

THE KEY

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REPORTER

THE PHI BETA KAPPA NEWS MAGAZINE

Triennial Council to Meet At University of Kentucky

By Boyd Keenan

LEXINGTON, heart of Kentucky's famous Bluegrass region and a long-time geographic symbol of generous hospitality will be the site of the twenty-third triennial meeting of the Council of Phi Beta Kappa from September 3 to 6.

Each of the 151 Phi Beta Kappa chapters may elect three delegates to the Council and each accredited graduate association having 25 or more active members may have one delegate; those having 200 or more may have two. The Phi Beta Kappa Senators are also members. The Council meets every three years to review activities during the triennium, to grant charters to new chapters, to elect officers and senators, and to legislate for the general Society.

Ten institutions are making application for the chartering of Phi Beta Kappa chapters in 1952. During the past triennium all ten institutions were visited by members of the Committee on Qualifications. Each has been found

to have the necessary qualifications for maintaining and extending the ideals and purposes of Phi Beta Kappa.

Announcement that the session will be held at Lexington, home of the University of Kentucky, was made in the May issue of THE KEY REPORTER. The Kentucky hosts will be the University of Kentucky's Alpha Chapter of Phi Beta Kappa, founded in 1926. They are planning, in addition to other entertainment, a tour which will feature stops at the best known of central Kentucky's Bluegrass farms. Also scheduled for the Phi Beta Kappa delegates are visits to Ashland, estate of Henry Clay, and to the one-time home of Mary Todd Lincoln. In no other American city was the division among neighbors and families during the Civil War felt more keenly than in Lexington, with mute evidence of this still apparent in the heart of the city.

A likeness of General John Hunt Morgan, "Thunderbolt of the Con-



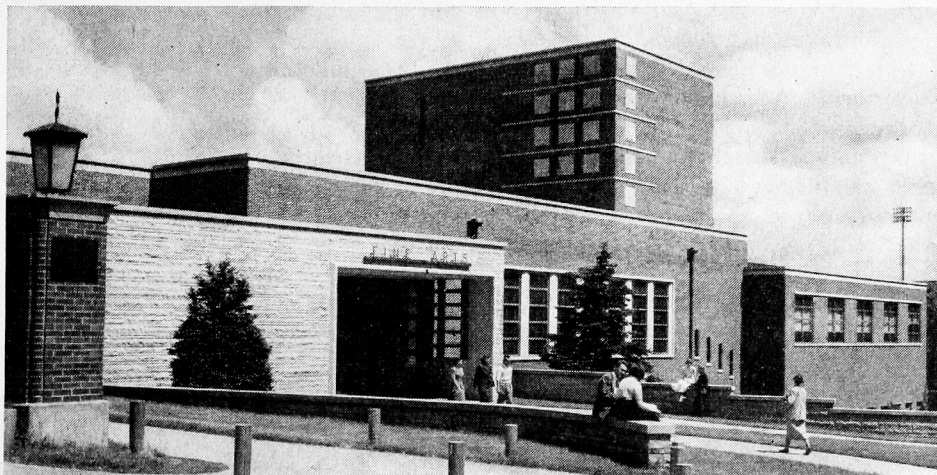
ERWIN D. CANHAM, ΦBK *Bates*

Editor of THE CHRISTIAN SCIENCE MONITOR, author, radio commentator and public speaker, Erwin D. Canham will address members of the Council at the banquet to be held Friday, September 5, at 6:30 p.m. in the Blue Grass Room of the Student Union Building. Mr. Canham will speak on "The Chances for Peace."

federacy," stands on the southeast side of the Fayette county courthouse in memory of "Morgan's Rifles" who died in the Civil War, and the house in which Jefferson Davis stayed while attending Transylvania College still stands near the center of the city.

Less than three blocks from the courthouse visitors may see the home of General Morgan, and directly across a parkway is the Bodley House, which housed Union officers during the conflict. Both houses play important roles in *The Little Shepherd of Kingdom Come*, one of John Fox, Jr.'s best known novels. Although fictitious, Fox's book cites the fission of many families during the civil strife, and the visitor in Lexington today is able to trace the action of the novel through many homes still standing in the city.

(Continued on page 7)



The University of Kentucky's Fine Arts Building will be the scene of most sessions of the Council.

THE STRIFE OF THE FACULTIES

By Lewis White Beck

IMMANUEL KANT published *The Strife of the Faculties* in 1797. In this book, written in his old age, Kant was concerned with the strife among the university faculties of his time. It is a treatise not on the theory of knowledge or psychology but on the philosophy and politics of higher education. It deals with the perennial problem of the aims of education, and discusses questions which continue to be raised in almost every issue of the Phi Beta Kappa KEY REPORTER.

The German university at that time consisted of four faculties, or, as we call them, schools: theology, law, medicine, and philosophy. The philosophical faculty taught all the liberal arts and such of the pure sciences as were taught at all. It was, in fact, one of the models for the American college and graduate school of arts and sciences, though philosophy proper occupied a more outstanding place in it than is now common in the United States.

