing them; Volume 3, "Organizing Higher Education," presents an appraisal of organizational problems at the national, state, and local levels; Volume 4, "Staffing Higher Education," is the commission's recommendation for a greatly expanded and improved program for the preparation and in-service education of faculty personnel; Volume 5, "Financing Higher Education," is an appraisal of fiscal needs and policies for the program of higher education; and Volume 6, "Resource Data," is a compilation of some of the basic information used by the commission.

The commission believes that in 1960 a minimum of 4,600,000 young people should be enrolled in non-profit institutions beyond the traditional twelfth grade: 2,500,000 at the junior college level, 1,500,000 at the senior college level, and 600,000 in graduate and professional schools.

A summary of the findings of this comprehensive and creative report is beyond the scope of this editorial. I shall comment, therefore, upon three aspects of the report: (1) its decision on the use of public funds for private institutions, (2) its position on discrimination, and (3) its recommendations concerning liberal education.

Public Aid for Private Institutions Vetoed

A strong plea was made for the use of public funds for the support of private or sectarian education. The commission finally voted, 14-to-1, "Federal funds for the general support of current educational activities and for general capital outlay purposes should be appropriated for use in institutions under public control only." In the discussion, it was made clear that public support of private education from tax monies would effect the setting up of a number of competing sectarian or private systems. Large sums would be drained from the public funds available for public education; public education would be weakened and eventually destroyed. The commission, therefore, declared, "A prime responsibility of government in a democracy is to provide equal opportunities for all its citizens to receive a high quality education. . . . To discharge this responsibility, it is thus the fundamental obligation of government to establish a sound system of public education and to support it to the fullest extent possible." This is not to deny in any way the right of "individuals" to attend, "or to establish and support in addition to public schools a private or denominational institution for the purpose

of providing within limits prescribed by law a kind of education which such individuals or groups deem more suitable to their particular needs and beliefs." But the commission clearly concluded that "federal funds . . . should be appropriated for use in institutions under public control only."

Economic, Racial, Religious Barriers Condemned

On the subject of discrimination, the commission dealt with economic as well as racial barriers. It said, "Equal educational opportunity for all persons, to the maximum of their individual abilities and without regard to economic status, race, creed, sex, national origin, or ancestry is a major goal of American democracy. Only an informed, thoughtful, tolerant people can maintain and develop a free society. . . . Equal opportunity for education does not mean equal or identical education for all individuals. It means, rather, that education at all levels shall be available equally to every qualified person." The justification of the commission's significant recommendation of federal scholarships lies in two statements: (1) "By allowing the opportunity for higher education to depend so largely on the individual's economic status, we are not only denying to millions of young people the chance in life to which they are entitled; we are also depriving the nation of a vast amount of potential leadership and potential school competence which it sorely needs"; (2) "If college opportunities are restricted to those in the higher income brackets, the way is open to the creation and perpetuation of a class society which has no place in the American way of life."

Segregation was condemned and the right to federal aid made dependent upon its elimination. "Segregation lessens the quality of education for whites as well. To maintain two school systems side by side — duplicating even inadequately the buildings, equipment, and teaching personnel — means that neither can be of the quality that would be possible if available resources were devoted to one system, especially not when the states least able financially to support an adequate educational program for their youth are the very ones trying to carry a double load. It must not be supposed that Negro youth living in states in which segregation is not legalized are given the same opportunities as white youth. . . . Equality of educational opportunity is not achieved by the mere physical existence of schools; it involves also the quality of teaching and learning that takes place in them."

The quota system was condemned as "a violation of a major American principle. . . . It is contributing to the growing tension in one of the crucial areas of our democracy."

History Used Selectively

On liberal education, the commission said, "No one would deny that a study of man's history can contribute immeasurably to understanding and managing the present. But to assume that all we need do is apply to the present and future problems 'eternal' truths revealed in earlier ages is likely to stifle creative imagination and intellectual daring. Such an assumption may blind us to new problems and the possible need of new solutions. It is wisdom in education to use the past selectively and critically, in order to illumine the pressing problems of the present." Democracy was basic in the commission's thought — "belief in the inherent worth of the individual, in the dignity and value of human life." Thus in goals for our time, the commission calls for (1) education for a fuller realization of democracy in every phase of living;

(Continued on page 5)

G. BROMLEY OXNAM is residing bishop of the New York Area of the Methodist Church. He was a member of the President's Commission on Higher Education.

THE KEY REPORTER

Published quarterly by the United Chapters of Phi Beta Kappa at the Rumford Press, Concord, N. H. Editorial and executive offices, 5 East 44th Street, New York 17, N. Y. Advertising rates upon application. Subscription, 20 cents a year, \$1.00 for five years. Entered as second-class matter at the post office at Concord, N. H., under act of March 3, 1879.

