

# THE KEY REPORTER

VOL. XXVIII • NO. 1

AUTUMN • 1962

*Fourth-Generation Member Earns Key*

## ΦBK Runs in Families

ONE MIGHT be tempted to suggest that an appropriate coat of arms for the families of William H. Bailey of Walla Walla, Washington, and Richard W. Gordon of Columbus, Ohio, would be a Phi Beta Kappa key.

Earlier this year when Bruce W. Bailey was initiated by the Whitman College chapter, he became one of the few fourth-generation Phi Beta Kappa members in the United States. David M. Gordon, who was elected as a junior this past spring at Ohio State University, is the fifth member of his immediate family to attain membership in the Society.

Bailey, whose father, William H. Bailey, is on the Conservatory of Music faculty at Whitman, is continuing his studies in mathematics at the University of Washington. During his junior and senior years, he received a Ford Foundation undergraduate fellowship.

The complete line of Phi Beta Kappa progeny in the Bailey-Axtell family, in addition to young Bailey, includes:

1. His father, Professor Bailey, initiated at Pomona College in 1934. He received his master of arts degree from Eastman Conservatory at the University of Rochester and is director of the Walla Walla Symphony Orchestra.

2. His mother, Mrs. Bailey, who was awarded her key as Mary Axtell at the University of Idaho, also in 1934. An English major, Mrs. Bailey received a master of arts degree in journalism from Northwestern University. She has been a member of the Walla Walla High School faculty for the past five years.

3. Professor Bailey's father, the late Dr. Harry D. Bailey, initiated as an alumnus member at Lafayette College in 1914.

4. Mrs. Bailey's brother, the late Richard W. Axtell, who was elected to alumnus membership at the University of Idaho in 1951.

5. and 6. Her sisters, Mildred Axtell Hensley (Mrs. Kenneth) of Lewiston, Washington, University of Idaho, 1931, and Muriel Axtell Smedley (Mrs. Jack

of North Springfield, Virginia, University of Idaho, 1943.

7. and 8. Mrs. Bailey's parents, Gertrude Bouton Axtell, University of Chicago, 1907, and the late Dr. Harold Lucius Axtell, elected to honorary membership in 1931 at the University of Idaho.

9. Her grandfather, the late Seth Jones Axtell, Jr., Brown University, 1864.

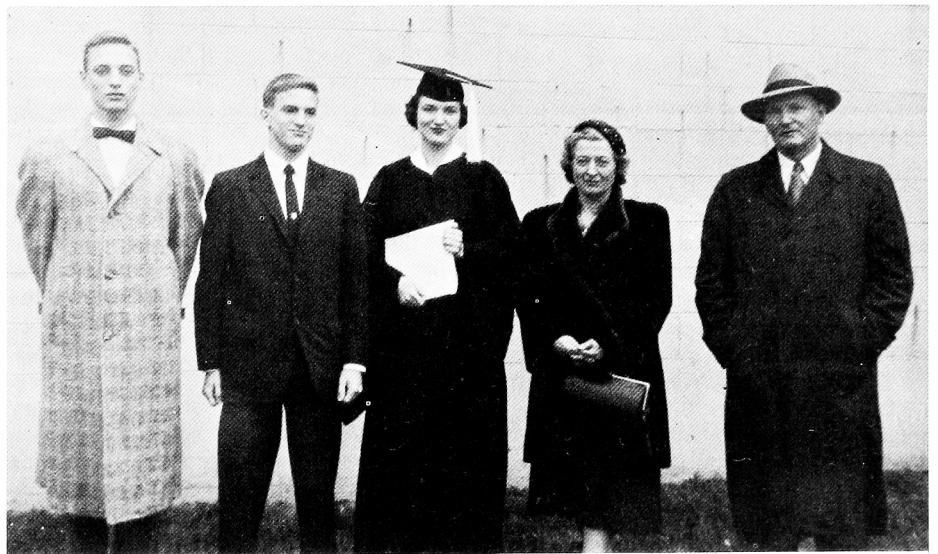
Young Gordon joins his mother, father, brother, and sister on the Society's roll of membership.

The entire Gordon family attended Ohio State and the three children were elected to membership in their junior year. Richard Marshall Gordon, David's brother, was elected in 1960. A mathematics major while at the University, he is now teaching there. The Gordons' daughter, Alice, maintained an A average during her four years at Ohio State and was graduated *summa cum laude* in December, 1959. A psychology major, she

is now a research assistant at Columbus Psychiatric Institute and is working for a master's degree.

Mrs. Gordon, the former Agnes M. Marshall, was the first member of the family to be elected to the Society when she received her key in 1926. She is an instructor in accounting at Ohio State. Her husband, who practices law in Columbus, was elected by the Epsilon of Ohio in 1927, his freshman year at Ohio State Law School. He entered the University in 1923, enrolling in an arts-law curriculum.

