

THE KEY REPORTER

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THE PHI BETA KAPPA NEWS MAGAZINE

FIRE RAVAGES PHI BETA KAPPA HALL

Historic Records Survive

Phi Beta Kappa Memorial Hall on the campus of the College of William and Mary in Williamsburg, Virginia, was partially destroyed by fire on December 29. The north wing, in which the offices of the United Chapters are temporarily housed, was saved, though damaged by smoke and water.

The fire, of undetermined origin, started on or under the stage of the auditorium and apparently went undetected for some time before the alarm was sounded at 8 p.m. Upon arrival at that time firemen found smoke pouring from the eaves and windows of the auditorium. Within a few minutes the ceiling over the stage collapsed, fire burst through the roof and soon after the roof fell in, leaving the auditorium a roaring furnace.

As there was no hope for the auditorium, all efforts were directed toward saving the north wing. Fighting through heavy smoke from the doors and windows of the north front, on both the ground and second floors, the firemen threw a water curtain against flames which flared constantly into the north wing from the auditorium. Only after a two-hour battle did it become apparent that the fire, which had penetrated the attic of the north wing, was under control and that the irreplaceable records in the Phi Beta Kappa offices would be saved.

Recalling the tense hours of the fire, Carl Billman, Secretary of the United Chapters, said that at first he had thought the entire building was bound to be a total loss. "Williamsburg firemen did a miraculous job in saving the north wing and the records of the United Chapters," he said, ex-

(Continued on page 6)



Bob Yingling, Newport News (Va.) Daily Press

SENATE HOLDS ANNUAL MEETING

Francis Fergusson Receives Christian Gauss Literary Award

Featured as the opening event at the annual meeting of the Phi Beta Kappa Senate in Princeton, New Jersey, on December 4-5, 1953, was the presentation to Francis Fergusson, literary critic and professor of comparative literature at Rutgers University, of the Christian Gauss Prize of \$1,000. The Christian Gauss Prize, offered annually by Phi Beta Kappa for the best book of literary scholarship or criticism published during the year by an American university press, was awarded to Mr. Fergusson in 1953 as author of *Dante's Drama of the Mind: A Modern Reading of the Purgatorio*, published by the Princeton University Press.

A dinner at the Princeton Inn in honor of Mr. Fergusson preceded the

ceremony of the award, which was presented in behalf of the Senate by G. Armour Craig, associate professor of English at Amherst College and chairman of the award committee. In making the presentation, Mr. Craig said that Mr. Fergusson's prize-winning book had been selected by the committee because, "It displays, we think, the best traits of the scholar and the teacher, expressing with lucidity and humanity that awareness of literature which the Christian Gauss Prize was founded to encourage and reward." In addition to Mr. Craig, the judges for the award were J. N. Douglas Bush of Harvard University, Justin M. O'Brien of Columbia University, Josephine Miles of the University of California, and President Emeritus Franklyn B. Snyder of Northwestern University.

(Continued on page 5)

Liberal Arts or . . .

Liberal Arts Our Guardian

By Richard Allen Stull

LIBERAL ARTS education is dedicated to the "whole man" and affirms that the great sin of the world is what has been called the "sin of impersonality." This treating of people as things, this "neuter concept of man" is the real atheism of our lives. Committing this sin, no society can achieve peace or character, the true heraldry of man. Only values promote peace and mold character, and history's evidence confirms that values are earned by the discipline and moral persuasion of the humanities and the liberal arts.

We call our way of life democracy. This life has been repeatedly threatened by totalitarian wars which call for wholesale killing, deprive men of freedom and conscience, and by deliberately circulating untruths, seriously thwart the possibility of mutual understanding and reconstruction once internecine hostilities are suspended.

In periods of war, our democracy is too easily assumed to be a pattern of government based upon political structure rather than a characteristic spirit underlying our entire civilization. The power of this spirit lies not in definition or in theory, but in an outlook on life that is committed to certain basic assumptions which give it direction, goal, and purpose. These assumptions for us derive from the Judeo-Christian tradition, and we define them politically as democracy. If we are to preserve democracy, therefore, we must maintain its absolute values, and these are spiritual, educational.

Specialization is not enough. The generally educated man has been made convincingly aware of the truth that "knowledge without technique is useless; technique without knowledge is dangerous." Liberal arts education aims at the development of critical thinking, discrimination among values, and training for citizenship. The end of such education is not knowledge *per se* but commitment to values. Its purpose, in short, is man as an intelligent and responsible agent, able to

participate richly in the good life, and eager to contribute all he can to the welfare of his fellow men.

