

THE KEY REPORTER

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Senate Passes Education Bill to Allow \$50 Fund Per Child

Editor's Note: Mrs. Agnes E. Meyer discusses on page 2 the Taft bill in relation to the proposal on federal aid made by the President's Commission on Higher Education.

The United States Senate has passed, by a vote of 58 to 22, the Taft aid-to-education bill to insure that no state spends less than \$50 per pupil per year in any of its schools. As THE KEY REPORTER goes to press, Joseph W. Martin, speaker of the House of Representatives, is being urged to see that a similar measure is given speedy passage to the floor for consideration by the House.

The annual cost of the program has been estimated at \$300,000,000. Aid would be given primarily on the basis of need, with rich states receiving little and poor ones receiving much. Each child would receive a minimum of \$5 a year from the federal government, and a maximum of \$25 or more — depending on how much is needed to supplement state funds to bring the per capita expenditure up to \$50. New York would get least — \$12,010,000 — and North Carolina most — \$22,825,000.

Amendments Defeated

Final voting saw defeat of two amendments to the "home rule" provisions of the Taft bill. One amendment, proposed by Forrest C. Donnell, Republican of Missouri, would have prohibited states to use any part of the federal funds as benefits, indirect or otherwise, to parochial or private schools — regardless of whether an individual state might be prepared to grant them. A second amendment, proposed by Brien McMahon, Democrat of Connecticut, directly opposed the Donnell amendment: it provided that where states had laws or policies against any sort of public aid to parochial schools, these schools could apply directly to the federal government for their share of aid.

Both amendments were voted down as constituting unwarranted invasion of

(Continued on page 6)

Educators Unite to Defend Civil Liberties, Assert House Committee Endangers Rights

Infringements of civil liberties are causing increasing unrest in the academic world. The political rights of college faculty members, particularly those who actively support the third party candidacy of Henry A. Wallace for president, are being questioned, and educators are also disturbed over the implications of the attack on Edward U. Condon, director of the National Bureau of Standards, by the House Committee on Un-American Activities.

Committee of One Thousand

Prior to the attack on Dr. Condon, many prominent citizens who were alarmed at the methods and record of the Committee on Un-American Activities joined in forming the Committee of One Thousand. The purpose of the committee is to work for the abolition of the Committee on Un-American Activities, and many of its members are prominent in the affairs of Phi Beta Kappa. Among the initiating sponsors were Frank Aydelotte, director emeritus of the Institute for Advanced Study, a senator of the United Chapters, and a director of the Phi Beta Kappa Associates; Christian Gauss, dean of the alumni of Princeton University and president of the United Chapters; Irwin Edman, professor of philosophy at Columbia University, and Van Wyck Brooks, literary critic and historian, both of whom are members of the Editorial Board of THE AMERICAN SCHOLAR; Dorothy Canfield Fisher, judge of the Book-of-the-Month Club and a former member of the Book Committee of THE KEY REPORTER, and Harlow Shapley, director of the Harvard College Observatory, president of the American Association for the Advancement of Science, and a member of the Editorial Board of THE AMERICAN SCHOLAR, who is serving as acting chairman of the Committee of One Thousand.

Among the other members of the committee are Guy Stanton Ford, executive secretary of the American Historical

Association and a member of the Executive Committee of the United Chapters; Kirtley F. Mather, professor of geology at Harvard University and a member of the Book Committee of THE KEY REPORTER; Alvin Johnson, president emeritus of the New School for Social Research and one of the founders of THE AMERICAN SCHOLAR; Howard Mumford Jones, professor of English at Harvard University and a former member of the Book Committee of THE KEY REPORTER; and Percy MacKaye, poet-dramatist, and Hermann J. Muller, professor of zoology at Indiana University, both former members of the Phi Beta Kappa Associates.

Parker Case

The American Association of University Professors has before it those cases where faculty members have been dismissed because of political activity. The most widely reported is that of George Parker, who taught religion and philosophy at Evansville College, Evansville, Indiana. Dr. Parker, chairman of a Wallace-for-president committee, refused to resign his faculty position and subsequently was forbidden to teach his classes. Another instance is that of Curtis McDougall, of Northwestern University, who retired from a senatorial race on the third party ticket, allegedly because he was given the choice of withdrawing from the race or resigning his position at Northwestern. Max Lerner, in an editorial in PM, discussed the recent attempts of Williams College alumni to have Frederick L. Schuman, author and Woodrow Wilson professor of government at Williams, dismissed. James P. Baxter, III, president of Williams, has indicated that he will support Dr. Schuman.

Pamphlet Issued

The New York Teachers Union, United Public Workers of America, CIO, has recently issued a pamphlet, *Academic*

(Continued on page 7)

Public Funds for Public Institutions

Education for Life in a Democracy, II

Editor's Note: Mrs. Meyer's article is the second in a series devoted to the report of the President's Commission on Higher Education. Bishop Oxnam's editorial in our Spring issue (THE KEY REPORTER, Vol. XIII, No. 2) served to introduce the series, and our Autumn 1948 and Winter 1948-9 issues will contain articles on two other recommendations — those concerning discrimination and liberal education.