As this issue was going to press, word was received about another new, fourth-generation member — John Raymond Everett, elected to the Society as a senior this past spring by the University of Oklahoma chapter. He is a son of Rizer Everett of Palembang, Sumatra, Indonesia, who received his key in 1937 at the University of Texas. John's maternal grandfather, John Mathias Kuehne, was elected to honorary membership in 1905 at the University of Texas. Charles Randall Everett, his great-grandfather, in 1878 was elected to Phi Beta Kappa by the chapter at Rutgers University.



**Phi Beta Kappa and the Gordon Family**

*The five members of the Richard W. Gordon family of Columbus, Ohio, have all been elected to Phi Beta Kappa. From left to right, Richard M. Gordon, David M. Gordon, Alice M. Gordon, Agnes M. Gordon, and Richard W. Gordon. They received their keys from Ohio State University and the three children were elected to the Society as juniors.*

# HOW TO INSPIRE A TEACHING MACHINE

HALLETT D. SMITH

IT WAS sometime early in the 1970's, as I remember, when Caltech developed the teaching machine as we now know it. For a decade before this, there had been a primitive device, invented, or at least exploited, by Professor B. F. Skinner of Harvard. It was essentially a mechanical gadget or box, which led the student through certain logical steps in any subject which is logically organized, allowing him to develop his knowledge and skill sequentially. The most important component of this crude instrument was not, however, anything mechanical—it was, as in most great inventions, a concept. The concept was that learning takes place more rapidly if the student, whenever he gets something right, gets, what they called in the quaint language of that time, “reward,” or, as we should say in modern English, “reinforcement.” The idea, of course, came from certain psychological experiments on pigeons. You can train a pigeon to discriminate pretty carefully among various shapes and colors of keys when the situation is such that it is only by pecking the correct one that he gets his grain of corn—that is to say, his reinforcement. Now Professor Skinner's great insight was that he saw that students are very much like pigeons—in fact, some of them are indistinguishable from pigeons. His only problem was, What do you give them instead of a grain of corn? You couldn't use candy because all the health authorities of that day insisted that candy was bad for the teeth, the complexion, and usually the cholesterol count. So the Skinnerian group hit upon a wonderful idea, stimulated possibly by their study, in the taverns of that period, of the reaction of students to an antique contraption called a pinball machine, which registered the success of the player by flashing lights and the appearance of a high score on the board. No corn, no candy, just a flashing light and a bell which signalled that he was right. Here was the ideal reinforcement. It motivated the student to write a correct sentence just for the thrill of realizing he had written a correct sentence. It was also pointed out by many thoughtful observers at the time that this idea added a new dimension

Mr. Smith, a ΦBK Senator, is chairman of the division of the humanities at California Institute of Technology. This article was first presented as a speech at a convention of the California Association of Teachers of English in San Diego this past winter as well as at the dinner celebrating the installation of a ΦBK chapter at Scripps College.

to human dignity, since pigeons would do their lessons only for corn, but people, provided they were young enough, would work assiduously just to get the satisfaction of knowing that they were right. We are really better than pigeons, after all—or to put it in scientific rather than moral terms, primates can accept a more sophisticated mode of learning reinforcement than avians can.

During the next decade, that interesting period that the history books now refer to as the Serious Sixties, the teaching machine was widely applied. It was at first most successful in purely logical subjects, like geometry and other branches of mathematics; then it was applied to languages (it has of course been used in psychology all along) and finally it made its way into the teaching of composition, where, after a few false starts and hesitating experiments, it was finally a tremendous success. Even the most hardened skeptics were convinced. I know, because I was one of them. Nothing could have persuaded me that it would work; but it did.

OF COURSE thousands and thousands of English teachers were thrown out of work, but they soon got much more highly paid jobs in industry; this increased the Gross National Product substantially and was a real help, as President Goldwater said, in putting us one lap ahead of the Russians in the economic race.

Of course there are always sentimentalists who think that the old way of doing things was better. Carlyle and Ruskin and William Morris thought that the Medieval Period was better than the Nineteenth Century; Henry Ford looked back to the days of the horse and buggy and the simple farm environment; some people now dream of the free enterprise system as it was under Franklin D. Roosevelt. But as an old man who has seen both, I should like to defend the teaching machine and show how it is an improvement over the old system, especially in the teaching of writing. First of all, it can correct mistakes in grammar, punctuation, spelling, and usage. I mean it can correct every single one of them and never miss. When my colleagues at Caltech combined the computer with the primitive teaching machine and then transistorized the whole thing so it was no bigger than a student's desk—well, you've all seen them in classrooms everywhere, I don't need to describe them—this made a fantastic difference. The machine gives a grade immediately and the reasons for the grade. It

keeps a record of every grade and the reasons for it on file for twenty years and then automatically erases it. The machine is completely objective and consistent. This is a tremendous benefit—the elimination of argument. Some younger people may not believe this, but there used to be lots of arguments about students' ability to write. Complaints came from parents, relatives, college teachers, employers, newspaper editors, congressmen (imagine that!) and of course television commentators, who complain about everything. But this argument died out rapidly when the machine came in: you just referred complainers to the machine, and it had all the answers. It's absolutely no fun arguing with a machine.