Hal March Editor
Carl Billman Consulting Editor

To the Editor:

After a period of careless reading for a longer time than I should like to admit, I took the trouble to study Vol. XIII, No. 1, and was most agreeably surprised.

The article by Harold Taylor was excellent. The reporting of such vital educational problems as discrimination and faculty freedom was on a high level. I do not think my approbation springs solely from agreement with the views expressed. Instead, I am delighted to discover that the problems are being aired in such worthwhile fashion.

ROBERT H. HAINES
WASHINGTON, D. C.

University of Texas

To the Editor:

This letter is written in protest against inaccurate and misleading reporting in the article "Committee to Report on University of Texas; Klein Asks President for Confidence Vote," Vol. XIII, No. 1, THE KEY REPORTER.

It is twice stated that Dr. Klein resigned as head of the Department of Psychology. This is untrue. There are no heads of departments at the University of Texas. At the time of Dr. Klein's resignation, Hugh C. Blodgett was chairman of the department (a position which ought not to be confused with that of head). Before Dr. Blodgett, L. A. Jeffress was chairman.

The statement is attributed to Hugh Blodgett that Dr. Klein's resignation necessitated dropping all graduate courses in the department. I am perfectly sure that my good friend Dr. Blodgett did not tell so bald-faced a lie. When I was in Austin December 2, graduate work in the department was proceeding.

So much for the straight-out inaccuracies of the reporting. Now for the false implications that are contained in the article. Lest anyone think I am hypersensitive on the subject, I report that the dean of the Graduate School, the dean of the Liberal Arts College, and the junior dean of the Liberal Arts College here at the University of Wyoming, all three men members of Phi Beta Kappa, have each told me that it is implied in the article that I resigned from the Texas faculty because of the political situation with regard to the administration there. This is untrue. At Texas I was academically inbred, and had only a temporary appointment. At Wyoming I am academically outbred, and have a regular appointment. Therefore, the University of Texas profited from my leaving, the University of Wyoming profited from my coming, and I personally profited from the change. Political considerations were not involved in my resignation from the Texas faculty.

It is implied in the article, particularly by the quotation from Mr. Dobie, that Mr. Dobie's firing was a political reprisal. In the case of such an implication, honest reporting would surely demand that the other side of the question be presented. It long has been believed by many members of the Texas faculty that Mr. Dobie was deliberately trying to get himself fired in order to become a political martyr. He finally accomplished it by the simple expedient of refusing to go to class. The leave of absence rule under which Mr. Dobie was refused a fifth consecutive year of leave has not been applied solely to Mr. Dobie. In one case that I know of, it resulted in the Department of Psychology's retrieving a man who had been on leave for several years.

They Say . . .

This letter should not be interpreted as a statement with regard to the administration at Texas. It is purely and solely a protest against perverted reporting in THE KEY REPORTER. What is the value of a paper whose reports are no more valid than the report to which I refer?

WILSON J. WALTHALL, JR.
LARAMIE, WYOMING

[Editor's Note: The article to which Mr. Walthall refers, printed in the Winter 1947-8 issue of THE KEY REPORTER, was written from four sources: President Painter's statement on Mr. Dobie's dismissal and the ruling on leaves of absence passed by the Board of Regents — both supplied by President Painter; the issue of *The Texas Spectator* in which Mr. Dobie's article on the University of Texas was printed; and the October 26, 1947, issue of the *Daily Texan*. All four sources we felt could be regarded as first-hand material, and we felt no insecurity whatever in trusting to their accuracy. The *Daily Texan*, in reporting Dr. Klein's open letter, printed an article conjunctively which flatly contradicts Mr. Walthall's statement that "I am perfectly sure that my good friend Dr. Blodgett did not tell so bald-faced a lie." THE KEY REPORTER accurately reported the *Daily Texan*, and credited the *Daily Texan* as the source of information. The *Daily Texan* also identified Dr. Klein as "former head of the Department of Psychology."

With regard to the implications of the REPORTER article, we feel that both sides of Mr. Dobie's case were presented: as much space was devoted to President Painter's statement and the regents' ruling as was given to Mr. Dobie's article in the *Spectator*. Dr. Martzloff's comments, printed below, are evidence that two conclusions can be drawn from our article. When we asked Mr. Walthall for evidence supporting his report of Mr. Dobie's desire to martyr himself, Mr. Walthall stated that there was no evidence to support the charge, but that it was an opinion held by some members of the Texas faculty. If it had been our desire to slant our article, we could merely have quoted *Time* magazine, AP or UP, all of whom baldly reported Mr. Dobie's dismissal as a political reprisal.]