As the President's Commission on Higher Education declared that "the time has come for America to develop a sound pattern of continuing federal support for higher education," it had to decide whether federal funds should or should not be appropriated for use in privately controlled colleges and universities. By a vote of 25 to 2 the commission declared that "federal funds for the general support of current educational activities and for general capital outlay purposes should be appropriated for use only in institutions under public control." The only dissent came from the two Catholic members of the commission. It is regrettable that the statements published by the commission and by the two dissenting members fail to give the whole content of the debate which took place when the decision was made.

By
Agnes E.
Meyer

"The responsibility for providing a strong system of public education," said the majority, "does not deny to any individual or group of individuals the right to attend, or to establish and support in addition to public schools, a private or denominational institution for the purpose of providing . . . a kind of education which such individuals or groups deem more suitable to their particular needs and beliefs." Yet the prime responsibility of the government is the establishment of a strong system of public education. As the need for a greatly expanded program of public education was recommended by the commission involving vast contributions by the federal government for an effective system of education at the elementary and secondary level, for public community or junior colleges, for assistance to the states in maintaining and expanding publicly controlled institutions of higher education, and for a national program of federally financed scholarships and fellowships, the commission naturally felt that this burden upon the federal government was heavy enough without adding financial responsibility for the privately controlled colleges and universities. "Any diversion by government of public funds to the general support of non-

publicly controlled educational institutions," the commission states, "tends to deny the acceptance of the fundamental responsibility and to weaken the program of public education." It would indeed. For public support of some private schools, whether sectarian or not, would bring others into existence that would splinter our public funds and threaten the immediate, acutely needed growth of public educational facilities.

Public Support Threat to Private Independence

Since public responsibility for support of education implies public responsibility for the policies which are supported, the commission members, particularly some who are in charge of private institutions, felt that the acceptance of public funds would impair the independence of privately controlled colleges and universities since it would result in review and control of their educational policies and procedures. This would be contrary to the best interests of these institutions as well as to those of society in general.

Such are the commission's arguments for restricting public funds to public institutions as recorded in the report. Omitted is the fact that the burning question of the relationship of Church and State was thoroughly reviewed by various members of the commission. Indeed the debate was precipitated by a statement presented by the two Catholic members in defense of the theory that private institutions of higher learning are entitled to public support. The arguments of the opposition varied considerably, but all pointed toward the conviction that the Constitutional provisions for the separation of Church and State as set forth in the first and fourteenth amendments, make the public support of sectarian colleges and universities impossible. As the Catholic members agreed neither with these arguments nor with those given in the report, they published their Statement of Dissent as an appendix to Volume V, which concerns itself with the financing of higher education.

Supreme Court Decision Upholds Commission

The position taken by the commission must be considered a fortunate one in the light of the subsequent Supreme Court decision on the Champaign (Illinois) case. Though this decision concerns itself mainly with the constitutionality of sectarian religious instruction in the public schools, its pronouncement that public financial assistance to "any or all religions . . . falls squarely under the ban of the first amendment" coincides with the majority opinion of the President's Commission. That this Supreme Court decision closes the argument as to whether public funds may be used for sectarian institutions is further confirmed by the following statements in Justice Black's opinion for the majority:

"The majority in the Everson Case and the minority . . . agreed that the first amendment's language, properly interpreted, had erected a wall of separation between Church and State."

And again:

"Neither a state nor the federal government can, openly or secretly, participate in the affairs of any religious organizations or groups, and vice versa."

And from the Everson Case:

"No tax in any amount, large or small, can be levied to support any religious activities or institutions, whatever they may be called, or whatever form they may adopt to teach or practice religion."

(Continued on page 6)

AGNES E. MEYER, part owner of the *Washington Post*, was a member of the President's Commission on Higher Education. She is the author of *Journey Through Chaos* and a contributor to many magazines. Her husband, Eugene Meyer, is a member of the Phi Beta Kappa Senate.

THE KEY REPORTER

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CARL BILLMAN	Consulting Editor

To the Editor:

I have just read "Education for Life in a Democracy," by G. Bromley Oxnam in your Spring issue (THE KEY REPORTER, Vol. XIII, No. 2). Federal funds are not sought for the support of private or denominational schools. The only request is that no child be denied the welfare services of transportation and health to which he is entitled as a future citizen and probable defender of our country. If these services are not given to this large group of non-public school children, the deficiency will be felt by the country at large. This is not support of any religious denomination any more than fire or police protection is support of the individual Lutherans, Baptists, Catholics, or Methodists who receive that benefit. Private schools bear a large share of the expense of education in this country. They educate well; there are even some who think that they do it better than the public schools. They are a safeguard of democracy in that they cannot easily be made the tool of a possible totalitarian state. Most of them operate on a shoestring and could easily be forced out of existence by schools receiving \$300,000,000 of federal funds. . . .