We turn to liberal arts education, then, for good and necessary reasons. It maintains that background of values which conquer the "sin of impersonality" and preserve the spirit of democracy. It develops knowledge with responsible techniques, assuring a faith in the collective intelligence of mankind. Although thousands die each year from cancer, there is probably not a

The World's Responsibility

By Carver N. McGaughey

LIBERAL education is a poor commodity on the open market. There is a distinct, practical reason for this: a person who professes to be liberally educated is extremely difficult to appraise. Every individual says and thinks that he himself is broadminded, well-informed, objective, and possessed of a sort of heritage or sixth sense that assures him of infallible judgment when dealing with intangibles. One of the pet judgments of these discerning paragons is that a person can't be very smart who spent his time studying nonessentials when he could have been learning how to make a living.

A second very cogent reason is that a specialist can be fitted very neatly into a predetermined niche complete down to the last detail including clearly defined duties and a fixed salary. That simplifies the problem for any employer. The present degree of standardization is a tragedy that goes beyond tragic proportions — if Albert Einstein were to walk into almost any of our industries, present his credentials, and ask for a job, they would hand him a broom.

What then is the case for a liberal education? The answer is what it has always been: liberal arts is the thinking, the conscience, the integrity, the culture, the preservation of a people. Honesty is not an act; it is a behavior pattern. Honesty is not a gesture; it is an inherent characteristic that reaches

doctor living who does not believe that someday cancer can be cured.

Educators have long recognized the need for an equal faith in overcoming as well the devastating social diseases of poverty and war. Liberal arts education inspires such faith. In the classroom, pulpit, slums, business, and at the war front, this faith compels men to dedicate their lives to upholding the dignity of human personality, relating techniques to knowledge, practicing democracy, and affirming trust in the collective intelligence of mankind. They have found that confidence born of values, the faith of men described by Goethe as seeking the impossible — and achieving it!

into the third and fourth generation. Yet our collective attitude toward honesty is that it is an expedient to be turned on and off, when needed, like a faucet. So it is with our conscience: when it suits our purpose to tune it out, we simply switch to another wave length. So is it with the liberal arts: we can de-emphasize them for a generation or so and then, in their absence, take up the question of their value.

What about preservation? Survival cannot be turned on and off like a faucet. We either have oil for our lamps at the stroke of midnight or we don't have oil for our lamps. It's as simple as that. In order to survive we need not just a coterie of liberally educated people steeped in prescribed lore but a high percentage of our population equipped to understand, appreciate, and question, if necessary, our social, industrial, economic, political, and cultural structures at their operational levels. Such basic knowledge is far beyond the scope of a specialist.

The liberally educated man has the capacity for a great many potential skills. If that were all he had, he would do quite well for himself. But he has other faculties. He has an analytical approach, a critical awareness, discriminating taste, aesthetic appreciation, historic perspective, a sense of

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... Specialized Education?

balance, and a sense of direction. He is well adjusted, well integrated and in communication with others who stimulate and influence him.

How well the liberally educated man gets along in this world depends, not so much on him, but on the world itself. In the right environment an honorable man is esteemed; in the wrong environment an honorable man is an object of derision. The burden rests, not with the liberally educated man—he has no alternative but to maintain his stability, his steadfastness, his equilibrium. The burden rests with the world—the whole world. In a world where strict regimentation is imposed from above, the person who can force himself, or allow himself to be forced, into the narrow confines of a specialized category will ostensibly prosper; but in a society that is free to take shape and change form according to the people's needs, wills and visions, the liberally educated man will prosper. It would be well with the world if the liberally educated man could walk the face of the earth in dignity.

What Ails Liberal Education?

By Michael Towbes

THE ILLS of present-day liberal education have been studied by many experts, and the cause of the trouble is invariably diagnosed as too much technical training. Although the diagnosticians have usually had backgrounds in the arts, engineers and scientists have accepted their accusations without a word in self-defense.

As a Phi Beta Kappa in Civil Engineering (Princeton '51), I should like to offer a word, not so much in support of technical training, as in search of the cause of the illness. With a background of technical training at a fine liberal arts university, I feel that I may be able to add a word from a vantage point high up on the fence.

Why is a specialized education chosen as the source of the illness in liberal education? We hear that fewer stu-

Michael Towbes, ΦBK Princeton University '50, engineer, is a lieutenant (junior grade) in the Civil Engineer Corps of the United States Navy.

Needed: Practical Means To An Undefined End

By George F. Estey

GENERAL agreement as to the value, in some vague way, of a liberal education for citizens of a democracy is easily reached among members of faculties in the humanities, among business leaders, and among top government officials. This lip-service to an ideal makes for fluent—and unconvincing—arguments against specialization in college and university curricula. Committees on curricula continue, however, to add courses in “practical” areas at the expense of the liberal arts; business executives continue to recruit trained and half-trained engineers, chemists, physicists, and continue to raise their eyebrows at the English (or history, or philosophy) major when he applies for employment; government officials continue to emphasize the need for specialists in any and all of a thousand different fields.