Theology, medicine, and law were called the higher faculties, in distinction from the philosophical, or lower, faculty. The higher faculties admitted only students who had been prepared in the lower faculty. They therefore dictated or attempted to dictate the kind of education to be offered by the lower faculty. The higher faculties prepared students for positions in the state. The clergy and almost all the lawyers were state-functionaries, and the physicians acted at the pleasure of the state. The graduate of one of the higher faculties had, by virtue of his graduation, a license to practice his calling and an assured social position, while the bachelor of arts did not have enough education to admit him automatically to a profession. The state, concerned with the recruitment of its own civil servants, generously nurtured the higher faculties, largely ignoring the work of the philosophical faculty. But there was another side to this generosity: while the state controlled the higher faculties, it left the lower faculty relatively free.

The above article is a condensation of an address delivered by Lewis White Beck, chairman of the philosophy department and associate dean of the Graduate School at the University of Rochester, at the March meeting of the Phi Beta Kappa Chapter at Duke University. It is to be noted that the passages quoted from Kant's *The Strife of the Faculties* are not literal translations so much as paraphrases; these paraphrases have been made for the purpose of avoiding much of the technical and grammatical complexity of Kant's style.

Despite the favor enjoyed by the higher faculties, the most significant development in the eighteenth century university was the strife which led to the gradual emergence of the philosophical faculty to a position of equality with the higher faculties. This occurred first in the universities of Halle and Goettingen; but Kant's writings show that it was taking place slowly in faraway Koenigsberg.

It is difficult for us to realize how great a reform in education followed this elevation of the philosophical faculty. We tend erroneously to compare the higher faculties of the eighteenth century with the schools of medicine, law, and theology as we know them in a modern university. But the similarities are less significant than the differences. The professional schools of today are what they are largely because the emergence of the philosophical faculty two hundred years ago revolutionized the whole notion of what a university is and is supposed to do.

The so-called higher faculties of that time were higher for no reasons of intellectual eminence; on the contrary. They cared little for intellectual enlightenment or progress; the Age of Reason had little affected them. They were more like craft or vocational schools of today than the professional schools of a modern university.

Perhaps I should here define and defend the distinction I have just intimated between vocational and professional education. The goal of vocational training is the development of habitual skills, the passing on of useful techniques and habits of work. Habits and fixed techniques are useful under stable conditions, in which even the problems are routine and in which the same situation recurs again and again, calling forth again and again the same automatic response. A profession, on the other hand, is different because of the demands it puts upon adaptability to new and unique problems and situations. Professional education, therefore, must be education in principles

which have wide range of application. Professional education is supposed to produce insight; vocational training is content to produce repetitive knacks and automatic skills. When the principles of a field of knowledge or practice are imparted dogmatically, to be committed to memory or used mechanically, the education is to that extent not fully professional. For inherent in professional education is exploration, research, discovery, or re-discovery. There is a potential for growth in a profession; a vocation is conservative and traditional.

To return to my historical comparison. The modern schools of medicine, theology and law are professional, having learned the importance of freedom of inquiry and teaching from the old philosophical faculty; but those which tyrannized over the philosophical faculty in Kant's day had not learned this and were strictly vocational. Kant writes "From the real scholars we distinguish merely trained or taught men. As instruments of the government, they are vested with office in the government's interest, not in the interest of knowledge. . . . These people can well be called 'functionaries of learning.' . . . In their own speciality they have no initiatory power but only a deputed administrative power, being kept in line by their faculties acting in the name of the government."

But the government and the public had little or no interest in the teaching of the philosophical faculty. Frederick the Great had said, "Argue as much as you will and how you will; only obey." Nevertheless, especially after his death, the Prussian ministry laid a heavy hand upon instruction even in the philosophical faculty. The great Kant was always required to lecture from textbooks written by infinitely lesser men, and his right to publish and lecture on matters of religion was taken from him by Frederick's successor. It was partly against this edict that *The Strife of the Faculties* was published. For the good of the government itself, Kant asserts that there must be a faculty independent of the command of the government. In his time, only the philosophical faculty even claimed such freedom from outside dictation, and it had been grad-

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ually secured in bitter controversies. When it was first won, academic freedom was for good reason called *libertas philosophandi*.

There is a historically intimate connection between what we call academic freedom and the importance of research. The philosophical faculty was the only free faculty, and it was the only faculty that was made up of men expected to think for themselves and to guide others to think for themselves instead of telling the students *what* to think. There is no virtue in academic freedom if the legally free teacher merely repeats what he happens to have learned from others. The obligation to try to discover truth is the price that faculties pay for their academic freedom to speak the truth as they see it. Without the personal discovery of truth, academic freedom means only the limited freedom to choose one master or one canonical text instead of another. The exercise of free inquiry and instruction is now as inherent a feature of the professional schools as it is of colleges of liberal arts. Freedom of inquiry and instruction in theology, law, and medicine was nurtured in the atmosphere of *libertas philosophandi*. It has ceased to be just a dangerous venture on the part of men of genius like Vesalius, Leonardo, Erasmus, Bruno, and Vico.