I realize that federal aid to private institutions is a highly controversial subject and one which cannot be decided lightly. The danger, as I see it, lies in shutting all religious teaching out of our schools in our efforts to maintain sectarian peace and fairness; and in forcing out of existence the private schools that give religious teaching. All the countries of Europe that ended in disaster began by promoting a pagan system of public schools. A little over 30 years ago, the public school system of Germany was considered by educators to be the most perfect system of education that the world had seen up to that time. At the State University of Iowa in 1914 one could not obtain a certificate in education without taking a course and passing an examination on "The Public School System of Germany." There are a number of signs that we are following down the same road. Is it not strange that in order to have peace among ourselves, we have to exclude the Prince of Peace from the education of our children?

MARY EDNA MAHAN
IOWA CITY, IOWA

Discrimination

To the Editor:

The recent report of the President's Commission on Higher Education, deploring discrimination where it exists in American colleges and universities, makes it appropriate to renew the plea to Phi Beta Kappa to lend immediate aid in discountenancing such undemocratic educational practice. The proposal, as originally made a couple of years ago, is that in the future Phi Beta Kappa refuse new charters to institutions which refuse to receive students because of race, creed, or color. Professor Marjorie Hope Nicolson made the sensible suggestion that discrimination because of sex be also banned. I am further emboldened by your implied approval (THE KEY REPORTER, Vol. XIII, No. 1) of action of the College Scholarship Fund for Negro Students in "acquainting Negro students with those colleges which have in the past received few or no applications from Negro students, although they are anxious to have Negroes represented in their student bodies."

Since the proposal was made your letter columns have contained many commendations

They Say . . .

of it, and somewhat fewer attacks. The report of the President's Commission, which contains a note of urgency, ought to stir the governing authorities of Phi Beta Kappa to action. In the course of months, some of your correspondents have received a twisted notion of what was originally recommended. There was no thought of withdrawing charters where now held. But in testing the qualifications of applicant institutions, a policy of discrimination would be grounds for declining to bestow a charter.

BROADUS MITCHELL
NEW YORK, NEW YORK

To the Editor:

At a time when there is considerable discussion in academic circles about the racial question, especially regarding the American Negro, it may be helpful to throw some light, feeble and flickering though it be, from the heart of so-called "darkest Africa." Here in Ethiopia is a progressive country struggling hard and bravely toward democracy, after having lost thousands of its able leaders in wholesale massacre and mass murder and millions of its loyal citizens in atrocious warfare. It looks toward the United States and other modern countries for guidance and assistance.

The tables are here turned around. The foreign population of lighter colored skins and straight hair is in the small minority. We here are actually no more conscious of physiological distinction in color of skin than in the United States we would take passing note of variations in the color of eyes or hair. In teaching, in conversation, in entertaining, we quite forget such incidental matters as race and complexion. We grade mental abilities from stupid to bright and we appraise personal characteristics on the same basis as citizens of any other country. There are men here who have the same human frailties and, in some cases, the same criminal responses that are to be found among similar types in the United States, and there are fortunately still a large number of brilliant leaders whose intelligence and effectiveness are the equal of men in comparable positions in our own country.

It is a great pity that I have to tell the bright Ethiopian boys, whom we are sending to the United States for their college education, because there is no such institution here at the present time, that they may be occasionally insulted even in my own democratic country, when this would not happen in European countries like France or Great Britain. Why can we not learn to treat people as individuals? I know the role of the emotions and of the resulting prejudices. I know also the practical side of the questions involved because I have taught in universities and colleges north and south of the Mason-Dixon line and because in the faculty club of a great Northern state institution we had to face the issue in dollars and cents when the problem of racial discrimination came up.

But someone has to take the lead. The honorable comity of scholars in Phi Beta Kappa would miserably belie their heritage as well as their responsibility to generations of cultivated students yet to come, if they here and now did not go on record with an impressive resolution, followed by effective action, that absolutely no

discriminations of color or race would be made, explicitly or implicitly, directly or by subterfuge, in the establishment of chapters, in the nomination or election of members or officers, or in any other way, throughout our illustrious land.

CHRISTIAN A. RUCKMICK
SUPERINTENDENT OF EDUCATION
MINISTRY OF EDUCATION AND FINE ARTS
IMPERIAL ETHIOPIAN GOVERNMENT
ADDIS ABABA, ETHIOPIA

University of Texas

To the Editor:

I am writing this letter in the hope of settling several points of dispute that have developed between yourself and Dr. Wilson J. Walthall, Jr., in connection with your article: "Committee to Report on University of Texas; Klein Asks President for Confidence Vote," THE KEY REPORTER, Vol. XIII, No. 1.

