

THE KEY REPORTER

THE PHI BETA KAPPA NEWS MAGAZINE

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AAC Discusses Scholarships, Financing of Higher Education

The need for federal scholarships for college students and the financing of higher education were major topics of discussion at the annual meeting of the Association of American Colleges, held January 9-11 in Cincinnati.

President Truman is expected to recommend within the next few months that Congress authorize a plan for federally-financed scholarships. It has been suggested that an appropriation of \$300,000,000 be allocated annually to provide \$600 scholarships for 400,000 undergraduates and 37,500 graduate students. Opposition to the plan was led by AAC officers. Guy E. Snively, executive director, said that such federal aid would lead to federal control and the "welfare state." He declared that a college education was available to ambitious and needy students through existing scholarship aids and that "with a liberal scholarship subsidy [from the federal government] young people will get the notion that we must have a real welfare state where the government will not only guarantee a college education but furnish suitable and good-paying positions thereafter."

Vincent J. Flynn, retiring president of the AAC, called federal scholarships "undemocratic and a form of class legislation." He said, "I see no reason why ordinary people should be taxed to give an education to those whose scholastic aptitude is higher than that of the rest. Many of our most useful citizens are persons who were far from leading their class in college."

Byron S. Hollinshead, president of Coe College, declared that he could see no danger in the scholarship program, so long as the aid was granted to the student, not to the college. Edgar C. Cumings, dean of DePauw University, said that the proposal had little danger of federal control, and Melva Lind of the American Association of University Women stated that the program was essential to the equalization of educational opportunities.

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Phi Beta Kappa Senate Holds Annual Meeting, Makes Appointments to Society Offices

At the meetings of the Phi Beta Kappa Senate and the Phi Beta Kappa Foundation, held December 2-3, 1949, in Princeton, New Jersey, several appointments were made to Society offices.

Laurence M. Gould, president of Carleton College, William T. Hastings, professor of English at Brown University, and Goodrich C. White, president of Emory University, will serve on the Executive Committee of the United Chapters and of the Phi Beta Kappa Foundation.

Elected to the Committee on Qualifications were Professor Hastings, Philip G. Davidson, provost of the undergraduate colleges and dean of the Graduate School, Vanderbilt University, and Carl F. Wittke, dean of the Graduate School, Western Reserve University.

Van Wyck Brooks, author; Jerome Frank, judge of the United States Circuit Court of Appeals for the Second Circuit; Christian Gauss, dean emeritus of the college, Princeton University; and Alan Gregg, director of the Medical Sciences Division of the Rockefeller Foundation, were named to the Editorial Board of THE AMERICAN SCHOLAR.

The 1949 Council authorized the

establishment of the Committee on Chapter Practices and Procedures, which will combine the functions of the Council Committee on Chapter Activities and the Senate Committee on Methods of Election. Accordingly, the Senate appointed Eugene P. Chase, professor of government at Lafayette College, as chairman of the new committee. Serving with him will be Andrew Louis, assistant professor of German at Rice Institute; Raymer McQuiston, associate professor of English at Ohio University; Peter H. Odegard, professor of political science at the University of California; Helen Randall, dean of Smith College; President White; and Guy Stanton Ford, president of the United Chapters, *ex officio*.

John E. Pomfret, president of the College of William and Mary and vice-president of the United Chapters, was elected chairman of the Phi Beta Kappa Foundation. Thomas C. Desmond, New York state senator, Professor Chase, Dean Gauss, Professor Hastings, and President Pomfret were elected trustees of the Foundation, and President White was named to fill the term of Frank P. Graves, whose resignation was caused by ill health.

Paul Sturtevant, treasurer of the

[Continued on page 5]

Phi Beta Kappa Will Award \$1000 Prize for Literary Work

Phi Beta Kappa will establish an annual prize of \$1000 for the best book of the year published by a university press in the field of literary scholarship or criticism, in accordance with action taken by the Phi Beta Kappa Senate at its meeting December 2-3, 1949, in Princeton.

It is expected that if this award is successful, similar awards will be instituted in other fields of the liberal arts. The proposal, initiated by Christian Gauss, dean emeritus of the college, Princeton University,

was implemented in the passage of the following motion by the Senate:

"We move that, as an initial step in the recognition of advanced scholarship in the liberal arts, the Senate empower the Executive Committee to institute an annual prize of \$1000, to be awarded for the best book of the year published by a university press in the field of literary scholarship or criticism. It is expected that if this award prove successful, similar awards will be made in the other fields of the liberal arts."

Intellectual Freedom in a Time of Crisis

At present the status of intellectual freedom for both teachers and learners is critical. Evidence comes from every quarter. Congressional insistence denies national scholarships to Communist students, and graduate students, who are not Communists, either steer away from fields of learning where restraints are likely to be imposed or resolve to keep their mouths closed on dangerous thoughts likely to imperil their future employment. Though in most institutions professors who desired the election of Henry Wallace or worked in his behalf were left administratively unmolested, in some they were cautioned or discharged for their political beliefs or activities. The number of rumored instances has been so numerous that organizations concerned with academic freedom have found it impossible thoroughly to investigate them all. From New Hampshire to Washington legislative committees have scrutinized institutions of higher learning in the light of standards alien and hostile to their chief purposes. The national Committee on Un-American Activities requested selected colleges and universities to send in lists of textbooks, a request that was answered by some flustered institutions, until a belated courage put an end to the procedure. Articles of weight about academic freedom have appeared in periodicals as polar as *THE AMERICAN SCHOLAR* and the *Saturday Evening Post*.