In the face of such a chasm between

preaching and practice, what can the young instructor do when he confronts his classes of freshman realists? How can he prove that there really is value in a liberal education for today's citizen? While such value may be self-evident to liberal arts graduates, any young instructor will testify that it is not self-evident to freshmen, or to their parents. Some proof, then, is necessary in order to combat the spectacle of specialized seniors stepping into high-salaried jobs while liberal arts graduates find employment, eventually, in lower salaried fields which may not seem to offer the rewards valued by freshmen. In today's dollar-centered terms, if education does not pay off shortly after graduation, in tangible and worth-while results, what good is it? And what is the answer handed down by the intellectual leaders to the young instructor? A liberal education is essential for the democratic way of life! The freshman realists laugh—and who can blame them?

Today's young instructors are sincere, intelligent, enthusiastic—and confused. Those to whom the younger faculty members rightly look for aid offer only sweeping generalizations and an appeal to faith in an undefinable end. Enthusiasm finds great difficulty in combating the appeal of a large weekly salary. Intelligence is able to find some of the answers for individuals—and few for the large masses of students dealt with by the young instructor. Sincerity means little to students who can see that sincere lies pay off at the polls, in business, and in personal relationships.

Give us specifics, not generalizations, and we will help reverse the trend toward specialization. Give us the opportunity to show some of the real values of a liberal education by utilizing our liberal arts graduates in the way you say they should be used. Give us what you say you have been giving us—and we will apply it in the classroom.

George F. Estey, ΦBK Tufts College '52, is an instructor in the English department at the University of Connecticut.

(Continued on page 6)

Art Of The Short Story

SOMEONE LIKE YOU by Roald Dahl. *Knopf*. \$3.50.

THE PASSIONATE NORTH by William Sansom. *Harcourt, Brace*. \$3.50.

COLLECTED STORIES by Osbert Sitwell. *Harper*. \$5.00.

A Review by John Cournois

THERE ARE NO Kiplings or Maughams among short story writers today. There is a great deal of experimentation which goes into our leading annual anthologies, and a number of competent, sometimes brilliant, short story writers who find their way into the *New Yorker*, *Harper's Magazine*, *Atlantic Monthly* and similar periodicals. Of the experimentalists the less said the better. What value their efforts have is laboratory value. They are chiefly concerned with moods, transient feelings, Freudian preoccupations, fragmentary case histories, and the like. The future may or may not see the incorporation of the best results of these. For the present, however, we are concerned with the best new short fiction available to us in forms at once complete and appealing; in brief, with stories which, in Maugham's phrase, have a beginning, a middle and an end, and serve the perennial object and interest, that of "telling a tale."

Perhaps the most brilliant of the new tale-tellers is Roald Dahl, who has developed an adequate technique for dealing with original situations, some of which might be considered far-fetched but for the author's authentic gift of making them sound plausible; this is no mean gift. To confer a sense of reality on unusual inventions and fantasies is wholly admirable. Mr. Dahl has a sense of humor too; he can be lavish with it. He is not afraid of surprise endings, the bugaboo of the ultra-moderns; they are not offensive in his stories, for the simple reason that they are quite natural. The odd thing is, they occur in actual life oftener than people seem to realize.

Mr. Dahl's humor is never keener than when it deals with the macabre. An example of this is the whole delicious story, *Lamb to the Slaughter*. A policeman's wife hears from his lips of the transference of his affections.

John Cournois, novelist, biographer, anthologist, and book reviewer, is author of *The Mask*, *The Wall*, *Babel*, and *A Modern Plutarch*.

She is pregnant. While in a state of shock she lifts an uncooked leg of lamb, which happens to be in her hand, and swats him over the head with it. In an instant the man is dead. She thrusts the leg of lamb into the oven, and calls the police. But the denouement is so surprising — and much of the pleasure is in the kind of surprise it is — that it would be unfair to spoil the prospective reader's pleasure by divulging it here.

There is grim humor in the story called *Taste*, in which a wine bibber makes a wager with his host that he could tell the French vineyard whence the particular wine comes from, the stakes being an immense sum of money on one hand and the acquisition of the host's reluctant daughter on the other. An artificial, an impossible theme, you will say; yet within the quite evident limitations the author confers by his handling of it a sense of reality truly astonishing, and, what is more, he creates an atmosphere of suspense unusual in a story of a mere twenty pages. Again the ending is a surprise. But how natural it is, and what a lesson it offers the orthodox experimentalist!