Dr. Walthall, in his letter published in the Spring 1948 issue of THE KEY REPORTER, protests against what he terms your inaccurate and misleading report. He calls attention to the fact that Dr. Klein did not, as you say, "resign as head of the Department of Psychology" — there being no departmental headships at the University of Texas. Dr. Walthall denies any implication that he resigned from the University of Texas in protest against the administration. And he challenges your statement attributed to me, that Dr. Klein's resignation necessitated dropping all graduate courses in the department. "I am perfectly sure," he says, "that my good friend Dr. Blodgett did not tell so bald-faced a lie."

In defense of your news report, you cite as one of your sources of information the October 26, 1947, issue of the *Daily Texan*, adding that you "felt no insecurity whatever" in trusting to its accuracy. You assert that you quoted the *Texan* accurately and say that "The *Daily Texan*, in reporting Dr. Klein's open letter, printed an article 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.'"

I believe it should be mentioned that Dr. Walthall does not raise the question whether or not you considered your source to be trustworthy, or quoted it correctly. His protest is that your account was, in fact, inaccurate.

Dr. Walthall's letter gives a definitive account of his own resignation and clears up once and for all any implication that he resigned in protest. The second point of dispute likewise permits of no dispute at all. Regardless of what the *Daily Texan* may have said in the issue of October 26, there are at the University of Texas no departmental headships.

Finally, here are the facts about the *Texan's* story regarding the dropping of graduate work in psychology. On the night of October 25, 1947, a *Texan* reporter phoned me at my home and told me that he was preparing a "factual" story about the Department of Psychology. He asked me a number of questions about departmental budget (past and present), training facilities, and changes in staff. I answered his questions as clearly as I could, and in the course of the conversation, told him that two graduate courses, to have been offered for the first time in the fall term of 1947-48, had been dropped. The *Daily Texan's* account of this interview, next day, was a distorted affair. I was quoted

(Continued on page 5)

The Anvil of Great Events

THE TIME IS NOON. By Hiram Haydn. *New York: Crown. \$3.50.*

With "the drums and trumpets of Tamerlane" going full blast, who cares what time it is? If the truthful answer is "nobody," then Hiram Haydn has pretty well wasted his effort, for his novel is a long, passionate cry to men to look at the clock. The generation that first came to awareness in the Jazz Age and then saw the Depression is now at high noon, and unless it acts accordingly, its opportunity will pass and night will come upon it with nothing done.

This thesis is nowhere stated baldly; but it is implicit in the story of six people who were young when the first great war ended, and who therefore have been pounded on the anvil of great events. To what effect? If they were forged, this is the moment to show it, for this is the moment when such people have their best chance to control the world. Mr. Haydn's answer, as any sensible answer must be, is multiform. Some of the material, he knows, could not take the pressure. Some of the members of that generation were smashed and some were warped out of all possibility of usefulness; but he is an optimist, and he brings out two, a man and a woman, whom the hammers of hell have beaten into forged iron, strong, springy, hard, and all but immune to corrosion.

Obviously this novel is a tract as well as a narrative, and now and then the tract shows through; but in general it is a careful study of character development, based on accurate observation

and logical inference, thus not merely entertaining but highly persuasive. There is life in his people, and a book that pulses with life may be a tract, but it can never be a mere tract. The background is enormous — nothing less than the great boom that led to the great bust. There is hardly a feature of it that Mr. Haydn has missed, and although the lean years have removed it so far from us that its story reads like a tale of the Stone Age, recent events have been giving it a contemporary look that increases steadily. We have been here before; shall we emerge once more through the little end of the horn, squeezed and racked again? The hope is that Mr. Haydn is correct and that some of his people can lead, and, seeing that the time is noon, will lead.

GERALD W. JOHNSON, historian and free-lance writer, is the author of *Roosevelt: Dictator or Democrat?*, *American Heroes and Hero-Worship*, and *An Honorable Titan*.

Recommended Reading

NEW WORLD OF SPACE. By Le Corbusier. *New York: Reynal & Hitchcock. \$6;* LE CORBUSIER. Edited by Stamo Papadaki. *New York: MacMillan. \$7.50.*

Two important works (the second a collection of assessing studies by a number of hands) that allow us to grasp the contributions and influence of an artist-architect who accepted the machine eagerly and without reservation.

PSYCHOSOCIAL MEDICINE. By James L. Halliday. *New York: Norton. \$3.50.*

Based on an application of the concepts of psychosomatic medicine to the illnesses of communities and social groups, this "study of the sick society" brings refreshing insight and a new vision of the social function of medicine.

CRY, THE BELOVED COUNTRY. By Alan Paton. *New York: Scribner's. \$3.*

The story of the destruction of the traditions and morals of a Zulu tribe by white men who substitute little more than policemen and jails. It is written without bitterness and without dogmatism by a social scientist whose grief over man's inhumanity to man is illumined by sanity, compassion, and hope.