To the Editor:

The University of Texas imbroglia as reported in your interesting journal has had my continued interest, for I too have told Oregon deans to jump into the lake.

However, the affair of J. Frank Dobie does not seem to me to be an infringement of faculty rights. A roving professor off campus four years surely has an obligation to return to his teaching duties. It impresses me that President Painter in this instance as responsible administrative head of a university was well within his reasonable rights.

KARL H. MARTZLOFF
PORTLAND, OREGON

Universal Military Training

To the Editor:

Congratulations on publishing the article by Harold Taylor in opposition to universal military training (THE KEY REPORTER, Vol. XIII, No. 1)! As he has indicated, UMT would by no means guarantee our national

security. Anyone who thinks there is going to be a war in the near future should read Drew Middleton's recent articles on Russia in the *New York Times*. He can hardly be called pro-Russian, yet he sees no likelihood of Russia's starting a war in the near future.

There is not only the question of national security, but the question of freedom to be considered in adopting UMT. Learning to obey superiors without question is poor training for a democracy. Conscription would give the army power over the minds of our young men at a very impressionable age. The already dangerous influence of the military in our national government would be increased. Hanson W. Baldwin, in the December 1947 *Harper's Magazine*, has listed some of the important positions held by military and naval men in Washington.

Our only security lies in the prevention of war. The best hope for peace is in strong support of the United Nations and all its agencies and all-out aid for European recovery through the Marshall Plan. Conscription has been almost universal in Europe and has failed to keep the peace, except for nations protected by a policy of neutrality and by their geographic position. UMT would be a step backward both nationally and internationally.

ROGER SCATTERGOOD
PHILADELPHIA, PENNSYLVANIA

To the Editor:

If "the classification, registration and identification of those boys most suitable for the various jobs of war would result from the enterprise" of universal military training, as acknowledged possible by Harold Taylor, it would give America a better preparation to defend herself than she has ever had before. If in addition, the morally and mentally unfit were weeded out, the jobs of immunization and vaccination gotten out of the way, the new discipline instilled, the use of small and heavy calibre arms learned, and methods of self-preservation taught, our boys would be put in condition to be quickly made into fighting men, or to fit into the technical position so essential to modern warfare.

Those familiar with World War II, know that despite advance preparations, few of our boys were worth much to the armed services until they had served from six to eight months. The confusion, delay, and waste of selective service cost billions of dollars and thousands of lives and had much to do with the delayed offensive in Europe.

With instructors of the calibre of good college physical educators, with all the boys of the same post-high school age, with heavy training that would give them little time for mischief during their three or four months of training, with courses that would be worked out and improved year after year with social and spiritual values in mind, we can see where the summer of training could be made of incalculable value to young American citizens.

President Taylor suggests that we wait and see what Russia is going to do. Is it not enough to see what she is doing in the countries with which she has been trusted and what she is trying to do with those with which we have been trusted?

It may be that the class of young people President Taylor meets would not be bettered by preparations to defend their country through modern military training. My observation is that our schools and colleges have failed dis-

(Continued on page 6)

The Scientific Method: 1948

THE LOGIC OF THE SCIENCES AND THE HUMANITIES. By F. S. C. Northrop. *New York: Macmillan. \$4.50.*

This is a deep book. It is certainly not to be recommended for light reading. But it is equally certain to be one of the most important books of the current publishing season. If read and digested by the right people, as one may devoutly hope it will be, it will have far-reaching consequences in the progress of science during the next few years, as well as in the development of a human civilization composed of well-rounded citizens who value aright the many aspects of personal and social life.

Professor Northrop, widely known and justly famous philosopher-scientist-humanist of Yale University, is an inveterate symposium participator. Several of the two-dozen chapters in this book were originally prepared under that stimulant. The symposia that called them forth range widely in time, place, and purpose — all the way from the Symposium on Philosophical Presuppositions of Democracy, held at Vassar in 1941, to the Symposium on the Future of Nuclear Science, held at Princeton in 1946. A few of the other chapters are essays previously published in various journals. But all this material, together with that which appears here in print for the first time, is coordinated to make a well-integrated volume displaying none of the earmarks of a collection of disparate essays.

It is Professor Northrop's carefully considered and firmly-established thesis that "there are different scientific methods for different stages of inquiry, and that the method which is scientific for one stage may be quite unscientific at a different stage." Problems of fact and problems of value cannot be solved by one and the same scientific method. "It is the problem that designates the method, not the method which designates the problem."