On the whole Mr. Dahl is an acutely skillful rather than a great writer, though here and there are touches of genius. It is evident in such sketches as *The Ratcatcher*, in which, with intensive psychology, the hunter is uncannily shown to acquire the characteristics of his prey. Again, we have a glimpse of something more than skill in the Wellsian satire, *The Great Automatic Grammatizator*, which tells of a mechanical device that turns out novels like any merchandise, but cannot kill the few rebels who still think that literature means something more than a package of nails or a can of baked beans. Irony has always been an attribute of the short story, and it is not wanting here. The story, *My Lady Love*, *My Dove*, reeks of it.

William Sansom, like Roald Dahl, is an Englishman, and the author of

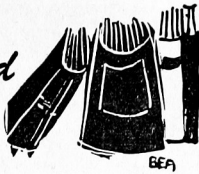
four previous books. This critic particularly remembers *The Body*, a novel of remarkable psychological power. It is not psychology, however, but lyricism that is the dominant trait of the new volume, a collection of short stories whose unity is conceived in their backgrounds being all in the North — in Sweden, Denmark, Norway and the Western Isles of Scotland. The writing is beautiful, and there are scarcely any plots as in Dahl. Given the place and the sort of people who inhabit it, the writer sets himself the problem of "what could happen there." Quite frankly he expresses a preference for "the truth of fiction to the questionable realism of biography." And so we have an assortment of loves conceived poetically and written in a corresponding prose. How exquisitely Mr. Sansom catches real first love at first sight in *A Girl on the Bus*, and what a sense of truth he conveys of a simple love of simple people in *To Greenland*, *To Greenland!* For tragic moods, we refer you to *A Wedding*, an evocation of undying love, and to *The Death of Baldy* for a story of an inebriate good-for-nothing who yet remembers that there is such a thing as character integrity in the traditions of his family.

We have learned to expect great things of a Sitwell. Unfortunately, with a sort of unconscious arrogance, Osbert Sitwell declares in his longish introduction: "I am a writer who, for better or worse, cannot write without making of what he is writing a work of art." This would be bad enough if it were true. Unhappily, only about a dozen or so stories of the thirty-four in the collection answer the description of a work of art. At his best Osbert Sitwell writes marvellously well; at his best, too, none can delineate so well the decaying upper classes of England, as witness *The Machine Breaks Down* and *The Ship Comes Home*.

Among the more distinguished stories are *Defeat*, *Primavera*, and *Dumb Animal*. Sitwell is superb as satirist and caricaturist, but his satire rarely touches vital themes and concentrates on the individual. As a portrait painter he is extraordinarily successful. But he is not his own best critic. There is the instance of *That Flesh Is Heir To . . .*, one of the longer stories, in which he constantly refers to the charm of his leading feminine character, whereas actually she is one of the most disagreeable persons we have ever met in fiction, long or short.

THE KEY REPORTER

Recommended Reading



SOCIAL SCIENCES

Eric F. Goldman

RACE, JOBS, AND POLITICS. By Louis Ruchames. *Columbia*. \$3.75.

A skillful application of the sociological approach that goes far beyond its immediate subject in suggestiveness.

THE TRACK OF MAN. By Henry Field. *Doubleday*. \$5.95.

An absorbing autobiography by the Chicago scientist who brought about the famous Malvina Hoffman portrayal of the story of man.

MOSCOW AND CHINESE COMMUNISTS. By Robert C. North. *Stanford*. \$5.

Deeply researched and persuasively argued, this book deals heavy blows to the hopes for a Chinese Titoism.

AMERICAN CIVIL WAR. By Thomas J. Pressly. *Princeton*. \$5.

A rich analysis of changing interpretations of the Civil War which offers insights into many phases of modern American culture.

LITERARY HISTORY AND CRITICISM

David McCord

THE HILL OF DEVI. By E. M. Forster. *Harcourt*. \$4.50.

Letters and observations of a great novelist, with particular meaning for those who admire and value *A Passage to India*. Most of it flashes "with lightning very ornamental and close."

LITERARY HISTORY OF THE UNITED STATES. Edited by Robert E. Spiller (with others). *Macmillan*. \$9.

A one volume edition of the useful and important study first published in 1948 in three volumes. Likened to a vast landscape, the peaks are brilliant above the general prairie level. One small paragraph—a tiny molehill, well padded—represents E. B. White.

A CRITICAL HISTORY OF CHILDREN'S LITERATURE. By Cornelia Meigs (with others). *Macmillan*. \$7.50.

Excellent, sympathetic, and judicious. (Why is there no mention of L. Frank Baum, or even of The Wizard of Oz? And may I add that there is no E. B. White?) If you treasure *The Oxford Dictionary of Nursery Rhymes*, this is the suitable companion volume.