Looking over the development of the university since the eighteenth century, we might well conclude that the strife of the faculties had been won by the faculty of which Kant was a leading member. It issued in the general acceptance of the universal validity of the principle of academic freedom and the acknowledgement of the importance of unrestricted inquiry by individual teachers and even students. If we look at the best of today's universities, we see great trees of learning in which the strong trunk of the undergraduate liberal arts colleges supports the proud branches of the graduate professional schools — a tree rooted in academic liberty and reaching up into the unknown.

But there are still strifes of the faculties, two of which I think are of the greatest importance.

The first is a strife within the university itself, a competition among educators for the time and even the soul of the student. This strife is like a civil war, waged between various departments of the undergraduate college, often with the outside support of

the professional schools. What was formerly a four-year preparation for admission to graduate professional schools has now become a one- or two-year program of general education leading to a major in some department of the college. Many colleges seem forced to try to be omniscient, and to do in four years and in one school what was formerly done by the professional school, the high school, the vocational craft-school, and the young ladies' finishing school.

No department of the college is free from the temptation of academic empire building. Though they do not commit aggression against the students, they do fight each other *for* the students and for the students' time. There is, however, one fundamental line of conflict that runs through all the various battles. This is the conflict over the demands of professional education and those of liberal education.

Again, I shall define my terms. By liberal education I mean here all education that is neither professional nor vocational. The contrast is not parallel to that between the sciences and the humanities. It is as possible to make a profession out of reducing syllogisms as out of reducing ores or reducing overweight people; it is as possible for a course in the works of Aristotle to be as professional as one in the works of Einstein. Only education that provides insight into things a man does not *have* to know in order to hold his job is truly liberating, for only that kind of education helps him to be more than a square peg firmly stuck in a square hole.

In this strife, the departments preparing the largest number of students for professional work are frequently not free agents. They are beholden to the power of professional schools and accrediting agencies. The elastic part of the college curriculum is the part for which the faculty alone is responsible, and when any part gives, in order to meet some accreditation requirement or to get a new professional unit established, it is almost always the liberal part of the student's curriculum that is curtailed. Struggle for a portion of the limited time and energy of students is the form of the strife of the faculties in most universities.

I believe there is *in principle* no conflict between the demands of a profession and the ideals of liberal education, even though they are antonyms, and even though no student can get enough of either. The liberal portion of

education is education beyond the call of vocational or professional duty; but if I am right in distinguishing a profession by its potentiality for growth through research and exploration, then *we simply cannot tell* what non-professional or even what professional knowledge may make the difference between the competent and the incompetent, between the creative and the routine professional man.

Many teachers in the most highly professional fields recognize that formal education should not, and cannot effectively, be tailor-made to some job-specification. But many of the accrediting agencies do not seem to recognize this, and they use their licensing power to dictate larger and larger portions of college curricula; their effect seems to me to be as insidious and dangerous as those against which Kant protested a century and a half ago.

It is not an ivory-tower concept of liberal education to recognize that a conflict between liberal education and specialized education does actually exist, and that our industrial society's claims on the time and resources of educational institutions are becoming increasingly formidable. The attractions of government and business subsidies for research, frequently of little educational value, are turning the attention of some university departments away from educational tasks to such an extent that sound undergraduate instruction is sometimes neglected. Confronted with the promptings of parents, military duties, the competitive world, the exaggerated requirements of some accrediting agencies, and the ambition of departmental empire-builders, the student can hardly be expected on his own initiative to salvage a liberal education out of a crowded and fragmented college life. It is up to the faculties, therefore, to take a stand — to point out that the very uncertainty of the times will involve the narrowly trained man in difficult adjustments for which he is not prepared, but that liberal education can stock the reservoir of knowledge and stimulate the intelligence and initiative which men and women will need in times of unrest.

The second serious strife is the one between the faculties and those institutions that do not welcome inquiry, between the universities and posses of ignorant men bent upon destroying the intellectual ferment and seed of wise change.

(Continued on page 7)

FOR BETTER OR WORSE

NECESSARY EVIL: THE LIFE OF JANE WELSH CARLYLE.

By Lawrence and Elisabeth Hanson.

The Macmillan Co. \$7.50.