Three sequential stages should be recognized in any attempt to solve any problem by the methods of science. First, there must be an analysis of the problem itself. This involves the reduction of the problematic situation to the relevant factual situation. Not until one has been guided by the method of analysis to the relevant facts, is one ready for

KIRTLEY F. MATHER has been professor of geology at Harvard University since 1927.

the second stage of inquiry. In that stage, the task is to inspect those facts and the appropriate method is the inductive method of Bacon. One "begins with immediately apprehended fact and ends with described fact." Here one must meticulously avoid the error of confusing "pure fact" with "pure fact plus inferred knowledge." But there are other kinds of knowledge than that which appears in this "natural history type of science" and in the paradoxically allied "impressionistic or classical naturalistic art."

"This brings us to the third stage of inquiry in the natural sciences, with its method of hypothesis, its deductively formulated theory, and its concepts by postulation." The insistence of many scientists upon the use of "multiple working hypotheses" is confirmed by Professor Northrop: "There can be no trustworthy science, even with experimental confirmation, in the mature stage of development of an empirical science unless as much attention is given by scientists to the consideration of theory and of rival theoretical possibilities and to deductive logic as is given to induction, factual data, and experimentation."

As might be expected from the author of *The Meeting of East and West*, logic is broadly conceived "to include any form of knowing in religion and art as well as the sciences proper." It is also in character that he should come to grips with "the previously controversial and unresolved question concerning whether normative or ethical problems can be solved by scientific methods and if so, what the specific methods are." His cogent analysis of the method of attaining "normative economic, political, aesthetic, and religious theory which is valid for everyone" is followed by "a sketch of the specific ideology which a contemporary application of this scientific method prescribes."

All this is erudite and fundamental. It must be translated into more practical terms for everyday use by average citizens. Therefore, Professor Northrop carries through to chapters dealing with the criterion of the good state, the essential basis for a bill of rights for the United Nations, and the problem of establishing proper social controls of such scientific instruments as atomic bombs. Thus the scholar becomes the citizen, and his book becomes an efficient tool for those who set their hands to the imperative task of building a new world from the fragments that surround us.

Recommended Reading

FDR: HIS PERSONAL LETTERS. EARLY YEARS. Edited by Elliott Roosevelt. *New York: Duell, Sloan & Pearce. \$5.*

The first of three volumes of personal correspondence.

A MODERN LAW OF NATIONS. By Philip C. Jessup. *New York: Macmillan. \$4.*

A new approach to international law, and indications of the effects of the new principles on specific doctrines of international law.

WORLD COMMUNISM TODAY. By Martin Ebon. *New York: Whittlesey House. \$4.50.*

A compilation of crucial data, designed to present communistic activity in factual rather than emotional perspective.

THE GREAT REHEARSAL. By Carl Van Doren. *New York: Viking. \$3.75.*

The story of the Constitutional Convention of 1787, told in the light of the world situation today.

LEWIS AND CLARK: PARTNERS IN DISCOVERY. By John Bakeless. *New York: William Morrow. \$5.*

A biography by the author of *Daniel Boone*.

SEXUAL BEHAVIOR IN THE HUMAN MALE. By Alfred C. Kinsey, Wardell B. Pomeroy, and Clyde E. Martin. *Philadelphia: W. B. Saunders. \$6.50.*

The first volume of a study made by Indiana University faculty members and supported by the Rockefeller Foundation and the National Research Council.

THE AMERICANS: A STUDY IN NATIONAL CHARACTER. By Geoffrey Gorer. *New York: W. W. Norton. \$3.*

A British cultural anthropologist's description of American characteristics.

ALL MANNER OF MEN. By Malcolm Ross. *A Reynal and Hitchcock Book. New York: Harcourt, Brace. \$3.50.*

A history of the FEPC by its former chairman, who argues for its speedy revival.

THE IDES OF MARCH. By Thornton Wilder. *New York: Harper. \$2.75.*

An appraisal of Julius Caesar and of the last days of the Roman republic, told in the form of letters written by historical and imagined characters.

New York Votes University, Anti-Discrimination Laws

The New York state legislature, acting on the recommendations made by Owen D. Young's Temporary Commission on the Need for a State University, has voted to establish a state university. The Young group's plan is designed to meet the current need for enlarged facilities and to combat current discriminatory practices.

The new institution may consist of a series of four-year colleges, two medical centers and other professional and technical schools, including existing state teachers colleges and state contract colleges.

The legislation provides for the establishment of a series of community colleges — two-year or four-year — to be supported in part by local governmental units and student fees.