These phenomena arise from a conjunction of causes. The ideological battle between democracy and communism, the strategic and national conflicts heightened by the spread of Russian influence in Asia, in central and, for a time, in western Europe, the regrouping of world power about Russia on the one hand and the United States on the other — this is but one, though the most colorful, explanation of the present crisis. Of greater importance are the more intimate bonds between educational institutions and the national government. The first steps were taken during World War II when such institutions participated in the war effort — and incidentally kept alive — by administering programs of military education and research. The tendency has been perpetuated and enlarged by the G. I. Bill of Rights, government-financed research, and by present and proposed programs of federal scholarships. The value or inevitability of these arrangements is not here under discussion. Their upshot has been, however, to make educational institutions, even the private ones, in greater part than hitherto, agencies of the

government and, through an easy and largely unnoticed osmosis, to foster the notion that what is proper in case of government is proper also in the case of a university or college. Furthermore the popularization and democratization of higher education, effected largely by governmental interposition, has been sudden. Institutions which once served only a minority of the population now minister to a much larger clientele. Practices — read heresies if you will — once tolerable since they influenced few now influence many. As yet there has not been time to educate this larger and newly interested constituency in what colleges and universities are really for and in the part that freedom plays in their essential operations. Whatever the explanation for it may be, the current emergency is in no sense unique in human history. The assumptions and arguments of those who would interpret it to justify restraints or purges in higher education are, beneath the surface, very old ones, as dangerous as they always have been.

One source, already hinted, of our present confusion is the identification of governmental purposes with those of higher education. Whether government is properly only a policeman or the administrator of measures for the general welfare, widely conceived, most Americans would deny that its legitimate function included the determination of what is learned or taught. Stated thus baldly the idea is repulsive. Stated subtly — that higher education should exalt the American way of life and should mention communism with a lack of enthusiasm — the idea is more ingratiating, at least to the commonalty and to some college presidents, if not to the scholar whose search for truth must be unimpeded and free. Incidentally, in this connection, the American intellectual should be as candid for himself as for others. He should not forget that the surrender of the German intellectuals, which he so much bewails, was a surrender to a fundamental government policy, stated by a regime legal enough to elicit from the United States recognition and an ambassador.

Imperceptibly the confusion of the state with the university shades into a second, the confusion of the university with an authoritarian church. Like the latter the former has the truth. Admittedly college presidents and professors are in part responsible for this widely cherished assumption. At least they have on baccalaureate and other important occasions habitually uttered this affirmation. College seals, emblazoned "veritas," give mute additional testimony. Actually anyone acquainted with the history of knowledge realizes how contradictory have been the fundamental concepts in such precise fields as science and medicine. All could not have been equally true; yet all have been taught as such, somewhere at some time. An examination of the more fallible matters of social science and good taste reinforces the observation. Members of academic communities should be both more modest and more accurate in their claims. What higher institutions are engaged in is the quest for truth. The process must be kept free so that the area of error, from which there is no complete escape, should be made as small as possible. All this is commonplace enough. Unfortunately one of the marks of a period of panic is the neglect of the obvious.

A second premise of our disturbed days is that it is both feasible and just to determine a man's fitness, either in matters of detailed belief or in matters of scholarly honesty

EDWARD C. KIRKLAND has been professor of American history at Bowdoin College since 1931. A past president of the American Association of University Professors, he has long been active in the AAUP's Committee A on Academic Freedom and Tenure.

THE KEY REPORTER

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HAL MARCH	Editor
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CARL BILLMAN		

and intellectual freedom, by the nature of the group, usually political, to which he voluntarily belongs. Few would deny the possible relevance of this information. But every careful thinker has learned long since to reject for individuals a determinism so crude and so absolute.

Sophisticated jurisprudence proceeds on the assumption that guilt is personal and is not a matter of association. If membership in the Ku Klux Klan automatically meant exclusion from United States courts, the Supreme Court would have been deprived of the services of an associate justice who has been conspicuous in the support of freedom. The latest experiment of our government with guilt by association, the deportation of Japanese-Americans from their lawful homes and their confinement in concentration camps, is now widely regarded as a massive injustice and a national humiliation. No doubt individual Ku Kluxers are blindly intolerant and individual Japanese-Americans dangerously subversive. Individual Communists, Progressives, and members of the American Legion, which revokes charters of its posts for "deviation," may be so hide-bound intellectually or so disciplined from above as to be unfit to be members of a free company of scholars. But the decision must be made on an individual basis. Quotations from party platforms, theoretical works written over the period of a century, manifestos and proclamations designed for particular historic contexts, pamphlets and instructions addressed to an inner circle do not in the nature of things reflect the opinion of individuals within the organization, particularly when it can be demonstrated that some of the culprits are acquainted with only a fraction of this documentation. It is a discouraging phase of the present attack upon political radicals that it has rarely been alleged and never proved that they have taught their sinister doctrine. In short they have not been "unloosed upon our boys and girls." Their unfitness consists in holding certain beliefs.

No doubt the vigorous defense of individuals holding unpopular beliefs is disagreeable — the issues are complicated — and costly. By sacrificing the extremist, administrators may hope to sustain the nourishing flow of appropriations, contributions, and endowments. Moreover the institution thus saved can continue to serve as a training

They Say . . .