A Review by John Cournos

IT must seem rather strange to many persons that cultured and intelligent people, who surely should know better, do not always get along together in married life. Some, indeed, would use the word "rarely" in place of "not always," especially if one of the partners concerned happens to be "creative." The marriages of Byron and Tolstoy have gained notoriety; so has the marriage of Thomas Carlyle. The story of the Carlyles has been often told, usually with stress on the man. In this book stress is laid on Jane Welsh Carlyle; the authors have dug up a great deal of new source material, including many letters which go far in building the portrait of a woman who is scarcely less interesting than her dour husband. Not that she was a whit more amiable than he, though heaven knows, she had much to put up with. Both were egoists who were rarely comfortable one with the other; both took life seriously, too seriously ever to have normal "fun." They quarrelled incessantly, because in many things they differed, but Jane never hesitated to join with him in battle, when it came to attacking someone else. One thing the authors do not clear up for us: was the marriage of the Carlyles ever consummated? If it was not, it may have quite a little to do with their unhappy, wrangling life together.

Thomas Carlyle, a dyspeptic from his youth, when he first courted Jane, was a hard man to live with. He could write to his wife on her forty-third birthday: ". . . a brave woman, and, on the whole, a 'Necessary Evil' to man." She might have returned the compliment; might have, with equal justification, retorted that a man might prove to be quite an unnecessary evil to a woman. Yet the problem is more complex than appears on the surface. Charitable critics have maintained that the Carlyles quarrelled so much not because they were different but because they were so much alike.

On the other hand, it is clear that Carlyle, nourished on Teutonic culture, held to ideas which no woman of independent mind would for one moment put up with. To do him justice, he had warned her before marriage: "The Man should bear rule in the house and not the Woman. This is an eternal axiom, the Law of Nature . . . which no mortal departs from unpunished . . . I must not and I cannot live in a house of which I am not the head. . ."

For a while, apparently, they — and Jane in particular — made the best of it. She was proud of her husband, or rather of his genius. His famous friends, who called at their house, found her delightful. She had an interesting personality, if somewhat intense; she was a good conversationalist; she was witty. Men came to talk to Carlyle; they often stayed to talk to Jane. Feminine she was, and she knew how to play the part of a martyred wife. They were both a complaining pair, and, if misery loves company, they did at times get on very well together. Their misanthropic natures gave a tartness to their observation and their wit, a cruelty which was perhaps more intellectual than deep. Typical is Mrs. Gaskell's comment on the hapless Mrs. Carlyle: "She is a very kind, cheery woman in her own house, but there is an atmosphere of moral dullness about her." Thomas Carlyle's comments on his contemporaries were not less penetrating and acid.

If Carlyle did not make Jane happy in a normal way, there is little doubt that he was devoted to her in a fashion, as she was to him. When illness came upon her, as her correspondence reveals, it was to her husband she turned with her despairing plea. She describes her torments, and wishes that he were beside her: "I am terribly alone. But I don't want to interrupt your work." But even before this, she had been complaining a great deal about her indispositions; she was given to nightmares. Her husband, a philosopher in



PHILOSOPHY, RELIGION, AND EDUCATION

Alain L. Locke

MODERN POETRY AND THE CHRISTIAN TRADITION. By Amos N. Wilder. *Scribner's Sons*. \$3.

A well-documented and penetrating tracing of the significant interaction of the contemporary aesthetic and religious traditions.

A BELIEVING JEW. By Milton Steinberg. *Harcourt, Brace & Co.* \$3.50.

Although thought through mainly as an intelligent, progressive reconciliation of the Judaic tradition with American life and civilization, this book is almost equally valuable as an interpreter of Judaism to Christians.

MEN AND MOVEMENTS IN AMERICAN PHILOSOPHY. By Joseph L. Blau. *Pren-tice Hall*. \$6.

Despite frequent recent coverage of this field of American thought, few studies have emphasized as this one the organic movements beneath the surface of America's outstanding thinkers.

SIX EXISTENTIALIST THINKERS. By J. Blackham. *The Macmillan Co.* \$3.

A lucid, non-partisan account of Existentialist thinking in our time, particularly illuminating because it traces the social and cultural roots of Existentialism.

FICTION, POETRY, AND THE FINE ARTS

John Cournos

POETRY IN OUR TIME. By Babette Deutsch. *Henry Holt*. \$6.

A comprehensive survey of contemporary verse, excellent for the uninitiated.

THE WRITER'S POINT OF VIEW. By W. Somerset Maugham. *Cambridge*. \$7.5.

Tremendously amusing lecture worth everyone's reading.

his literature, was not a philosopher in the commoner meaning of the term. He was driven frankly to tell her to go somewhere for a while and leave him in peace. Cause and consequence were doubtless inherent in the situation. The paradox, if we are to believe such discerning critics as the late Desmond MacCarthy, is that this marriage was a true one, truer indeed in a deeper sense than many a marriage outwardly more congenial. Perhaps. The mystery of the Carlyles still awaits a reasonable elucidation. In the meanwhile, this book throws additional light on Mrs. Carlyle's character, chiefly in the shape of her letters, many of them hitherto unpublished.

John Cournos, novelist, biographer, anthologist, book reviewer for *The New York Times* and *The New Yorker*, is author of *The Mask*, *The Wall*, *Babel*, and *A Modern Plutarch*

SOCIAL SCIENCES

Eric F. Goldman

HENRY ADAMS: SCIENTIFIC HISTORIAN. By William H. Jordy. *Yale University Press*. \$5.