Racial and religious discrimination in the admission of students to private colleges, universities, and professional schools has been outlawed. In enforcing this ruling, an Office for Educational Practices will be set up in the State Education Department under an associate commissioner. He will be empowered to investigate complaints, with full subpoena powers, and would seek to settle all disputes by conciliation and persuasion. Failure of these efforts will result in an order for a public hearing by the Board of Regents, and findings which warrant such action will call for the issuance of an injunction restraining further violation of the law.

Denominational institutions will be allowed to limit admissions to members of their own faith by filing with the State Education Department a certificate stating that they elect to be considered a denominational institution.



Southern California Alumni Launch \$100,000 Study Fund

The Phi Beta Kappa Alumni in Southern California have launched a campaign to raise \$100,000 for the Bishop W. Bertrand Stevens International Scholarship Memorial Fund. Named for the late bishop of the Los Angeles diocese of the Protestant Episcopal Church, who was past president of the association and a counselor at the time of his death, the fund will seek to provide two-way scholarships for students and professors between the United States, particularly Southern California, and

the Orient, the USSR, Australia, Mexico, South and Central America.

The campaign will aim toward annual contributions of \$10 from each of the members of the group. Impetus was given to the drive by pre-campaign contributions of \$1000 each by William L. Honnold, of Los Angeles, who is also a Phi Beta Kappa Associate, and Miss Julia Ellen Rogers, of Long Beach. Committees have been set up to conduct the financial campaign and to supervise the selection of candidates.

George M. Day, president of the association, in announcing plans for the fund, said, "This is a year fraught with issues, strains, problems, perils domestic and foreign, and also a year of rich promise, of beckoning opportunity, of sobering challenge. Dwelling in an ivory tower is altogether foreign to the spirit and practice of our association."

The president of the United Chapters, Christian Gauss, welcomed the plan, saying, "We have always held that philosophy is the guide of life. Philosophy has never recognized geographical limits. At this time when nearly all peoples, including ourselves, tend to take their nationalistic prejudices as their guide, we are all called upon to do what we can to enable the truth to cross frontiers. I can think of no project better designed to broaden and deepen our sense of the unity of truth and the reality of one world, than what you are doing."



Texas (Continued from page 1)

Davidson Visits Austin

Prior to the meeting of the Committee on Qualifications, Philip Grant Davidson, dean of the Senior College and Graduate School, Vanderbilt University, and a member of the committee, visited Austin to gather information on current conditions at the university. His findings indicated that further action by the Senate was not mandatory.

The committee considered the recent dismissal of J. Frank Dobie from the faculty at the University of Texas and the release of an open letter from D. B. Klein, a former member of the faculty, challenging T. S. Painter, president of the university, to take a vote of confidence in his administration and in the Board of Regents among the faculty. Neither of these incidents, both of which were reported in the Winter 1947-8 issue of THE KEY REPORTER, seemed to the committee to indicate further violation of faculty freedom and tenure.

Painter Statement

After the publication of Dr. Klein's letter, President Painter issued the following statement: "I have been asked to comment on the open letter recently addressed to me by Dr. D. B. Klein, formerly a member of our staff, and now serving as a lecturer in psychology at the University of Southern California. Late in the summer, after he had received his departmental budget for 1947-48, Dr. Klein sent a telegram demanding a further salary increase or else! On reviewing his case, I found that from 1937-38 to 1944-45 Dr. Klein, a full professor, had received an aggregate salary raise of \$200. Since that time, his increases have amounted to \$1100. I wrote Dr. Klein that, under the circumstances, I was unwilling to recommend further increase demanded until such time as his research record would warrant it. I believe further comment is unnecessary."

President Painter has made no other official statement on Dr. Klein's charges, and no action has been taken on Dr. Klein's request for a vote of confidence.

The Committee on Qualifications will report again in 1948.



Education (Continued from page 2)

(2) education directly and explicitly for international understanding and cooperation; (3) education for the application of creative imagination and trained intelligence to the solution of social problems and to the administration of public affairs.

The purposes of general education are defined in terms of performance, of behavior — not in terms of mastering particular bodies of knowledge. Too often today's college graduate "is 'educated' in that he has acquired competence in a particular field, yet falls short of that human wholeness and civic conscience which the cooperative activities of citizenship require." The eleven outcomes of general education set forth by the commission assume "the unity of liberal education" which has been "splintered by overspecialization."

The report will repay careful study. It will, no doubt, be the basis of presidential recommendations to the Congress, and its proposals relative to extending public education for all through junior college will have profound influence upon the course of American education.

Know of an Opening?

Rates for items in the "Know of an Opening?" column are ten cents per word for a single insertion, seven cents per word for two or more consecutive insertions. Replies should be addressed to Member No. — care of THE KEY REPORTER. They will be forwarded promptly to the advertiser.