Phi Beta Kappa and Freedom of Teaching

To the Editor:

The fact that Phi Beta Kappa's principled position on academic freedom was attacked in your columns in the terms used by Messrs. Bestor and Willis [THE KEY REPORTER, Vol. XV, No. 1] indicates the real danger in which democracy stands. When Phi Beta Kappa is called "a tool of communism" because it takes the same position on civil liberties which was stated by the founders of the republic and which is an integral part of the American tradition, it is clear that the real danger to our democracy comes from those who are prepared to suppress all who disagree with them in the name of anti-communism. The present hysteria will pass, and the members of Phi Beta Kappa will be proud to belong to one organization which did not embrace the insane idea that we must destroy democracy in order to save it.

K. O. MAY
NORTHFIELD, MINNESOTA

To the Editor:

Great heavens! Two letters in the Winter issue are quite as horrifying as Communist propaganda itself! Are Messrs. Bestor and Willis really afraid of Communist propaganda in our colleges and universities? Our democracy has grown, as Mr. Bestor puts it so well, "into a state that affords the greatest individual liberty the world has ever known." And so what have we to fear from an ideological system which quite openly seeks to destroy all individual liberty? What can a few benighted teachers of "insidious criminal propaganda" do against the mass of freedom-loving people of this nation? If we need to wage an ideological war on communism, and we do, what folly it seems to fall into the trap the Communists have set for us! Hysteria is just what they want. But if we have something better than the Communists have to offer, let us offer it: complete freedom. What better way to hang American Communists than to let them hang themselves? All of us, students and teachers alike, have watched with amusement the squirming self-contradictions of the American Communists. What they say is so obviously at variance with what Moscow does. But if there is a danger in Communist teaching, let these worthy gentlemen spend their efforts in a positive instead of negative direction; let them point out the ad-

school and vocational institute even if it can no longer aspire to the high title of university. Many will not know the difference. Furthermore to discard the radicals may well seem, to those wise in the ways of this world, the most effective protection of the liberals. Such adroitness may postpone the showdown; but, when it comes, the conditions favorable to defense have been gravely impaired. If the academic world surrenders its right to freedom, it is left to plead for a privilege. Already we have the spectacle of eminent scholars beseeching the foes of freedom to turn aside their wrath from the "true liberals." This unhappy outcome was implicit in the original capitulation.

vantages of freedom, let them teach democracy, let them work for the more enlightened people who will continue to make democracy grow. We have a better answer than the Communists; let us keep giving it in a positive voice and not weaken it with fear. We have nothing to fear from an ideology so patently inferior to our own. It would be well to articulate our ideology in practical terms instead of wasting our time and energy calling Phi Beta Kappa a "tool for communism" and "a menace to all our cherished freedoms."

JOAN AGAR MAYHEW
CAMBRIDGE, MASSACHUSETTS

To the Editor:

The letters against communistic influence in Phi Beta Kappa, written by O. B. Bestor and H. L. Willis, express views similar to those which I have intended to write but have lazily neglected. Perhaps it is still not too late for me or others of like mind to register our stand. . . .

M. E. R. CREGLOW
LAKE ANN, MICHIGAN

To the Editor:

. . . Both these gentlemen would seemingly ask us to ape the Communist system by curtailing academic freedom, rather than to retain the freedoms we enjoy — even though we might have to put up with a few Communists or their sympathizers in the field of education. It's like killing a fly with a sledge hammer.

ROBERT STEIN
BRIARCLIFF MANOR, NEW YORK

Federal Aid to Education

To the Editor:

Though you deem it best to discontinue discussion of federal aid to education at present, I ask permission to state at least this: that Sister Gregory's indignation [THE KEY REPORTER, Vol. XIV, No. 3] was due to misapprehension of the area under discussion. Our topic was not discrimination in institutions of higher learning, nor race prejudice in general. It concerned simply public and parochial schools, and I believe that we'd agree that the sole complaint on this level was surely remediable without the device of segregation.

I ask my critic's patience with those of us who, in looking upon our public schools, in which the majority of Catholic children are educated, in which certain religious observances are absent at Catholic request (logically so), and in which so many Catholics teach (Boston's faculties being nearly solidly Catholic), do not see them as dens of iniquity or even as mildly "irreligious" in their faithful protection of all religions.

Since the Catholic pattern in education cannot accommodate itself to the democratic ideal in education and to democracy's tolerance in the matter of religion, Catholicism thus cannot, in all honesty, further these ideals; yet democracy is bound by its very nature and desires to welcome and protect Catholicism. Herein lies the clash, and it has nothing to do with the actual content of religious belief, Catholic or any other. We must not obscure it, and we must adjust it without cant and without prejudice. Political sparring that victimizes children in poor areas (whatever their faith) is a deplorable commentary on so-called Christian conduct.

One fact shines out: lay Catholics and non-Catholics find no difficulty in living in the same community or in establishing lifelong friendships. That I know.

DOROTHY D. BUSIEK
DORCHESTER, MASSACHUSETTS

Recommended Reading

Fiction

John Cournos

COMING UP FOR AIR. By George Orwell. *New York: Harcourt, Brace.* \$3.

Published in England in 1939 and now for the first time in this country, this novel pictures the deterioration of the author's native land on the eve of World War II. Mr. Bowling, the narrator, is a Wellsian sort of hero, as depreciative of self as he is critical of a dying civilization. As a disillusioning and prophetic narrative, it is a logical forerunner of Orwell's more famous and more abstract *Nineteen Eighty-Four*.

DEBBY. By Max Steele. *New York: Harper.* \$3.