A perceptive study of an exasperatingly enigmatic but important subject, fully worth its occasional craggy sections.

THE USES OF THE PAST: PROFILES OF FORMER SOCIETIES. By Herbert J. Muller. *Oxford University Press*. \$5.50.

A skeptical intelligence (especially where Toynbee is concerned) studies the major cultures of the past and emerges with a cycle of tragedy, relieved by the author's hardheaded faith in man's ultimate ability to think his way through to a better destiny.

REVOLUTION OF 1848: A SOCIAL HISTORY. By Priscilla Robertson. *Princeton University Press*. \$6.

A balanced, highly readable study of a distant year that has left a considerable mark on 1952.

WORKING WITH ROOSEVELT. By Samuel I. Rosenman. *Harper*. \$6.

Except for Sherwood's *Roosevelt and Hopkins*, the meatiest of the many volumes by F. D. R. intimates. Favorable without being rhapsodic.

NATURAL SCIENCES

Kirtley F. Mather

BASIC ASTRONOMY. By Peter van de Kamp. *Random House*. \$3.75.

An inclusive survey of the entire subject of astronomy, crammed with factual data and notable for the clarity of its presentation.

MINERAL FORECAST 2000 A.D. By Edward Steidle. *Pennsylvania State College*. \$3.

The dean of the School of Mineral Industries at Pennsylvania State College presents a concise survey of the nation's mineral resources and considers sagely the outlook for the next half century. There is special emphasis upon his Commonwealth, but all of it is pertinent material for every American.

THE LIVING TIDE. By N. J. Berrill. *Dodd, Mead*. \$4.

An account of the many kinds of animals inhabiting the coastal waters along the shore from Florida to Maine. Should have a place in any seashore library, either for handy reference or just sheer enjoyment.

THE KEY REPORTER

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Chapters and Associations

DO Things

Allegheny College Chapter reports the conclusion of six Phi Beta Kappa lectures, begun in 1950, on significant developments from 1900 to 1950. The chapter has established a series of annual prizes which includes \$20 to the highest ranking member of the freshman class, \$10 to the member of the sophomore class who shows the greatest improvement in scholarship over his freshman year, and \$10 to a junior showing the greatest improvement over his first two years of college work.

The Southern California Association maintains an International Scholarship Fund to aid foreign students in continuing their education in this country. During 1951-52 eleven foreign students representing Japan, Transjordan, Korea, England, India, Holland, Ceylon, China, and Iran were helped by awards from this fund.

The Cleveland, Ohio Association for the sixth consecutive year held its annual award contest. A grand prize of \$100 and six prizes of \$25 each are awarded to Greater Cleveland high school students for outstanding papers written in the course of their regular school work.

Boston University Chapter awarded a \$500 scholarship to Mildred Rosoff, an outstanding member of the junior class. In a contest open to all undergraduates in the College of Liberal Arts, the chapter awarded a prize of \$50 to John H. Kelso for his short story, "Learning All the Time" and \$25 to Gregory Yulduzian for "Mahatma Gandhi's Philosophy of Life," an essay.

The Charleston, South Carolina Association continues its practice of donating a book to an honor graduate of each of the seven Charleston high schools at their annual commencement in June for "academic achievement and integrity."

Birmingham-Southern College Chapter cooperates with the college in awarding annually to entering freshmen six scholarships on the basis of results of a competitive examination. The purpose of the awards is to recognize and reward outstanding scholastic achievement and to enable the scholarship holders to develop further their talents and acquire the deepest respect for the integrity of the human mind.

The Western Connecticut Association celebrated receipt of its charter on May 7 at a meeting at the Norwalk Shore and Country Club. Dr. Hiram Haydn, editor of *THE AMERICAN SCHOLAR*, presented the charter to the association which includes in its membership Phi Beta Kappas living in Fairfield and Litchfield Counties. The speaker for the occasion was Dr. Samuel Flagg Bemis, Sterling professor of diplomatic history at Yale University, who spoke on "Have We a Foreign Policy?"



Hiram Haydn presents charter to Worth Tuttle Hedden, while Samuel F. Bemis and Paul L. Blawie look on.

The Wake County, North Carolina Association gives recognition to foreign students in its area. During the last year, books were shipped to Silliman University in the Philippines and plans for next year include shipments of books and other equipment to foreign universities in distress.

Lawrence College Chapter plans to make the Fall Honors Day Program at the college into much more of a Phi Beta Kappa affair. Next year at this program the chapter will present a Phi Beta Kappa Freshman Scholarship Cup to the man student who made the highest scholastic record in his freshman year and a Phi Beta Kappa Scholarship will be awarded as a prize, without question of need, to that person of junior standing who seems best to exemplify the aims and ideals of the Society.