PURITY OF DICTION IN ENGLISH VERSE. By Donald Davie. *Oxford*. \$3.

A sensitive scholar making sense at a difficult task. An abnormal few of those concerned with Mr. Davie's subject may wish that he had drawn some attention to the essential purity of diction in Walter de la Mare. O bless the critic who will some day ex-pound Mr. Eliot!

NATURAL SCIENCES

Kirtley F. Mather

THE COMMON SENSE OF SCIENCE. By J. Bronowski. *Harvard*. \$2.

A book about the essential nature of science and its guiding principles, by a statistical analyst who also possesses deep philosophical insight concerning the world and man.

REPORT ON THE ATOM. By Gordon Dean. *Knopf*. \$5.

A former chairman of the Atomic Energy Commission tells what each citizen should know about the atomic energy program of the U. S.

MATHEMATICS IN WESTERN CULTURE. By Morris Kline. *Oxford*. \$7.50.

A vivid presentation of numerous ways whereby mathematics has been a major cultural force in Western civilization, making its impact upon the arts, philosophy and religion as well as on the physical, biological and social sciences.

THE LIMITS OF THE EARTH. By Fairfield Osborn. *Little, Brown*. \$3.50.

An analysis of the earth's capacity to provide for increasing populations, with appropriate stress upon the influence exerted by the relationship between people and earth's resources.

PHILOSOPHY, RELIGION, AND EDUCATION

Alain L. Locke

ACADEMIC PROCESSION. By Ernest Earnest. *Bobbs-Merrill*. \$4.

The story of higher education in America, told with an adequate tracing of its changing goals and philosophies.

THE CHANGING HUMANITIES. By David H. Stevens. *Harper*. \$4.

A sane but progressive critique of the place and role of humanities in contemporary liberal education.

THREE PHILOSOPHICAL POETS. By George Santayana. *Doubleday*. 65¢.

A welcome reprint issue (Anchor Books) of Santayana's long inaccessible, luminous comparative study of Lucretius, Dante and Goethe.

WAR, COMMUNISM AND WORLD RELIGION. By Charles S. Braden. *Harper*. \$3.50.

A sobering analysis of the inter-religious rivalry of today, based particularly on recent travel observations in the Near East and Asia.

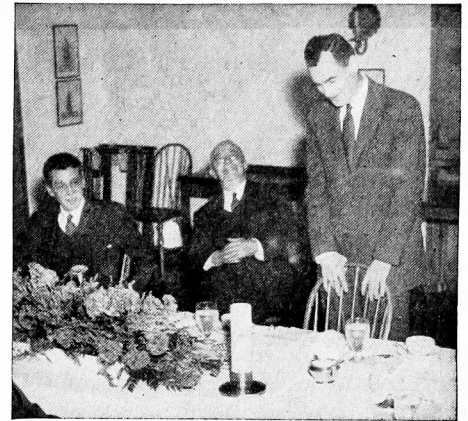
THE KEY REPORTER.

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Editor: Hazel Ryan. Book Committee: John Cournos, Eric F. Goldman, Alain Locke, Kirtley F. Mather, David McCord. Consulting Editor: Carl Billman.

Senate continued

Among the matters discussed at the business sessions of the Senate on December 5 was a proposal that the United Chapters undertake an objective study of the recruitment of college faculties, including the factor of salaries, with a view toward providing information that will be of value to colleges of liberal arts in planning for the future. The proposal was referred to the Senate Committee on Policy, with instructions to consider the advisability of such a study. The Committee on Policy expects to give immediate attention to the proposal and to report its recommendations to the Executive Committee of the Senate early in 1954.



Award-winner Francis Fergusson (left) and Goodrich C. White, president of the United Chapters (center), enjoy the informal remarks of G. Armour Craig before presentation of the Christian Gauss Award at the Senate dinner.

Further business included the election of James Cannon, dean of the Divinity School at Duke University and chairman of the South Atlantic District of Φ BK. Dr. Cannon was nominated for election by the District to fill the unexpired term on the Senate of the late Douglas Southall Freeman.

Elected to the Editorial Board of *The American Scholar* were: for the term 1953-56, Guy Stanton Ford and Irita Van Doren, both continuing members, and Elmer Davis and Margaret Mead; for the balance of the unexpired term 1952-55, Harlow Shapley, who succeeds Van Wyck Brooks.



Φ BK Phi Beta Kappa Hall
Williamsburg, Va.

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Fire continued

pressing his appreciation to Fire Marshal Elliott W. Jayne and his volunteer firemen, who were assisted by emergency fire companies from nearby military installations.