544. (Mr., Va.) Ph.D. Yale, 1936. Two years European travel. Three years naval officer in Pacific. Six years college teaching; specialty, ancient history. Numerous publications. Desires professorship or deanship.

553. (Mr., Wis.) Thoroughly experienced both as newspaperman and industrial editor; seeking editorial, public relations or related work in California or Southwest. Can handle magazine. Able writer, personable, well informed, knows music. Minnesota graduate, honors. Married, 32, ex-navy officer.

555. (Mr., N. Y.) Chemist-executive, assistant to major executive in business field; excellent background embracing chemistry, administration, and management. Possesses real talent to accomplish important assignments, handle detail and assume responsibility; energetic and loyal.

559. (Miss, N. J.) A.B., Barnard ('34), A.M., Columbia ('36). Foreign study. Museum, editorial experience. Versatile; varied interests. Publications. Wants editorial position.

561. (Mrs., Idaho) B.A. 1927, Latin, history major; good background English, literature; recent high school teaching experience. Wants manuscript reading, paper grading, etc. to work on at home.

562. (Mr., N. J.) B.S., CCNY, Ph.D. Yale, bio-organic chemistry, 31, ex-officer (ETO). Presently assistant professor Princeton. Seeks interesting non-academic position with future possibilities. Not necessarily pure research.

563. (Mr., Conn.) Yale, B.A., 1941 (philosophical orations), Ph.D., 1944 (English), desires teaching position in established college or university, preferably New England. Experience: two years publishing, two years teaching.

564. (Miss, N. Y.) B.A. '43, *summa cum laude*, M.A. '44. Majors, English, French. Minor, Spanish. Two years' editorial experience. One year public relations. Desires position with future, preferably editing or research.

565. (Mr., N. J.) Rhodes Scholar-elect, Princeton M.A., *summa cum laude* (Ph.D. in June), seeks summer teaching position with college, school or family.

566. (Miss, Wis.) M.A. University of Wisconsin. Social studies. 15 years teaching adults. Office and administrative experience in large school. Interested in current problems in adult education. Desires college teaching, deanship, vocational counseling, or supervisory executive work. Present salary \$4,200.

567. (Mr., N. Y.) Technical background. Six years research, production, consulting experience involving unusual problems. Desires responsible position involving ability to transmit ideas, coordinate activities, such as liaison or representative. Travel acceptable.

568. (Mr., N. Y.) B.A., J.D., M.P.A. Member, New York Bar. Previously government attorney. Varied experience in general practice. Teaching, newspaper experience. Desires legal, executive, or faculty position. Age 40.

569. (Mr., D. C.) B.A., Lafayette, *summa cum laude*, 1940, M.A. Columbia. Desires position with large organization in Washington, D. C., utilizing experience in public relations and research. Now public relations director of national organization.

570. (Mr., Mass.) Harvard B.A. *cum laude* 1946, M.A. June 1948. Two years teaching girls' colleges and adult centers. Wants psychology teaching, especially summer term.

571. (Miss, N. Y.) B.A. *cum laude* Hunter '44. Major, mathematics; minors, statistics, physics. Experience: 1 year teaching mathematics, 2½ years optical designing and engineering calculations. Interested in mathematics, physics, engineering.

572. (Miss, Ohio) B.A. Ohio Wesleyan, 1930; M.A. Ohio State, 1931. Additional summer work including one term Mexico University. Twelve years high school, two college teaching. Desires Spanish in accredited college or junior college stressing scholarship.

573. (Mr., N. Y.) M.A. Columbia '41, economics and labor relations major. For past two years traveling US, working with management, union representatives administering NLRA, LMRA. Experienced in collective bargaining and agreements, plant grievance procedures, independent research in industrial relations field. Two years college teaching, economics and labor relations. Five years army service (captain), personnel administration. Interested in suitable position, available at once.

574. (Miss, Ohio) Cincinnati B.A. 1920. Former secretary; some teaching experience; wants work with non-commercial organization in West having psychiatric-social or ethical slant.

575. (Miss, N. C.) 1940 B.A., YWCA teenage program, and camp director, high school teaching experience. Wants personnel, vocational guidance or social work position.

576. (Mr., N. Y.) Teacher, LL.B and M.A., 15 years' experience, college, teaching business subjects, especially law and secretarial.

577. (Mr. and Mrs., Wash.) Wife (B.A., foreign languages, high school teacher), husband (veteran, college) desire opportunity for summer travel in Europe. Need employment

during trip and for summer in Europe. Qualified for stenographic, counseling, personnel work.