The University of California at Los Angeles Chapter made an award of a \$200 scholarship prize to their most promising initiate entering graduate school.

KEY PERSONNEL

Rates for items in the "Key Personnel" 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. All replies will be forwarded promptly to the advertiser.

This column is maintained as a convenience for members of Phi Beta Kappa. The United Chapters takes no responsibility for placing or recommending applicants.

832. (Miss, N. Y.) Age 27, single, experienced medical secretary-stenographer. Secretarial position in Southwest desired. Recommendations furnished.

841. (Mr., N. C.) B.S. Honors Degree, Northwestern. Previously engaged in statistical research and private writing. Desires position as columnist or editorial writer; or any other writing, editing or research job.

842. (Mr., Ill.) Chemist, Ph.D. in physical chemistry, University of Chicago. Extensive industrial and academic experience in organic, biological, and colloid chemistry. Patents and publications. Interest in relocating in southern California. Inquiries solicited.

843. (Mr., Ind.) B.A. with honors, Indiana University; M.A. Indiana University, June, 1952. Qualified to teach government (American, comparative, international relations); psychology (general); economics (principles). Five semesters departmental assistantship (undergraduate, psychology; graduate, government); desire college position; would accept secondary teaching. Married, veteran, 37, location immaterial, available June, 1952.

850. (Mr., Conn.) A.B., Duke, *summa*; A.M., Columbia; Ph.D., Columbia, '51. Nine years of college teaching. Age 36, married, three children. Victorian Period. Desire permanent position in university of large college with good library.

859. (Mr., Calif.) B.A., *magna*, economics, Stanford. Married, age 25. Speaks Spanish. Experience: public accounting and now USAF Staff Personnel Officer. Recently returned from one and a half years in Japan and Korea. Discharge, January 1953. Desire domestic or foreign business position.

860. (Mr., N. Y.) *summa* philosophy. Theatrical, radio, newspaper, music experience. Spanish, French, German. Three years Europe, teaching English. Veteran, 25, married and writing; want job New York.

861. (Mr., Mo.) Blind. Agricultural College 3rd Yr. Subsequent A.B. *magna cum laude*; wide dairy experience, production, field, plant and laboratory; cultured products, buttermilk, cottage cheese. Want laboratory, plant management and/or research, special products.

862. (Miss, Fla.) A.B., *cum laude*; M.A., August '52, English and American Literature; age 21, two years teaching experience; desires teaching position.

863. (Mr., Ia.) B.A. with highest distinction, M.A., State University of Iowa. English major; speech, classics, math minors. Single, 25, veteran; taught one year. Available this fall. Anything considered for first year out of army. Midwest, Southwest, Pacific states.

865. (Mr., N. Y.) Public relations director for large community chest, now in Army, seeks challenging position by October. Writing, editing, college teaching, radio, health education experience. B.S. *magna cum laude*; M.S. in journalism, Northwestern University.

866. (Miss, N. Y.) A.M.; three years college teaching, classics dept.; wants N. Y. C. position: education, proofreading, editorial, research, office, other.

867. (Mr., Ind.) Age 35, single; B.S. *summa*, Northwestern; Ph.D. Harvard, English; travel abroad; publications English and American literature; college and university teaching experience. Available Sept. 1952.

868. (Mr., Mo.) Ph.D. Wisconsin; teaching, research, or administration; age 42, married, one child. Teaching experience in French, Spanish, Italian, Portuguese, English, German. Research also in the chief Slavic, Oriental and Classical languages. Author of 10 books.

To the Editor

The question at the end of the review article, "College . . . A Hiatus?" (KEY REPORTER, May, 1952) has stimulated me to respond to a writer as I usually do not. But I should like to telescope directly a reply to the challenge presented.

My college experience is still relatively recent, as yet only beginning to be leavened by experience, and my present daily life is still related to a University atmosphere. The conviction that my liberal arts background is sound and "practical" is not lessened by these facts. Because I am beginning in a profession that is, as yet, not academically respectable, the stimulation to learn that I have received, and continue to receive, I prize very highly.

When a friend of mine decided, as I had done, to enter that nebulous field of "personnel and guidance," one of her professors sadly remarked, "Oh, and she was such an intelligent girl, too!" Why intelligence is not a prime requisite for people who are deciding to enter a profession working with the complex personnel and interpersonal relationships of individuals as members of groups is not exactly clear.

My background, brief as it is, in the study of the humanities and the sciences seems to have enabled me to gain a perspective for interpreting the complicated reactions of myself, of my fellow staff, and of my student groups and counselees as part of the total societal forces that have existed since man began functioning as a social animal and as a part of the vaguely understood world before that time. It seems to me that, in all humility, I can at least begin to find a direction for the search toward an understanding of the almost un-understandable cause and effect relationships in the insecure world we personally know. Because I have this feeling of not only wanting to find direction, but also of beginning to think I glimpse at least a few basic problems, it makes me very exasperated to find myself defined as a member of a "Lost Generation." I don't feel lost and I rebel at the definition!