Built in 1926, at the time of the 150th anniversary of the Society, Phi Beta Kappa Hall was dedicated on November 27 of that year. A gift of the United Chapters made possible by contributions from members of Phi Beta Kappa throughout the nation, Phi Beta Kappa Hall is a memorial to the fifty founding members at the College of William and Mary. The building is the property of the College and cost \$128,000, of which \$100,000 was given by members of Phi Beta Kappa. Continuously since its dedication twenty-seven years ago, Phi Beta Kappa Hall has served as a cultural center for the campus and the community. It has been in daily use for lectures, concerts, plays, art exhibits and other activities that have enriched the cultural life of the College.

Through the courtesy of the Board of Visitors of the College, the headquarters of the United Chapters, including the editorial offices of *THE AMERICAN SCHOLAR* and *THE KEY REPORTER*, have been temporarily located in Phi Beta Kappa Hall since October, 1951. All of the archives of the United Chapters, together with a complete record of those elected to Φ BK since 1776, came through the fire intact. The north wing will be reopened as soon as heat, light and water can be restored and other minor repairs completed.

Plans have also been drawn by the College for rebuilding the destroyed wing. A new fireproof auditorium will be constructed upon the same site and in approximately the same architectural style. Alvin Duke Chandler,



Richmond Times-Dispatch

Newport News (Va.) Daily Press

The following morning—Secretary Carl Billman, against a background of smoke streaked walls only a few feet from the gutted auditorium, finds Φ BK records unharmed; and standing on the rubble, Fire Marshal Elliott W. Jayne receives the hearty thanks of Secretary Carl Billman.

President of the College of William and Mary, has announced that reconstruction work will begin as soon as possible. It is estimated that reconstruction will cost \$450,000. Insurance will provide \$125,000. To assist the College in raising the additional funds needed, Alpha of Virginia has appealed to members of Phi Beta Kappa for contributions. Members wishing to help should send their contributions to the Treasurer, Virginia Alpha of Phi Beta Kappa, The College of William and Mary, Williamsburg, Virginia.

Liberal Education continued

Modern society needs engineers and scientists. It needs historians and philosophers as well, but the heart-rending cries of a million educators cannot reduce the number of students studying technical subjects if the community demands their knowledge.

Therefore, are technical studies and a liberal education mutually exclusive? They are not, if educators will realize that education does not start in kindergarten and conclude in college. A formal education, no matter what its field, should give us the tools to become educated, not try to give us a pack full of facts to last a life-time. Education is a long-term project; the only goal of every faculty should be to turn out graduates with the curiosity

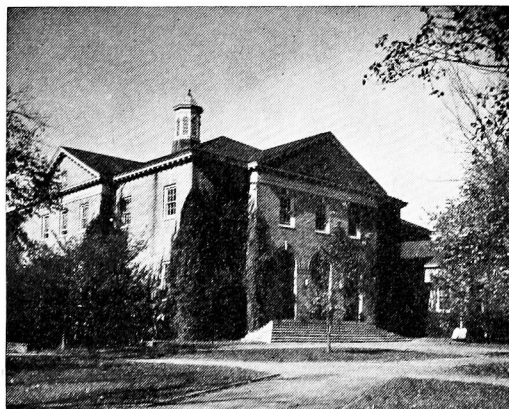
and the tools to become educated.

What are these tools? To reduce them to their simplest terms, they are reading, writing, and arithmetic. Ridiculous, perhaps, except for the great number of college graduates who read with the speed of a 10th grader, who can't punctuate a sentence, and who can't use the basic logic which mathematics teaches. Can we have liberal education when these fundamentals are brushed aside in the rush to learn a few names and dates?

This desire for the icing but not the cake is true of both arts and sciences. It is symptomatic of our entire educational system; we learn about things, but we don't learn. Colleges cannot give us a liberal education, any more than four years of studying English, history, philosophy and art can make an educated individual. But colleges can prepare us for a liberal education.

This preparation is as available to the scientific student as to any other. Let our educational system give us the tools and curiosity, not the answers. What we study in college does not mean that we have a liberal education; scientists study art, administer public affairs, fight for man's rights.

Indeed, our tradition of liberal education may be wavering. If it is, let's be sure we aim both barrels at the right target.



Douglas Green II



Richmond Times-Dispatch



Bob Yingling, Newport News (Va.) Daily Press

Left: Φ BK Hall, as it appeared before the fire; center: cupola topples as flames break through the roof; and right: Φ BK auditorium, with crumbling and twisted walls, awaiting the demolition crew.

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. **Items may not exceed 22 words.** 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.

928. (Mr., N. Y.) A.B., *summa*, Brown; Ph.D., Harvard, political science. Experience state and national governments. 3 years college teaching. Interested teaching, writing, research.