578. (Miss, N. Y.) M.A. Cornell, mathematics, industrial engineering. Over two years experience motion-time study, cost estimates. Desires similar work anywhere.

579. (Miss, Minn.) B.A. Brown '43, *summa cum laude*, M.A. Bryn Mawr '44. Experience: 3 years teaching Latin in private schools. Foreign travel. Desires Latin teaching in college or junior college.

580. (Miss, Pa.) B.A. Swarthmore 1935 (honors in English and history), Ph.D. Yale 1946; seven years college English teaching; wants assistant professorship or editorial position in East or Midwest; specialties eighteenth century, Victorian period, creative writing.

581. (Miss, N. Y.) English major, B.A. Hunter 1947, *cum laude*; scholarship, M.A. Columbia, June 1948; will start Ph.D. immediately. Desires high school, junior college, college or university teaching English or speech, dramatics, radio; also radio acting position.

582. (Mr., N. Y.) Advertising, sales promotion, public relations, editorial work desired immediately. University of N.C. graduate. 15 years varied experience. Personable, energetic, versatile. Married, 35. Anywhere.

583. (Miss, Texas) M.A., history, Colorado, 1941, B.L.S., Chicago, 1947. Experience; 11 years' public school teaching; 6 months college library. Desires college teaching or research.

UMT

(Continued from page 3)

mally to "sell" Americanism to their students. We have read many articles and heard many learned lectures upon what should be done, but results have not been forthcoming. Consequently, our national spirit is at low ebb today and was at low ebb among our military men during World War II. I am unconvinced that the training program would be harmful.


American citizens have shown themselves ready to vote out of existence any law that doesn't work. Let us give this carefully considered plan a chance; it can be readily erased if it doesn't get the results claimed. We have tried most of the plans advocated by President Taylor. They have not worked. We must depart from the realm of the theoretical, that costs and does little before the shooting starts, into the realm of the practical, upon which basis we must place our national defense.

PAUL K. GARDNER
LOVELOCK, NEVADA

To the Editor:

Harold Taylor has very sound arguments against universal military training. I have seen various estimates of the yearly cost of the proposed program, ranging from 400 million to four billion dollars. Would not this money — or even a portion of it — be better spent training our young men in international relations, so that the accepted approach to all conflicts between our nation and others would be the intelligent one of getting at the root of the difficulties (whether economic or psychological) and trying to find permanent solutions?

FLORENCE W. POTTS
PHILADELPHIA, PENNSYLVANIA



ΦBK 5 East 44th Street
New York 17, N. Y.

Please send illustrated order blank showing the sizes of the \$5, \$6, and \$7 keys, bars, and pin attachments to

Name.....
Address.....
.....

Senate

(Continued from page 1)

Honorary Memberships-at-Large

The Committee on Membership-at-Large, headed by Frank Aydelotte, American secretary to the Rhodes Trustees and director emeritus of the Institute for Advanced Study, proposed to the Senate that a plan be inaugurated to establish honorary memberships-at-large. The candidates would be considered by the Senate and elected only by the Senate, which election the committee felt would carry greater distinction than is afforded by honorary election by an individual chapter.

The plan was proposed by the committee in order that Phi Beta Kappa might secure in its membership distinguished and nationally-recognized people — including those who attended American colleges without chapters of Phi Beta Kappa and institutions outside the territory of the United States — who in the Senate's opinion should belong to Phi Beta Kappa. The committee stressed that the Senate would be charged to make elections with extreme discretion.

The Senate voted to keep the proposal before it and instructed the committee to submit the plan in detailed form prior to the next meeting of the Senate. Implementation of the plan would require an amendment to the Constitution of the United Chapters.

Senate Elects Hastings

The Senate elected William T. Hastings, head of the Department of English, Brown University, to succeed Arthur T. Vanderbilt as a member of the Senate. Professor Hastings also serves as chairman of the Committee on Qualifications. Carl Billman, who has served as acting secretary since the resignation of George A. Works in April 1947, was elected secretary of the United Chapters and of the Phi Beta Kappa Foundation. Walton Hale Hamilton, professor of law, Yale University, and Reinhold Niebuhr, professor of applied Christianity, Union Theological Seminary, were elected to the Editorial Board of *The American Scholar*. Harlow Shapley, director of the Harvard College Observatory, and Irita Van Doren, editor of the *New York Herald Tribune Weekly Book Review*, were re-elected to membership on the board.

The Senate accepted the invitation of the Phi Beta Kappa chapter at the University of Wisconsin to hold the 1949 triennial Council meeting at Madison prior to the beginning of the 1949-50 academic year.