This is one of the most charming as well as one of the most unusual novels in a long moon. One must wholeheartedly agree with Katherine Anne Porter, one of the judges who chose it for the 1950 Harper Prize, that it is "a beautiful book." Mr. Steele, whose short stories have been distinguished for their original humor and fancy, here proves that his sensitive imagination can extend to a full-length novel without losing any of its compassionate quality and roundness of structure and phrase. Debby, who never matured yet awakened delight in all with whom she came in contact, is a miracle of characterization. Neither she nor the Merrill family is likely to be soon forgotten by the reader.

THE TORMENTORS. By Richard Cargoe. *New York: William Sloane.* \$3.

A passionate indictment of Russian labor camps, in which innocent men are tortured on orders from the Kremlin. The best realized character is Kudriatsev, commandant of a gold mine, who sympathizes with the prisoners but is impotent to help them.

THE HORSE'S MOUTH. By Joyce Cary. *New York: Harper.* \$3.

This third volume of an English trilogy is superior to its predecessors. It skillfully and seriously portrays one Gully Jimson, a half-mad genius, now in his old age, in terms of comedy. Extremely readable.

THE ASSYRIAN AND OTHER STORIES. By William Saroyan. *New York: Harcourt, Brace.* \$3.50.

Here is revealed a newer, soberer, wiser, somewhat wearier, and less exuberant Saroyan — with compensations, however, which will give enjoyment to the author's admirers.

Literary History and Criticism

G. Armour Craig

HERMAN MELVILLE: A CRITICAL STUDY. By Richard Chase. *New York: Macmillan.* \$4.50.

The character of this study may be suggested by its conclusion: "The error of our liberal thought . . . is that it longs to be in love with estrangement." And this love of estrangement,

Mr. Chase concludes, is embodied in Ahab, who symbolizes the "murderous lopping and cutting and severing of the great body of Leviathan until all life is hacked out of it." Opposed to Ahab is Ishmael, who shows us how "we may live to love Leviathan, who is the mythical body of the world, of our culture, and of ourselves." This study then defines Melville as a mythological writer; it is concerned with the symbols and moral attitudes that recur and develop in Melville's quest for "a great man in a great culture." This is an important book both for readers interested in critical method and for those interested in American literature.

A COMMENTARY ON GOETHE'S FAUST. By D. J. Enright. *New York: New Directions.* \$1.50.

This commentary is for the person who wants to read *Faust* rather than talk about it. It provides simple, scene-by-scene notes on the poem, and though Mr. Enright apologizes for his "somewhat elementary approach," he has greatly assisted the reader who wants to examine for himself this relatively unread "great book."

THESAURUS OF BOOK DIGESTS. Edited by Hiram Haydn and Edmund Fuller. *New York: Crown.* \$5.

This useful reference book like others of its kind will inevitably be found wanting by any reader with a special interest. Thus, even accepting the editors' standards of inclusion, it is difficult to see why, if we are given an entry for the Lynds' *Middletown*, we have none for Pareto's *The Mind and Society*; or why, if Whitehead's *Science and the Modern World* appears, Bridgman's *The Logic of Modern Physics* does not. But the literary user of the book will have little to complain of; in particular, the entries on great novels will revive his memory of nearly every book he may want, and the special index of names of characters will be especially useful to him.

THE CLASSICAL TRADITION: GREEK AND ROMAN INFLUENCES ON WESTERN LITERATURE. By Gilbert Highet. *New York: Oxford University.* \$6.

The ambitious purpose of this book is to show "that the history of much of the best poetry and prose written in western countries is a continuous stream flowing from its source in Greece to the present day, and that that stream is one current in the continuous spiritual life of western man." It is remarkable that one man could have read not only the literature surveyed here — from Anglo-Saxon poetry to contemporary French drama — but also have mastered so much of the scholarship on this literature. Yet much of the survey is inevitably a mere covering of material, and some of the evaluations offered, especially of modern transformations of Greek myths, suggest that the continuity of spiritual life in the West is somewhat less than the purpose of the book appears to claim. The full index and notes increase its value as a reference work.

PLEASURE DOME: ON READING MODERN POETRY. By Lloyd Frankenberg. *Boston: Houghton-Mifflin.* \$3.50.

Mr. Frankenberg believes that the habit of silent reading is chiefly responsible for the general resistance to modern poetry, and he has therefore edited a collection of recorded readings

by various poets to accompany this essay. The essay itself begins by considering the short stories of James Stephens as the precursors of contemporary verse in their "play between reality and imagination," that play of mind which the poets were to devise new techniques to express. The two most important techniques, Mr. Frankenberg asserts, are "immediacy" (direct presentation of fragments of experience) and "simultaneity" (the presentation of antithetical fragments). This approach is brought to bear with some fullness on the works of T. S. Eliot, Marianne Moore, E. E. Cummings, Wallace Stevens, and more briefly on those of seven other poets. Though the book is designed to increase the audience of modern poetry, it does not disprove the rival contention that poetry of the present can and must be understood by reading it alongside the poetry of the past.

Social Sciences

Eric F. Goldman

ROOSEVELT AND THE RUSSIANS. By Edward R. Stettinius, Jr. Edited by Walter Johnson. *New York: Doubleday.* \$4.

A critically important account of the Yalta Conference by the American Secretary of State at the time. Using his own notes on the meetings, Stettinius argues that Roosevelt, far from being sick, was at his best during the conference; that the Soviet made more concessions than the United States and Britain did; that Roosevelt surrendered nothing which the Russians could not have taken anyway; and that the difficulties with the Russians came only because the Russians did not respect the Yalta agreements.

MY THREE YEARS IN MOSCOW. By Walter Bedell Smith. *Philadelphia: Lippincott.* \$3.75.