CIVILIZATION ON TRIAL. By Arnold J. Toynbee. *New York: Oxford University. \$3.50.*

Thirteen essays, most of which were written in 1947, restating the challenge and response theory of the rise and fall of civilizations. As the immediate recipe for the survival of Western civilization, he offers the establishment of a constitutional world government, a workable compromise between free enterprise and socialism, and the return from secularism to religion. He concludes that Western civilization is slowly moving toward a Western Christian synthesis which will produce one world.

LOSSES. By Randall Jarrell. *New York: Harcourt, Brace. \$2.*

The third volume by one of the best of the poets of the post-Auden generation reveals technical virtuosity, linguistic range and dexterity, and a critical intelligence applied to dramatic situations of war and peace. The poet's characteristic sense of controlled violence, his bitter irony operate so successfully in the area loosely called the war that these poems belong beside the best of those of Wilfred Owen.

OUR PLUNDERED PLANET. By Fairfield Osborn. *Boston: Little, Brown. \$2.50.*

A modern Jeremiah warns us of the consequences of misuse of the land and its resources, and points the way toward life-giving cooperation with nature.

THE GOEBBELS DIARIES. Edited, translated and with an introduction by Louis P. Lochner. *New York: Doubleday. \$4.*

A skillful selection from the more than 7,000 charred sheets found in the Berlin Ministry, covering the period from six weeks after Pearl Harbor to the Big Four Meeting at Cairo. The diaries not only have a sinister fascination in their revelation of the ways the brilliant little monster fooled others and fooled himself; they are also highly suggestive of errors made by the Allies in handling Germany during the war (nothing pleased Goebbels more than the unconditional surrender demand), and of errors the United Nations can make in the postwar (nothing was sought more eagerly by Goebbels than a falling-out between the Soviet and the West).

YOU AND YOUR DOCTOR. By Benjamin F. Miller. *New York: Whittlesey. \$2.75.*

A frank discussion of some of the problems facing American medicine by a doctor who believes that group medical practice has great possibilities for providing better diagnosis and treatment than most people have thus far been able to afford.

MECHANIZATION TAKES COMMAND. By Siegfried Giedion. *New York: Oxford University. \$12.50.*

A significant cultural history of the nineteenth and twentieth centuries in the Geddes, Sombart, Mumford tradition by the author of *Space, Time and Architecture*. A study of the way the machine has changed our implements, institutions, esthetics, and our lives. Because the author sees a causal relation in the decline in human values that has accompanied the triumph of the machine, that triumph is here recorded without enthusiasm.

FIRE. By George R. Stewart. *New York: Random. \$3.*

Another story of the elements by the author of *Storm*. The life and death of a raging forest fire in the Sierra Nevadas — started by a flash of lightning and put out only after a long hard struggle — dwarfs a parallel struggle for Ranger Bartley's soul. Boss of the range for 20 years, Ranger Bartley is as unresponsive to new scientific methods of conservation as he is ignorant of the politics in which his superiors indulge. It is only after he is ousted from his job that favorable changes in the weather allow the fighters to put out the fire.

THE KINSEY REPORT Sexual Behavior in the Human Male

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and MARTIN

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and Allied Professions

BELLINI'S FEAST OF THE GODS. By Edgar Wind. Cambridge: Harvard University. \$7.50.

A splendid example of the illuminating and far-reaching conclusions possible from the application to a great work of art of the iconological methods developed in the Warburg Institute.

POETS AT WORK. By Rudolf Arnheim, W. H. Auden, Karl Shapiro, and Donald A. Stauffer. Introduction by Charles D. Abbott. New York: Harcourt, Brace. \$2.75.

A collection of essays making use of the modern poetry collection of the Lockwood Memorial Library in the University of Buffalo, the genesis of which is described in Mr. Abbott's introduction. Using work-sheets, drafts, and rejected poems of twentieth century poets in this remarkable collection, three of the writers comment on the process of poetic imagination, one as a literary critic, one as a psychologist, and one as himself a practicing poet. Auden, however, writes a series of aphorisms on the poet in modern society. The essay by Shapiro is most penetrating, but all the essays testify to the rich uniqueness of the Lockwood collection.

THE HEATHENS. By William Howells. New York: Doubleday. \$3.75.

An account of religion in its primitive form, unadorned by ethics and unaffected by philosophy, as it is revealed today in aboriginal societies of "uncivilized" regions.

THE NAKED AND THE DEAD. By Norman Mailer. New York: Rinehart. \$4.

The story of an imaginary attack on a Japanese-occupied island, seen through the eyes of a platoon, a major, and a general. Perhaps the most distinguished post-World War II novel yet to be published, it is a ruthlessly honest delineation of the blood-and-guts horrors of modern warfare. While it suffers occasionally from wordiness, repetitiveness, and overanalysis, it heralds the arrival of a gifted new writer on the American scene.

THE RECONSTRUCTION OF HUMANITY. By Pitirim A. Sorokin. Boston: Beacon. \$3.