933. (Mrs., Penna.) B.A., French, English, Allegheny College; M.A., creative writing, State University of Iowa. Additional study criticism, French. 3 years college teaching.

937. (Mr., Ill.) A.B., *summa*, Beloit, '40; Northwestern University, 4 quarters. Remedial reading, testing, grades 1-9; college rhetoric. Needs climate free from coal, oil fumes.

939. (Mr., N. Y.) Excellent background embracing chemistry and administration; desires responsibilities dealing with business and people. Reasonably young, mature in judgment; personable, energetic, loyal.

946. (Mrs., N. Y.) Ph.D., mathematics, 10 years college teaching. Some knowledge advanced statistics. Desires position offering opportunity learn application statistical methods. N.Y.C., 25 hours per week.

947. (Mr., N. Y.) B.A., honors (English), Columbia. French, German, Latin, Greek. Teaching, creative writing experience. Teaching, editing, research position, Philadelphia area. Commissioned veteran. Married, 25.

948. (Mr., Fla.) Age 38; M.A., S.T.B. (*cum laude*), Ph.D., Southern California. Four years university teaching religion, department chairman large university. Desires teaching in West.

949. (Mr., Calif.) Age 39. Ph.D., Stanford, history. Sr. research associate; head, specialized library. Wants headship liberal arts college library; teach as required.

950. (Mr., Me.) A.B., English, history, Bowdoin; M.A., guidance, secondary teaching, Western Reserve. 6 years teaching. Desire teaching or guidance in college or junior college.

951. (Mr., N. Y.) B.S., M.A. (Political Science), Columbia; veteran psychological warfare; fluent German, Spanish; 8 years business experience. Interested part-time research, writing, editorial. New York.

952. (Mr., N. Y.) M.B.A., marketing, Cornell. 25, married. Merchandising, personnel experi-

ence. Currently Navy Supply Corps Ltjg. Desires medium sized business firm (midwest, foreign) April, 1954.

953. (Miss, Mass.) A.M., Latin, Boston University, 1927. Teaching and enrollment experience. Desires position director of admissions or teacher private school or college.

954. (Mr., N. Y.) B.S., Psychology, Columbia. Former foreign correspondent available for freelance writing-editing assignments. One million words published. Permanent. Minimum terms.

955. (Mr.) Assistant professor, author, 9 years in literature, writing, humanities; too little used (yet overburdened) in booming state university; seeks small college position.

956. (Mr., Wash.) B.Ed., B.A., Honors; M.A., American history, Washington State; 3 years high school teaching. Desires teaching position in junior college or high school.

957. (Mrs., Mo.) B.A., Smith, *summa*, history; M.A., Minnesota, economics; graduate year Columbia, seven years college teaching; secondary certificate, Missouri, social studies, English; desires teaching.

958. (Mr., Calif.) A.B., Wabash; graduate work, Northwestern; languages, education, radio, theatre, television, etc. Completing 7½ years Far East, education advisor audio-visual media.

959. (Mr., Mass.) European gymnasium; B.A., Harvard, *magna*. M.A. Expect Ph.D. 1954, Harvard. International law-relations. Soviet Union. Teaching experience. Veteran. Married. Desire teaching or.

960. (Mr., Penna.) Ph.D., Harvard; Ford Fellow; 7 years university teaching, various English and American literature courses; 6 publications, book in preparation. Available September, 1954.

961. (Mr., Ind.) Mathematics and astronomy, B.A., M.A., Ph.D., Illinois, 20 years experience. Want teaching and administration. Veteran, 45, family.

962. (Mr., Ill.) American literature, B.A., salutatorian, M.A., University of Illinois. Expect Ph.D., 1954. Fulbright scholar. Teaching experience. Desires college teaching. Veteran, 27.

963. (Mr., Vt.) Ph.D. in history, international relations; now assistant professor of history, interested in relocating. Available September 1954, September 1955. Publications (books, book review articles).

964. (Mr., N. Y.) Economics; B.A., *cum laude*, M.A., New York University. Will receive Ph.D. June 1954, Cornell. 1 year college teaching. Desires teaching position 1954-55. Age 22, married.

965. (Mr., N. Y.) B.A., M.A., State University of Iowa; everything but dissertation for Ph.D., Columbia, English. American literature, Chaucer, Renaissance. Teaching experience. Desires college teaching.

Elisha Parmele Scholar



Anne Cadwallader Myers of Huntington, West Virginia, was chosen for the United Chapters' annual award to the ranking liberal arts student in the junior class at the College of William and Mary. Miss Myers is a major in mathematics.