Another in the long series of books arguing that the Soviet is ineluctably seeking world conquest, but much more useful than most because of the author's observation post (he was United States ambassador to the Soviet, 1946-49), his obvious great concern to be as factual as possible, and the first-hand data he provides concerning Soviet industrial and agricultural production, the state of religion in Russia, and the Soviet technique of negotiation.

THE GOD THAT FAILED. Edited by Richard Crossman. *New York: Harper.* \$3.50.

An account of their conversions and their disillusionments by four former Communists, Arthur Koestler, Ignazio Silone, Richard Wright, and Stephen Spender, and two onetime ardent fellow-travellers, André Gide and Louis Fischer. The best existing portrayal — particularly in the essays of Koestler and Wright — of the attraction which communism had for intellectuals during the thirties.

SOCIAL THOUGHT IN AMERICA. By Morton G. White. *New York: Viking.* \$3.50.

Mr. White describes the development of the thought of Charles Beard, John Dewey, Oliver Wendell Holmes, Jr., James Harvey Robinson, and Thorstein Veblen, and critically analyzes some of their more important ideas. Though limited by the small number of men it treats and by an occasional failure to push the analysis

far enough, this book goes a long way toward providing a real understanding of the modern American "liberal" mind.

THIS I REMEMBER. By Eleanor Roosevelt. *New York: Harper.* \$4.50.

A rich story of the life of Eleanor and Franklin Roosevelt from 1924 to the President's death in 1945, chock-full of materials ranging from amusing household trivia to significant revelations concerning matters of state, and, withal, casting a curious oblique light on the Roosevelt family relationships.

Natural Sciences

Kirtley F. Mather

THE HISTORY OF NATURE. By C. F. von Weizsäcker. *Chicago: University of Chicago.* \$3.

In this exceptionally readable volume, one of Germany's foremost students of astrophysics and nuclear theory presents a well-rounded survey of modern scientific concepts of the nature of the world and man. Stressing the historical aspect of time, he first swiftly sketches the history of the earth by going backward from the present toward the beginning of geological records. Then he surveys both the spatial structure and the time structure of the universe, comments on the concept of infinity, describes star systems and stars. With this as background, he returns once more to the earth, considers the possible modes of its origin, and then discusses the nature and origin of life. This leads to a consideration of the soul and the distinction between instinctive action and learned action. Finally there are two stimulating chapters on man, one dealing with his "outer history" and the other with his "inner history."

CONSTRUCTIVE USES OF ATOMIC ENERGY. Edited by S. C. Rothman. *New York: Harper.* \$3.

This collection of carefully selected articles by the leading American workers in this newest aspect of science and technology goes far toward demonstrating that atomic energy is not beyond the comprehension of the layman. General surveys by Arthur Compton, L. W. Chubb, and S. K. Allison are followed by more detailed considerations of the practical application of the new techniques, tools, and knowledge in industry, agriculture, metallurgy, medicine, pharmaceuticals, and many other areas of constructive research.

THE ELEMENTS OF GENETICS. By C. D. Darlington and K. Mather. *New York: Macmillan.* \$3.75.

A very successful attempt to summarize the entire field of modern genetics in one volume, making good use of many new illustrations and tables, some of which reduce complex subjects to easily comprehensible diagrams. [K. Mather is a British scientist, not closely related genetically to Kirtley F. Mather.]

THE VERTEBRATE BODY. By Alfred S. Romer. *Philadelphia: W. B. Saunders.* \$5.50.

Although prepared primarily as a college textbook, this is equally satisfactory for the general reader interested in the anatomy, organic systems, and functional development of vertebrates.

Philosophy, Religion, and Education

Alain L. Locke

SCIENCE AND THE MORAL LIFE. By Max Otto. *New York: New American Library of World Literature.* \$.35.

A Mentor anthology of the most typical thoughts of a very typically American philosopher, whose acceptance of pragmatism, functionalism, and scientific humanism does not reject but reinforces democratic individualism and moral idealism. Max Otto's synthetic term "realistic idealism" is neither a misnomer nor a paradox.

VALUE: A COOPERATIVE INQUIRY. Edited by Ray Lepley. *New York: Columbia University.* \$6.

For the professional primarily, but also for the hardy layman—since it is uniformly well-written—thirteen American philosophers conduct a penetrating symposium on the nature of value and the functional role of values in giving meaning to life. Prompted by a provocative article by Dewey, and with Dewey participating, these essays, though differing in basic approaches, transplant "value theory" to a central and vital place in American philosophical discussion, and open perhaps an important chapter in the twentieth-century substitute for metaphysics.

THE EDUCATION OF FREE MEN. By Horace M. Kallen. *New York: Farrar, Straus.* \$5.

A searching critique of the present state of American education with regard to its fundamental objectives of educating citizens for intelligent and tolerant democratic living. An eloquent warning to preserve and extend at public expense free education safeguarded from statism and from ecclesiastic, thought, and interest controls, with a teaching profession adequately guaranteed proper status and freedom of thought and teaching.

PRIMER OF INTELLECTUAL FREEDOM. Edited by Howard Mumford Jones. *Cambridge: Harvard University.* \$2.75.

Wisely beginning with current declarations of the freedom of thought and teaching, Professor Jones has culled an historic set of pronouncements running back to Jefferson, Milton, and Bacon documenting the tradition of "freedom of thought" in our heritage. A timely set of precedents for an obvious time of crisis.

CHRISTIANITY AND CIVILIZATION. By Emil Brunner. *New York: Charles Scribner's.* \$2.50.

An eminent theologian's argument against "secularism" in modern civilization in such contexts of modern life as science, technology, education, law, economics, and social reform. The Gifford Lectures for 1948.