A plan for personal, social and cultural transformation aimed at the release of creative forces and the renaissance of human values, rather than the mere patching up of the tattered fragments of the existing social order.

RAGE FOR ORDER. By Austin Warren. Chicago: University of Chicago. \$3.

A collection of revised essays written 1936-1946 on Edward Taylor, George Herbert, Pope, Hopkins, Yeats, Hawthorne, Kafka, E. M. Forster, and Henry James. Warren is concerned with the "tension" of literary art: criticism here is the analysis and exposition of linguistic organizations of experience and thus involves the close reading and discrimination of the meanings of words, not the imposition of formal literary categories. The book contains much penetrating exposition and paraphrase, especially of Forster and Kafka, but the whole achievement is more modest — and better defined — than the intentions announced in the preface.

A LITERARY HISTORY OF ENGLAND. Edited by A. C. Baugh, with Tucker Brooke, Samuel C. Chew, Kemp Malone, and George Sherburn. New York: Appleton-Century-Crofts. \$10.

A survey for the student and general reader, in four "books" or major periods, from the beginnings to the 1930's, with bibliographical notes on editions of works covered and on the most important scholarly works. Its most notable addition to existing surveys is its attention to changing intellectual and social "climates" and to the relation between books of the past and their immediate audiences. The book generally does not assume that all English literature was written for sophomores in survey courses. Yet this extension of the idea of literary history is not carried out in all sections of the book, and much of it is conventional "coverage."

ON ACTIVE SERVICE IN PEACE AND WAR. By Henry L. Stimson and McGeorge Bundy. New York: Harper. \$5.

Easily the most distinguished memoirs of the Roosevelt period yet published by an American. The first half of the book, devoted to Stimson's career up to 1940, has the interest of any well-told story of an important public figure. The second half, dealing with Stimson's service as secretary of war during World War II, is crammed with fresh material of the highest significance. The interpretation is that of a Republican who could work easily with Democrats, of a conservative with a ready receptivity to new ideas. The judgments achieve an extraordinary balance and perspective; in particular, Stimson's judgments of pre-Pearl Harbor American foreign policy and of Franklin Roosevelt are likely to be the verdict of history.

NEGRO VOICES IN AMERICAN FICTION. By Hugh Morris Gloster. Chapel Hill: University of North Carolina. \$3.50.

A social history of the short stories and novels written by Negro authors from 1853, the date of the first novel by an American Negro, to 1940 and the works of Richard Wright. With great clarity the chief works of the major writers are summarized and related to the course of American social history, to reveal the emergence of the Negro writer as an independent artist.

PATERSON (PART II). By William Carlos Williams. New York: New Directions. \$3.

The second volume of a notable and still uncompleted long poem, a poem that would have been a distinguished work in any century and is extraordinary at a time when the capacity to sustain, develop, and give organization to a complex body of material is not among those accomplishments we expect to find in our best poets.

THE CONTROL OF ATOMIC ENERGY. By James R. Newman and Byron S. Miller. New York: Whittlesey. \$5.

A comprehensive analysis of the Atomic Energy Act of 1946 and the social, economic, and political implications of atomic energy, presenting data and philosophical principles that are of utmost importance to every citizen.

They Say (Continued from page 3)

through one whole paragraph on a topic which had not even been mentioned. And I was represented as having said that all graduate courses in psychology had been dropped as a result of Dr. Klein's leaving. Now we take reporting in the *Daily Texan* more or less philosophically. The paper is a student publication that operates virtually independently of faculty supervision. However, I did protest against the inaccuracies of this story, and two days later the *Texan* carried a partial correction. It listed our new graduate courses, but did not explicitly retract its earlier story nor give a full list of all graduate offerings. In this connection, I may say that during the academic year in question our department has been visited and given substantial approval by the American Psychological Association's Committee on graduate training in clinical psychology.

It is thus apparent that THE KEY REPORTER has correctly reflected stories carried in one issue of the *Daily Texan* — that of October 26, 1947. It neglected the correction carried two days later in the same paper.

If THE KEY REPORTER had not felt so secure about the reliability of its news source, it is likely that you would have reflected upon the absurdity involved in the *Daily Texan's* story. Surely a person having any acquaintance with, or comprehension of, academic affairs would realize that, in a large university, it is unlikely that all graduate work in psychology would be cut off by the resignation of one man.

The most charitable thing one can say about THE KEY REPORTER is that it has stuck faithfully to bad copy.

HUGH C. BLODGETT, CHAIRMAN
DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF TEXAS
AUSTIN, TEXAS

[Editor's Note: We recently received a postcard commenting on the Walthall letter and the Spring 1948 KEY REPORTER article on the University of Texas. The card was postmarked San Antonio, but we have been unable to decipher the signature and address. The writer challenges us to print the note, and we shall be glad to do so. However, we must include the writer's name when it is printed, and we are awaiting proper identification.]