At a student-group meeting, the students were planning a program for Fall in which they wished to help the members of their organization evaluate what progress we, as an organization, had made and to plan for the coming year's activity. Several members wanted to explore such ideas as "What responsibilities does an individual have in a group?" and "What do we mean by independence?" I encouraged the exploration although the suggestion that they were tackling problems that have concerned mankind for centuries apparently took them aback. My background of study and experience, although still sketchy, should enable me to be of a great deal more assistance with this future planning than if I had little or no knowledge of some of the historical back-drops to our present community.

I feel that my study up until now has helped provide direction for thought and living. I humbly acknowledge the tremendous experience my college years have meant and are meaning to me — both those experiences within the classroom and those without it.

It enables me to feel that sometimes I may be able to combine faith in ideas with the practical applications of action in a profession that is extremely challenging. I hope that it will continue to help me to be not a "sitter-outer" but a participant in some way in the stream of work that is being carried on in trying to understand a confusingly complicated universe.

CATHERINE WALKER
OHIO STATE UNIVERSITY

THE KEY REPORTER

CHANGE OF ADDRESS

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Strife continued

Academic freedom has two beneficiaries — the man who practices it, and the rest of society which is kept alert by its practice. The first man to recognize the social function of the *libertas philosophandi* was perhaps Socrates, who asked for a pension so that he might continue to question and to be the gad-fly of Athens. Academic liberty can never be secured on the premise that it is a privilege of the few who teach in college. You could easily take away the right of freedom of the press if you interpreted it only as a privilege of the few who write books, or you could destroy freedom of religion if all it guaranteed were the privileges of the few who preach. I invite your attention to John Stuart Mill's succinct formulation of this thesis: "The peculiar evil in silencing the expression of an opinion is that it is robbing the *human race*."

This peculiar evil is visible even to the most blind when it is a question of scientific research especially in fields of great practical importance. I do not know of any effective vigilante groups in this country likely to wrest from the faculties of engineering and medical schools the right to explore the unknown and impart their discoveries to students. But because immediately visible practical benefits do not flow from research in history, anthropology, philosophy, and literature, and because many of the conclusions reached by research in these fields are intellectually irritating to a settled society, it is relatively easy to find men to do hatchet-work on textbooks and teachers.

The strategy in winning this strife of the faculties seems to me to be very much like that required for wisely resolving the strife between professional and liberal education within the faculties. We must find some way to convince those who influence education that education is for the whole man, man thinking, man deciding, and man acting freely, not for the human machine or the human slave. We must make them know that the universities can serve their high calling only in an atmosphere of freedom — not merely academic and legal freedom, but freedom also from the notion that the future will be just like the past, so that they will no longer think that education can now stand still.



AUTUMN, 1952

Council continued

Directly across Second Street from the Morgan home is the house in which Henry Clay and Lucretia Hart were married in 1799. A few years later Clay completed his mansion at Ashland, and this home was made a national shrine in 1950 and is now open to the public. Henry Clay was among those who fought to make Lexington the capital of Kentucky, but all attempts were unsuccessful and the state's capital is still located at Frankfort, a much smaller town about 27 miles northwest of Lexington.



MEMORIAL HALL, UNIVERSITY OF KENTUCKY

Many of the nation's outstanding breeders and owners of thoroughbreds have long made Lexington and Fayette county their home, and most of the 350 horse and livestock farms in Fayette county rival any in the world for beauty. The late Warren M. Wright's Calumet Farm, located on the beautiful Versailles pike, probably draws more visitors each year than any other farm; but Spendthrift Farm, Walnut Hall, Castleton, Spindletop, Dixiana and many others also offer Bluegrass beauty at its best. Not least among the sights for tourists is a larger-than-life-size statue of Man o'War on the S. D. Riddle Farm.

Visitors to Lexington almost never fail to ask how the city got its name, and the average citizen can tell you that "Lexington" was chosen as the name of the new settlement by a group of pioneer hunters in commemoration of the Battle of Lexington, Massachusetts, fought April 19, 1775. It seems strange that the name of a southern city comes from a northern incident; but this is a happy proof of the unity of our country.

Help for Small Colleges

A new plan described by David Taylor Marke in an AP news release, June 8, will be watched carefully and hopefully by educators and administrators of the many small colleges whose financial status has become increasingly precarious through decreasing enrollment, rising prices, and dearth of benefactors.

In eight states, Illinois, Kansas, Kentucky, Michigan, Minnesota, Missouri, New York, and Ohio, the small independent and denominational colleges, unsupported by tax funds, have already formed state "foundations" for which the member colleges solicit funds collectively and in which all mutually share. In at least seven other states similar plans are in progress.

These plans seemed based upon a sound principle: that the small colleges can more successfully tap the sources of American wealth collectively than they can individually. Sources of revenue in American industry become chary when petitioned by too many separate colleges seemingly in competition with each other. And yet American industry has a large stake in the small colleges.