THE QUAKER STORY. By Sidney Lucas. *New York: Harper.* \$2.

An objective and readable (and modest) account of the rise and development of the Society of Friends, with special emphasis on the Friends' many world-wide crusades for applied social Christianity.

Cournos Joins Committee

THE KEY REPORTER announces with pleasure that John Cournos, novelist, critic, and anthologist, has joined the Book Committee. Mr. Cournos succeeds Bennett A. Cerf, president of Random House, and is responsible for recommending works of fiction. Recently he collaborated with Hiram Haydn, editor of THE AMERICAN SCHOLAR, in editing *A World of Great Stories*, and he has reviewed books for the *New York Sun* and the *Philadelphia Bulletin*.

Senate

[Continued from page 1]

United Chapters and partner of Baker, Weeks & Harden, was appointed chairman of the Foundation's Committee on Investments. Serving with him will be John Kirkland Clark, New York lawyer, Senator Desmond, President Pomfret, and George E. Roosevelt, member of the firm of Roosevelt & Son.

Prior to the convening of the Senate, the Committee on Qualifications held a two-day meeting in Princeton to select the colleges and universities which the committee will study intensively during the 1949-52 triennium. Selection was based on preliminary questionnaires filed by interested institutions before November 15 and on other information available to the committee.

Gordon Gray Is Associate

Gordon Gray, Secretary of the Army, was elected to membership in the Phi Beta Kappa Associates in December 1949, Thomas C. Desmond, president, has announced. Mr. Gray has just been elected president of the consolidated University of North Carolina and will assume his new office by September 1. Elected to Phi Beta Kappa in his junior year by the University of North Carolina chapter, Mr. Gray served as president of the chapter in his senior year.



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608. (Mr., N.Y.) Chemist—leaving ivory tower of research, desires responsibilities that are concerned more with business and people than with physical and chemical properties of matter. Excellent background embracing chemistry and administration. Reasonably young, mature in judgment. Personable, energetic, and loyal.

636. (Mr., N.Y.) Lecturer, economics and business law; Ph.D. Cornell University, Ithaca, N.Y.

648. (Mrs., N.Y.) B.A. Hunter '33. Widow, experienced bookkeeper, desires N.Y.C. position as receptionist, interviewer, or personnel worker.

649. (Miss, Iowa) B.A., M.A. Minnesota. Major, mathematics. Minor, physics. Additional graduate work, mathematics and education. Teaching experience. College: mathematics through intermediate calculus, general physics, statics, supervision of practice teachers in teachers college high school; high school: mathematics. Prefers college level teaching mathematics.

650. (Miss, N.J.) B.A. Barnard, 1934; M.A. Columbia, 1936. Foreign study. Editor, experienced music, art, history, science. Versatile, hard-working. Wants stimulating editorial position.

653. (Mrs., France) B.A., 1940, Chicago, M.A., 1943, Columbia, political science. Responsible government experience in supervision, research, report-writing. Will undertake part-time research, editorial or other work in Paris for academic society, writer, or business concern. Adequate French. Own typewriter.

659. (Mr., N.Y.) Age 27. Anything, part or full time, N.Y.C.-New Haven area. Thesis remaining for Columbia Ph.D., American literature. Experience N.Y.U.

661. (Mr., N.Y.) Writer, editor; public relations, health education, radio, college teaching experience; young. Seeks challenging position in editorial or related field. B.S.S. *magna cum laude*; M.S. in journalism Northwestern U.

662. (Mr., Ohio) Ph.D., history, New York, with teaching, military, and governmental experience. Seeks permanent position in university or teachers college teaching history and social sciences.

663. (Mr., N.Y.) A.B., California, 1942. Highest honors in Latin. A.M., Columbia, 1949. Major: English. Ph.D. candidate at Columbia (comparative literature with classics). Four years experience teaching college German and humanities. Wants to teach English, German, Latin, or humanities in college.

664. (Mr., Calif.) B.A. '42 UCLA, M.S. '44 chemistry U. of Wisconsin, 5 years graduate work, background in physics, mathematics, and philosophy, desires college teaching position.

665. (Mr., Mass.) *Cum laude, in Historia praecipue excellentum*, familiarity Egypt to present, maturity (43), enthusiasm (A.B. 1949),

single. Available, after A.M. 1950, to help tomorrow's leaders understand man's development.

666. (Mr., N.Y.) Expecting Columbia Ph.D., English, June '50; desires college post in English beginning September 1950, anywhere in U. S. Pleasant environment for small son important. Experience: three years in college, high schools, adult education center.

667. (Mrs., Mass.) B.A. Univ. Okla. Experienced newspaper woman, editorial assistant, secretary. Writer short stories, articles. Desires editorial work, Boston or environs.

668. (Mr., N.Y.) A.B., LL.B., New York Bar. Government attorney. Knowledge of Spanish. Wants position in South America.

669. (Mr., N.Y.) A.B. Brown, *magna cum laude*, final honors in political science, history. LL.B. Government attorney. Desires teaching position in southwest college.

670. (Miss, N.C.) Desires position teaching college English or position in radio or magazine work. Has experience in junior college and college teaching. A.B. 1942 Woman's College of U. N. C., M.A. 1944 U. N. C.

671. (Mr., Iowa) Seeking teaching or counseling position on part-time or full-time basis. B.A. Iowa, M.A. Chicago, graduate work at Wisconsin. Major fields—sociology, statistics, personnel. Three years experience, including personnel and newspaper work.