Address Changes

In notifying Phi Beta Kappa of a change of residence, members are reminded that, whenever they are not able to indicate this change on a KEY REPORTER wrapper, they should send us not only their new address but the one to which their Phi Beta Kappa mail was previously sent.



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Public Funds*(Continued from page 2)*

These pronouncements by the Supreme Court may seem to run counter to Section 6 B of S. 472, the United States Senate bill for federal aid to education, which permits states that now disburse some public funds to non-public schools, to devote a part of their federal allotment to such purposes. In a few states public funds are now used to subsidize textbooks, school lunches, transportation, health and welfare services to parochial schools. The constitutionality of furnishing textbooks to such schools will probably be challenged as this is a direct contribution to the cost of running these schools. But transportation for such schools was held constitutional in the *Everson Case* as contributing to the welfare of the child, and school lunches, health and other welfare provisions furnished by the community as a public service, would assuredly belong in the same category. Moreover, as Senator Taft was determined not to interfere with the independence of state and local administration, he inserted Section 6 B in the federal aid to education bill, to protect local autonomy in matters of education: If citizens in the states granting this limited form of assistance to non-public schools are convinced that the *Everson* and *Champaign* decisions now make such assistance to parochial schools unconstitutional, these grants can be challenged in the state courts.

The provision in the bill which requires just and equitable distribution of federal funds where separate public schools are maintained for separate races has been construed by some critics as an invasion of state autonomy. In reality, it is nothing more than a fiscal control to see that the basic educational expenditure of \$50 per child per year, which the bill sets up as a minimum, is fairly distributed among the school population. Without this provision, the primary purpose of the bill, to put a floor under the per capita expenditure of every public school system throughout the country, might be thwarted.

Acceptance of Segregation

The acceptance of segregation in S. 472 in the states where it is legally required seems to contradict the report of the President's Commission on Higher Education where it asserts categorically that segregation and discrimination are to be condemned for democratic and practical reasons. This statement has been much publicized as well as the

commission's recommendation that all segregation legislation be repealed. But the commission members were too practical to expect this to happen overnight. Therefore, they added that where such legislation cannot at present be removed because of cultural mores, educational institutions for Negroes must be made truly equal, from the lowest to the highest educational level. Thus the pending bill on federal aid to education and the President's Commission are in agreement on this difficult problem. The four members who dissented from the commission's condemnation of segregation felt that such a position was "idealistic" or "doctrinaire" and that its acceptance would not further but "impede progress and threaten tragedy to the people of the South, both white and Negro."

Though segregation in the Southern public schools is bound to meet with more and more opposition within the South as well as from other sections of the country, the most immediate and the sharpest criticism is now aimed at the commission's decision that public funds must be restricted to public educational institutions. However, a middle ground where agreement could be reached, exists in this contentious area as in all others when reason is allowed to prevail.

There is a conviction among people who are interested in the welfare of children, regardless of race, color, and creed, that public community services of a protective nature must be extended to all American children wherever they may go to school. Education is a state function in our country, but it is not a state monopoly. Therefore, if parents choose to send their children to parochial schools, the state cannot for that reason renounce its public responsibility for their health and general welfare. Mr. Justice Black's opinion in the *Everson Case* would seem to draw a clear line of demarcation between welfare services to all our children and encroachments upon the separation of Church and State.

Encroachments on Law of Separation

What endangers this interpretation of the Supreme Court decisions in the *Everson* and *Champaign* cases is the continued demand of some Catholic leaders for direct tax support of their parochial schools, and the injudicious criticism by the Catholic press both of the Supreme Court and of its recent decisions on the meaning of the first and fourteenth amendments. By challenging

Education Bill*(Continued from page 1)*

states' rights. The Taft bill has, according to its author and its proponents, been geared to guard against any sort of federal interference with the administration and local control of the country's local school systems.

The bill accepts the pattern of segregated education existent in 17 Southern states and the District of Columbia. However, the measure requires just and equitable distribution of federal funds where segregation exists, in an attempt to see that the primary purpose of providing a basic expenditure of \$50 per child annually is not thwarted.

After the passage of the bill in the Senate, John T. McNicholas, archbishop of Cincinnati and president-general of the National Catholic Educational Association, asserted that "secularistic legislators, courts and educators, as well as all who are anti-religious," were insisting that "our proclaimed freedom of education means that the educable child must attend a tax-supported school unless its parents or generous persons pay for its education in other schools." He added that legislators, judges, teachers, and "much of the press of our country" were working with "Communists, materialists, agnostics, and secularists bent on the frustration of freedom of education."