AAC Vetoes Military Training, Anti-Discrimination Laws

The Association of American Colleges, holding its annual meeting in Cincinnati January 12-14, acted in opposition to legislation barring discriminatory admissions practices, compulsory military training, and direct federal aid.

Disclaiming the recommendations of the President's Commission on Higher Education and the President's Commission on Civil Rights, the group accepted the report of its Committee on Minority Groups in Higher Education. Headed by William P. Tolley, chancellor of Syracuse University, the committee, while saying that "if the lessons of freedom, justice, and human brotherhood are to be learned, they must be taught in our colleges," nevertheless stated, "It is unrealistic and unfair to expect colleges of all kinds and in all sections of the country to pursue identical admission policies."

Commission Recommended

The committee recommended the appointment of a national commission, which would report annually to the AAC, "to which instances of discriminatory policies can be referred and which will have authority to investigate and establish the facts as accurately as possible."

Both Higher Education and Civil Rights commissions recommended the abolition of segregation and quota systems in educational institutions and the enactment by states of fair educational practices laws for public and private educational institutions, prohibiting discrimination in the admission and treatment of students based on race, color, creed, or national origin. Stephen S. Wise, president of the American Jewish Congress, in urging the AAC to oppose the adoption of the committee's report, declared that by opposing legislative action, "Your association will not only be derelict in its duty of giving leadership in the field in which it can be most effective. You will be declaring your opposition to the methods and processes on which it is now clear that American democracy must depend for its fulfillment."

UMT Voted Down

Harold W. Dodds, president of Princeton University, and Alexander P. Guerry, president of the University of the South, led debate on compulsory military training. President Dodds, re-

affirming the recommendation of the President's Advisory Commission on Universal Training, strongly urged universal training as a part of a balanced program of security for the United States. President Guerry held that it would be ineffective and inadequate for national defense, and maintained that security rested on the enactment of other measures. The association, by a vote of 219-to-69, sustained President Guerry's position.

While many college administrators — some with reluctance — agreed that the federal government must come to the aid of the colleges, direct federal aid was opposed for the present. Subsidization of students, through scholarship assistance by the federal government, was favored. Many administrators questioned whether programs of expansion could be carried through without considerable aid from the federal government.

Are you seeking a quiet, restful and inexpensive vacation spot? Come this year to our 4-acre wooded island in beautiful Trout Lake. Housekeeping cottages, \$18-\$22 weekly. D. C. Barnes, Ompah, Ontario, Canada.

PRIVATE SCHOOL
For Sale

Founder of small private coeducational school in Middle-Western city wishes to retire, because of health, after 23 years. He would like to sell the school to someone who will maintain its high reputation for integrity, thorough teaching, and interest in the needs of every individual student.

Intellectually satisfying and highly profitable financially.

Complete details to qualified purchaser. Write Box XI.

THE KINSEY REPORT
Sexual Behavior
in the Human Male

By KINSEY, POMEROY
and MARTIN

Based on surveys made by Members of the Staff of Indiana University and supported by the National Research Council with Rockefeller Foundation funds... For doctors, scientists, social workers, lawyers, clergymen, teachers, parents and fact-seekers in general.

\$6.50 at your bookstore
or send order with remittance to

W. B. SAUNDERS COMPANY

Dept. 17, Philadelphia 5

Publishers to the Medical
and Allied Professions

Diversity in Reading -

An Invitation to Thought

DOMESTIC AFFAIRS

The House Committee on
Un-American Activities
WALTER GELLHORN

MEDICINE

Cancer Research
PAUL A. ZAHL

INTERNATIONAL AFFAIRS

American Foreign Policy:
JOSEPH BARNES
ADOLF BERLE
ISRAEL EPSTEIN
MICHAEL KARPOVICH
WALTER MILLIS
PAUL M. SWEETZ
OTTO TOLISCHUS

BOOKS

The Revolving
Bookstand
MORROE BERGER

BIOGRAPHY

Thomas Davidson:
Educator for Democracy
LOUIS I. DUBLIN

BELLES LETTRES

Exercises in Criticism
LEO STEIN

LITERARY CRITICISM

The Russian Soul: An
English Literary Pattern
DOROTHY BREWSTER

RADIO

Radio in America
LYMAN BRYSON and
MAHONRI YOUNG

THE PASSING SCENE

Under Whatever Sky
IRWIN EDMAN

*and many other
features in the
Spring Number of
THE AMERICAN SCHOLAR*

THE AMERICAN SCHOLAR
5 East 44th Street, New York 17, N. Y.

Please send THE AMERICAN SCHOLAR to the address
below for

- 1 year \$3.00 2 years \$5.50 3 years \$7.50
 I enclose remittance.
 Bill me.

Name.....

Street.....

City..... State.....