672. (Miss, Mass.) A.B., A.M. Mount Holyoke; B.Litt., Oxon.; Ph.D., Yale; 20 years teaching and administration, junior and senior college; field, English medieval history; has taught medieval, American, European survey; desires teaching or administration and teaching.

673. (Mr., N.Y.) Ph.D. Ten years experience. English. Publications. Excellent references.

674. (Mr., Wyo.) A.B., Illinois College; M.A., University of Minnesota. Course work completed for Ph.D. Three years state university teaching experience, political science. Desires college or university position. Particularly interested in helping to develop small department. Available June 1950.

675. (Mr., Va.) A.B., Georgia 1941. Age 30. Desires research or administrative work utilizing personnel, accounting, and job evaluation background and interest. Will live in any section.

676. (Mr., N.Y.) Ph.D., philosophy, and M.A., English literature, Columbia. Lecturer in philosophy, Columbia; four years of college teaching. Prefers position combining philosophy and literature, northeastern region.

677. (Mr., N.Y.) B.S., M.S. (M.I.T.), Ph.D. course work and half of written exams completed (N.Y.U.). Thesis in progress. Air Corps meteorologist, captain. Three years physics teaching experience at large eastern institution. Prefers college teaching, New York City vicinity. Will accept east coast. Available fall 1950.

678. (Mr., D. C.) B.A. Amherst. Government scientific research and development work, teaching, writing and editing, personnel experience, administrative and supervisory responsibilities. Versatile, personable. Desires difficult administrative position anywhere wife and two small children can go.

679. (Mr., Mass.) B.A., M.A., Ph.D. Psychologist. Meaningful job in race relations or workers education preferred. Teaching interests: psychology of adjustment, social psychology. Background includes: manager of news bureau, eight semesters college teaching and student counseling.

680. (Mr., N.J.) Ph.D., English, Princeton. Seeks position as training director, copywriter, editorial writer, preferably New York area. Four years experience personnel, administration, business analysis and reporting. Six years college teaching and coaching.

681. (Mr., N.Y.) Age 47, Princeton A.B., M.F.A.; A.I.A. Architect, author, artist, outstanding scholastic and professional record, executive and teaching experience, interested in responsible position in architectural or liberal arts college or museum.

682. (Mr., N.Y.) B.A. '39, M.S., candidate Ph.D., history teacher N.Y.C. five years, author. Wants summer college teaching (history or education) or other employment.

683. (Mr., Mass.) Boston University A.B. 1948, M.A. 1949 in history. Veteran, age 30. 33 semester hours in education with practice teaching. Desires to teach social studies or German at junior or senior high school level in the public schools.

684. (Mr., Wash.) A.B., M.A. Experience: three years teaching Spanish; six years wholesale hardware; seven years purchasing agent iron foundry; one year supervising purchases two plywood plants, two lumber mills, logging operation. Thorough knowledge of purchasing department organization and commodities. Seeking position in purchasing or related field. Pacific Coast, Southwest, or Spanish America preferred but not essential.

685. (Mr., Minn.) A.B. '33, M.A. '34, Emory. Further graduate study, Chicago, Minn. Experienced teacher freshman English, advanced writing, Shakespeare; publications. Seeks position in university or liberal arts college. Single, 38.

686. (Mr., N.Y.) A.B. Univ. of Michigan. M.B.A. expected in June 1950, Harvard Business School. Young, alert, diligent, diversified background. Experienced in traveling on continent. Desires position in Europe—preferably France—after graduation in June.

687. (Mr., Mass.) Position wanted as city planner and/or assistant city manager. B.A., *magna cum laude*, Harvard; Master of City Planning, Harvard Graduate School of Design, June, 1950. Experience at East Kilbride (Scottish New Town).

688. (Mr., Ohio) Age 30. Married. Military service. A.B. *summa cum laude*, A.M., Ph.D. eastern universities. Two years successful history teaching in college with Phi Beta Kappa chapter. Promoted to assistant professor after first year. Desires teaching position in college or university of comparable or better grade where more time is allowed for intellectual development and research.

689. (Mr., Calif.) Desires position in teaching or research utilizing A.B. physics (Univ. of Calif.), two years teaching in high school and college, and five years work in electronics.

690. (Mr., N.Y.) B.A. (NYU), M.A. (Oberlin), physiology. Graduate assistant. Desires teaching position, zoology, physiology, with opportunity for research.

691. (Miss, N.J.) B.Sc. '46, Rutgers, M.S. '49 Univ. Mich. Three years college instructing in general biology, biochemistry, bacteriology. Desires interesting position industry, research, or teaching in N.Y.C.

692. (Mr., Conn.) B.A., M.A., Yale; candidate for Yale Ph.D. in history; veteran, age 30. Wishes to teach European or American history in college beginning next fall.

Senators Install Eight New Chapters of Phi Beta Kappa

Eight of the ten chapters authorized by the twenty-second triennial Phi Beta Kappa Council have been installed as this issue of THE KEY REPORTER goes to press. Guy Stanton Ford, president of the United Chapters, appointed installing officers from the membership of the Phi Beta Kappa Senate.

The *Brooklyn College* chapter, Rho of New York, was formally established on January 13. William T. Hastings, professor of English at Brown University, presided at the installation, and Charlotte E. Morgan, associate professor of English, was spokesman for the charter members. The first presidency of the chapter was conferred on Jesse D. Clarkson, professor of history. An informal reception followed the installation ceremonies.