Conversely, the Methodist Church, at its quadrennial general conference held in May, went on record as "unalterably opposing" the use of tax funds for the support of private and "sectarian" schools, stating that such use would "in a short time destroy the American public school system and weaken the foundations of national unity."

not only a law but a tradition of the land, these intransigent Catholic leaders endanger the public services which most liberal-minded people think their parochial schools should have. Popular resentment of these Catholic demands and criticisms has led to the formation of well-organized groups determined to uphold the complete separation of Church and State, among which "Protestants and Other Americans United" is the most formidable. The bitter conflict which is now raging between these sectarian organizations is regrettable because it threatens the welfare of parochial school children, undermines the prestige of organized religion in the eyes of the general public, and brings religion, itself, into disrepute.

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.

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.

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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.

584. (Miss, Ohio) B.A. Barnard, Columbia University, 1945, *cum laude*; major: American studies; minor: economics. LL.B. Western Reserve University Law School, 1948. Varied occupational experience; anywhere in country, though East or West Coast preferred.

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589. (Miss, N.Y.) History major, B.A. Hunter 1947, *cum laude*; graduate assistant, University of Rochester, M.A. June 1948. Desires high school, junior college, college, or university teaching history, economics, government; research or editorial position.

Group Sponsors Radio Program

The annual spring meeting of the Santa Clara Valley Association of Phi Beta Kappa, the Gamma of California, featured a half-hour radio program during which student guests at the meeting were interviewed by Harold P. Miller, professor of English at San Jose State College and newly-elected president of the association.

Approximately 80 students from high schools and colleges in the county, chosen for distinction in scholarship, were invited to the meeting.

The association plans to undertake a series of radio programs next year and to accumulate funds for scholarships.



Civil Liberties (Continued from page 1)

Freedom in a Time of Crisis, which reviews issues involving freedom of inquiry. Among the cases included are the banning of *Gentleman's Agreement* and *Focus* from the library of DeWitt Clinton High School, New York; the banning of *Citizen Tom Paine* by the Board of Education of New York City; the banning of American Youth for Democracy from organizational status at Queens College, New York, and instances where speakers under indictment for contempt of the House Committee on Un-American Activities were refused campus facilities.

Meanwhile, James B. Conant, president of Harvard University; Mildred McAfee Horton, president of Wellesley College, and Karl T. Compton, president of Massachusetts Institute of Technology, were instrumental in opposing passage of the Barnes bill in Massachusetts, designed to bar Communists from teaching in public and private schools. Five of America's leading scientific societies, constituting the Federation of American Societies for Experimental Biology, recently announced their opposition to the actions and procedures of the House Committee on Un-American Activities as "inimical to the nation's good."

590. (Mr., N.Y.) Newspaper, magazine copy reader with wide interests seeks editorial or administrative position. Now on 275,000-circulation daily. M.A. philosophy, psychology. Four years in USAF, 28, single, go anywhere.

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Pepsi-Cola Enlarges Program to Include 26 Fellowships

The Pepsi-Cola Scholarship Board has enlarged its program, which is the biggest non-governmental student aid plan existent in the United States, to allow for the annual granting of 26 three-year graduate fellowships.

The winners, the first group of which were recently selected from 2,288 candidates, are provided full tuition and \$750 a year for three years of graduate study in any field of specialization at any accredited graduate school in the United States or Canada. Of those ranking in the top three or four per cent of the applicants, 52 were given honorable mention. The 26 winners were selected on the basis of promise of outstanding achievement as evidenced by undergraduate records and recommendations as to character, personality, and qualities of leadership. Awards were limited to those students with financial need.

Regional Grants

Students from 652 white and Negro colleges applied for the grants. Six fellowships were awarded to students attending college in each of four geographic regions, and two to graduates of Negro colleges. (Negro students not attending Negro institutions are of course eligible for the fellowships granted in their particular region.) Regional selection committees screened applicants and forwarded the records of the finalists to the national selection committee, composed of members of the Pepsi-Cola Scholarship Board, which picked the 26 winners.

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The Summer number of *The American Scholar* is, to all intents and purposes, a birthday party for Christian Gauss. President of the United Chapters of Phi Beta Kappa, Consulting Editor of *The American Scholar*, Dean Emeritus of the College at Princeton and now Dean of the Alumni, Christian Gauss's contribution to America, to Americans, and to American education; to the world, to human beings everywhere, and to international understanding, constitutes an extraordinary record. This "composite" portrait of Christian Gauss is a surprise birthday present from the Editorial Board on the occasion of his 70th birthday. We invite you, as a member of Phi Beta Kappa, to participate in this celebration by beginning your subscription to *The American Scholar* with this Summer number, featuring the Portrait of Christian Gauss. The special offer made to you in the coupon below will hold good until August 1, 1948.

Identification by Numbers (On the Kinsey Report)

by Geoffrey Gorer, the well-known British anthropologist, author of the incisive new book, *THE AMERICAN PEOPLE*, acidly dissents from the general acclaim accorded to the work of Dr. Alfred C. Kinsey and his colleagues in producing *SEXUAL BEHAVIOR IN THE HUMAN MALE*. In the Autumn number there will be a reply to Mr. Gorer by a properly qualified admirer of the Kinsey Report.

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