966. (Mr., Mo.) A.B., *magna*, Harvard; Ph.D., Columbia. Available now for teaching economics or sociology; specialty labor. Widely traveled; publications. Long experience.

967. (Mr., Calif.) C.P.A., highest honors accounting, 5 years public experience. Finish 2 years naval officer-cost inspection, November. Desire position internal auditing or comptroller-ship.

968. (Mr., N. Y.) English literature, philosophy; A.M., Columbia. Has taught high school math; two years statistical and psychometric research. Desires college teaching.

969. (Miss, Calif.) A.B., University of Kansas; Ed.D., 1949, University of California. Experience: family life, social science, teacher-training in secondary school and college. Desires college position.

970. (Miss, Calif.) A.B., *cum laude*, U.C.L.A., three years reporting experience, free-lance journalism abroad, prefers New York or foreign location, any related writing field.

971. (Mr., N. Y.) B.S.E.E., *magna*. Development engineer 5 years electrical machinery, instruments, electronics, atomic energy. Needs change climate Southwest, wife's health. 29.

972. (Miss, N. Y.) B.A., honors, fellowship, Sorbonne. Translation-teaching experience French, Spanish. Writing ability. Secretarial skills. Interested research, translation, administrative-secretarial. N. Y. preferably.

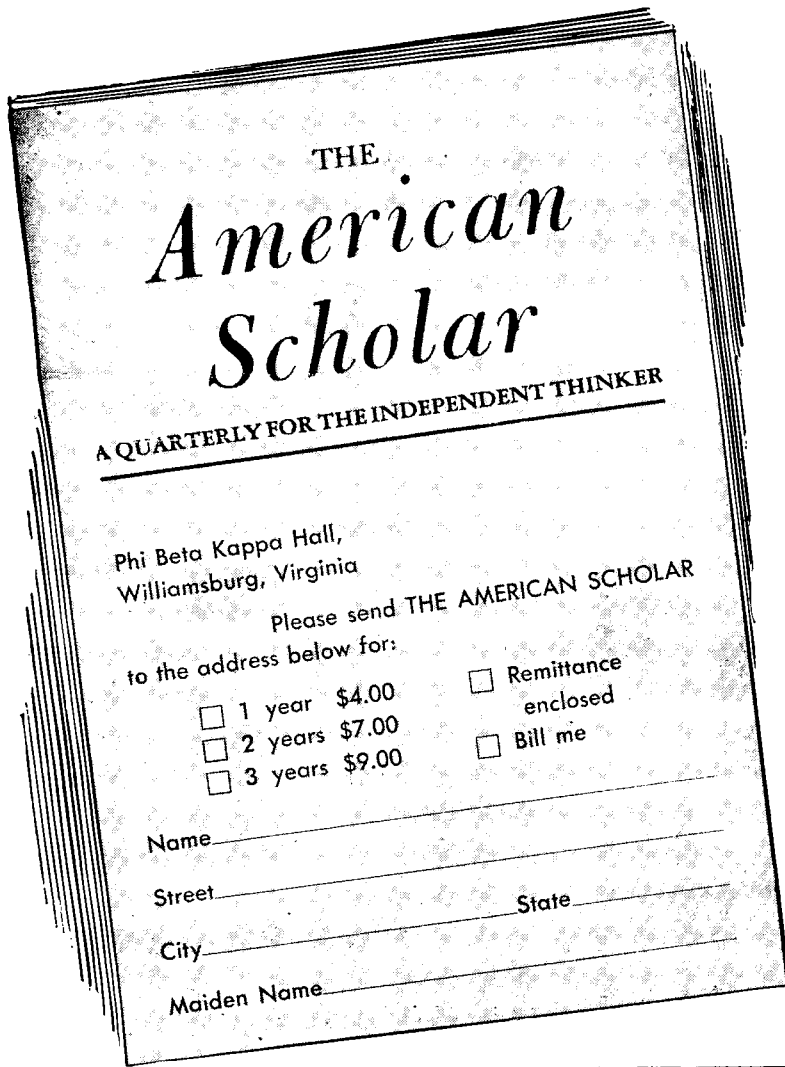
973. (Mrs., Md.) A.B., Goucher; M.A., Ph.D., Johns Hopkins: classical languages, literatures, archaeology. Experience: college teaching, administrative, secretarial. Desires college or university position.



Address Changes

In notifying Phi Beta Kappa of a change of residence, members are reminded that, whenever they are not able to indicate this change on a KEY REPORTER stencil, they should send not only their new address but the one to which their Phi Beta Kappa mail was previously sent; also chapter and year of initiation. This information should be directed to Phi Beta Kappa, Phi Beta Kappa Hall, Williamsburg, Virginia.

PREVIEW OF SPRING, 1954



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