On December 13, 1949, the *Coe College* chapter, Epsilon of Iowa, was installed by Laurence M. Gould, president of Carleton College. Spokesman for the charter members was James B. Hodgson, associate professor of philosophy. C. Ward Macy, professor of economics and dean of the college, was introduced as the president of the new chapter. At the formal dinner given at the conclusion of the ceremonies, with approximately 160 people present, talks were given by President Gould, Byron S. Hollinshead, president of Coe, Clyde Tull, emeritus professor of English literature at Cornell College, and Tyrrell M. Ingersoll, for the Cedar Rapids Association of Phi Beta Kappa.

Theodore H. Jack, president of Randolph-Macon Woman's College, in-

stalled the chapter at *Hampden-Sydney College* on December 13, 1949. Samuel M. Reed, professor of mathematics, acted as spokesman for the charter members, and Edgar G. Gammon, president of the college, was installed as president of the Eta of Virginia. President and Mrs. Gammon were hosts at dinner following the ceremonies. A public assembly was held later in the evening, and Dr. Jack as principal speaker talked on the history and purposes of Phi Beta Kappa.

The installation of the *Queens College* chapter took place on January 9, with Marjorie Hope Nicolson, professor of English at the Graduate School, Columbia University, presiding. Harry Kurz, professor of Romance languages, acted as spokesman for the charter members and subsequently was installed as president of the Sigma of New York. Following the ceremonies, the chapter entertained at tea.

The installation of the Delta of Minnesota on November 4, 1949, was part of the Diamond Jubilee Celebration of *St. Olaf College*. President Gould conducted the ceremonies. Paul G. Schmidt, manager of music organizations, acted as spokesman for the charter members and later was elected president of the new chapter.

Goodrich C. White, president of Emory University, installed the Gamma of Texas at *Southern Methodist University* on December 12, 1949. John W. Bowyer, professor of English, was elected president of the new chapter. Following the ceremonies, a banquet was held for the new chapter and

for members of the Dallas Association of Phi Beta Kappa. Dr. White and Umphrey Lee, president of the university, were the principal speakers.

The Gamma of Tennessee was installed at *Southwestern at Memphis* on December 5, 1949, the one hundred and seventy-third anniversary of the founding of Phi Beta Kappa. President White conducted the ceremonies. Peyton N. Rhodes acted as spokesman for the charter members, and Robert P. Strickler, professor of Greek, was named first president of the chapter. After the installation, the Memphis Association of Phi Beta Kappa entertained the new chapter at dinner. Dr. White, as principal speaker, addressed the group on "Higher Education and the Democratic Ideal."

The *Wilson College* chapter was installed on January 20 by Helen C. White, professor of English at the University of Wisconsin. Spokesman for the charter members was Lois Montgomery, John Edgar professor of English. Paul Swain Havens, president of the college, was elected first president of the Nu of Pennsylvania. President and Mrs. Havens entertained the chapter at dinner at the conclusion of the ceremonies.

Plans have been made for the installation of the Zeta of Illinois at Augustana College on March 17, with Merle E. Curti, professor of history at the University of Wisconsin, presiding, and of the Theta of Virginia at Sweet Briar College on March 3, with John E. Pomfret, president of the College of William and Mary, presiding.

693. (Mr., Colo.) A.B. U. of Denver 1946, major mathematics, minors physiology, economics. Experience: coaching, building contractor, some selling background. Interested in representing manufacturing firm in Colo. area or any good opportunity with progressive organization.

694. (Mr., N.C.) Chemist — B.S. '44, M.S. '46 George Washington, Ph.D. expected 1950, North Carolina. Honor societies. Major fields of interest: organic and physical chemistry. Fields of research: organic synthesis and reaction rates. Teaching experience. Married. Age 25. Desires position with college or university.

HELP WANTED

Openings at American schools in Near East in sciences, psychology, political science, economics, philosophy, mathematics, engineering for teachers with Master and Ph.D. degrees and experience. Ranks from instructors to associate professors. Near East College Association, 46 Cedar Street, New York 5, New York.

AAC

(Continued from page 1)

Attempts of colleges to solve their financial problems by "going into business" were the subject of sharp debate. Harold E. Stassen, president of the University of Pennsylvania, in his report as chairman of the AAC's Commission on Colleges and Industry, was critical of the trend. He said that while the number of colleges that have taken over companies to compete with other businesses in the same field was small, the trend, if unchecked, would be a major problem in twenty years. He emphasized that the complaints of corporations and industry that some educational institutions were abusing

their tax-exempt status were well founded.

Carter Davidson, president of Union College, said, "Only those businesses that are directly beneficial to the college's students, faculty, or guests who visit the campus should be permitted." He reported that 445 colleges and universities were receiving income from other than traditional sources, representing an investment of \$300,000,000 to \$400,000,000 and including such enterprises as farms, stores, testing laboratories, cattle ranches, and orange groves.

Daniel L. Marsh, president of Boston University, was elected president of the AAC for 1950-51.



The Best of Two Worlds

Joseph Wood Krutch

The Tonic of Southern Folklore

Douglas Southall Freeman

The Craft of Translation

Richard Winston

The Atomic Clock

Harold Lyons

Anthropology Comes of Age

Clyde Kluckhohn

Under Whatever Sky

Irwin Edman



American Foreign Policy

William G. Carleton and Gale W. McGee

Public and Private Education

George N. Shuster and Bernard Leibson

A Protest and a Reply

Yvor Winters and Robert G. Davis

Television's Peril to Culture

R. W. Emerson, secundus (editorial)

The Amazon and a Revolution in Thought

Earl Parker Hanson

Liberty and the Ladies

Philip Wylie

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