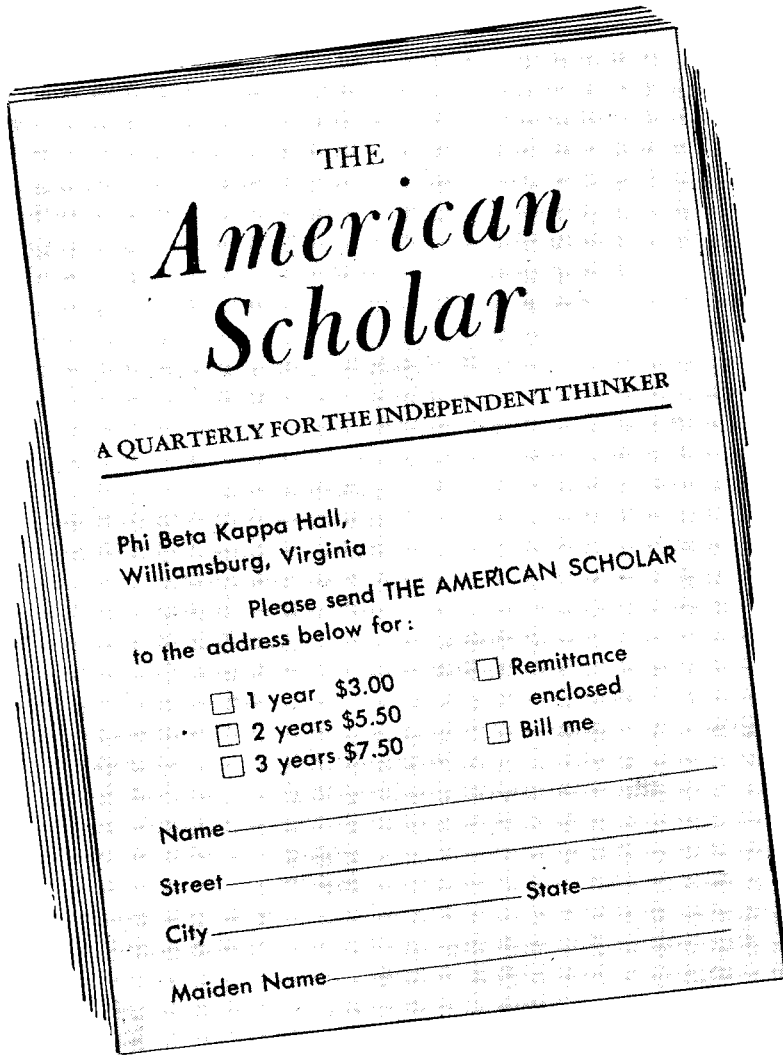
In the words of Laird Bell, chairman of the board of trustees at Carleton College, "Freedom of education and freedom of industry are wrapped up in each other. If one falls, the other falls. The support of these colleges offers an opportunity for business statesmanship. If we can't support them, sooner or later they will have to turn to government and eventually that will mean government control."

The Christian Gauss Award

Phi Beta Kappa's annual prize award of \$1,000 for the best book of literary scholarship or criticism published by an American university press between July 1, 1951 and June 30, 1952 will be awarded for the second time next December.

A committee under the chairmanship of G. Armour Craig, professor of English at Amherst College, is now considering entries. Other members of the committee are Carlos H. Baker, professor of English at Princeton University, J. N. Douglas Bush, professor of English at Harvard University, Justin M. O'Brien, author and educator, and Franklyn B. Snyder, president emeritus of Northwestern University.

COME OF AGE...



THE AMERICAN SCHOLAR

WILL OBSERVE ITS TWENTY-FIRST BIRTHDAY THIS FALL... A SEASON OF DECISION.

THERE WILL BE NO CELEBRATION OF THIS OCCASION, NO SPEECHES, NO BURNING CANDLES. IN ITS UNPRETENTIOUS MANNER, THE SCHOLAR — ITS EDITORIAL BOARD, STAFF AND THE SCORES OF CONTRIBUTORS WHO HELP TO MAKE IT THE COUNTRY'S LEADING GENERAL QUARTERLY — WILL INTENSIFY ITS EFFORT TOWARD PRODUCING AN HONEST PUBLICATION, FEARLESS AND FORTHRIGHT IN ITS TREATMENT OF CURRENT PROBLEMS, SENSITIVE AND RESTRAINED IN ITS INTERPRETATION OF CULTURAL TRENDS.

In the Autumn Number...

CONSERVATISM: THE FORBIDDEN
FAITH Raymond English
THE FEAR OF IDEAS Julian P. Boyd
THE SCHIZOPHRENIA OF BERNARD
SHAW Arthur H. Nethercot
COMMUNISM AND THE INDIAN
ELECTION Samuel Schwartz
THE HIGH-LEVEL FORMULA OF
J. P. MARQUAND Leo Gurko

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