Furthermore, the machine gets along well with students. It is not in the least influenced by moods, illness, overwork, harrassment by the principal, or financial worries. The machine does just as good a job no matter how late it was out last night. The machine can do the same thing over and over without getting bored; therefore it never conveys any poisonous boredom to its students. Finally, in the thirty-five years the machine has been in widespread use we have never yet encountered a case in which the student is smarter than the machine; this has eliminated a lot of hostility on both sides.

So much in refutation of the sentimentalists who want to go back to the old, handmade, inefficient system of direct human teaching. The machine is here to stay, and we might as well make the best of it. Our programmers are on the whole good; their median salary last year was just over \$75,000 for a nine-month year, which seems reasonably competitive with industry. In general, the situation is improving. But I would like to share with you some worries and concerns in the hope that original insights may occur to some of you—insights that so far have eluded us.

You remember that one of the essential characteristics of machine teaching is that it is done step by step. The programming for the machines which teach writing took a lot of work, because every single step had to be discovered after exhaustive analysis, trial, and re-testing. Our experts kept constantly in mind the words of Dr. Skinner in the scriptures of machine teaching. He said of the programmer, “His goal must be to keep refining his program until the point is reached at which the answers of the average child will almost always be right.” This is

what our experts did. The English Composition Teaching Machines, or Comptines, as we came to call them, were so programmed that they could lead the most average student in the country through the gradual steps until he had written a correct and perfect theme. The response of the students in those early days to their reinforcement, their enthusiasm over mastering a new skill, was amusing and gratifying to see. I remember observing one high school boy who said, to nobody in particular, after he had finished a lesson on the Comptine and had seen his grade recorded by it, "You mean I've got an A on an English theme? Man, that's real hairy!" But we began to notice after a few years that the new method, although it worked well for poor or mediocre students, did not work so well for the superior ones. Why this should be true was not immediately apparent, but two research teams were assigned to the problem, and they finally came up with an answer which is satisfying from a theoretical point of view but has never, so far as I know, been tested empirically. The theoretical explanation is that when a superior student writes a correct sentence, or paragraph, in the Comptine, he gets very little reinforcement when the machine indicates that the item is correct—because he already knew he was right. What is lacking is what one of our younger psychologists called the "Gee-whiz Effect." And our programmers, even the most ingenious ones, couldn't think of any way to provide it.

**T**HE OVER-ALL result was that poor writers were developed into good, correct writers, but the good writers did not get any better. In fact, there is some evidence that they got worse, but our means of measuring this are so crude that we are not sure that the figure has any statistical significance. We consoled ourselves with the thought that when everybody writes with the same level of competence, there should be far fewer communication barriers, and for the past ten years a study group has been conducting surveys to find out if this is true. But I suppose I am old-fashioned. It seems to me that it ought to be possible to have some people write better than others. To put it in terms that reflect my conservative way of thinking, there ought to be some way of introducing inspiration into the teaching machine, such as we had in a few of the old human teachers. My psychologist friends laugh at me when I say this, and point out that I can't analyze or define inspiration. I say maybe not, but I can recognize it when it's there. They smile indulgently, and I'm sure they later remark to each other that the old boy is really getting senile.

The second worry or concern I have

about our present methods of teaching writing is probably one that I should keep to myself, but this may be my only chance, so I am going to take it. The unpleasant fact is this: now that we know how to teach writing efficiently and well, thanks to the machine, nobody who has learned to write seems to *want* to write. I can remember when people who couldn't write well at all kept on writing, and sometimes they got published and occasionally they wrote best sellers. I can show you some of their books which I still have in my library. I realize that I can't put up a very serious defense of incompetent writers continuing to write and get published. But I'm worried all the same that nobody wants to write any more. Personally, I can't see why the machine should produce this effect. Technological improvement doesn't ordinarily depress the demand for a product improved—usually the opposite.

I have only one clue to the cause, and I'm not very confident about that. It is a clue that comes from a historical perspective rather than modern scientific research, so I realize that it will be suspect in most of your minds. When I was preparing this paper I had to go back to some long neglected or forgotten sources in order to make sure I had my facts straight, because the memory of a man as old as I am is not to be depended upon. One of the documents I consulted was a bound

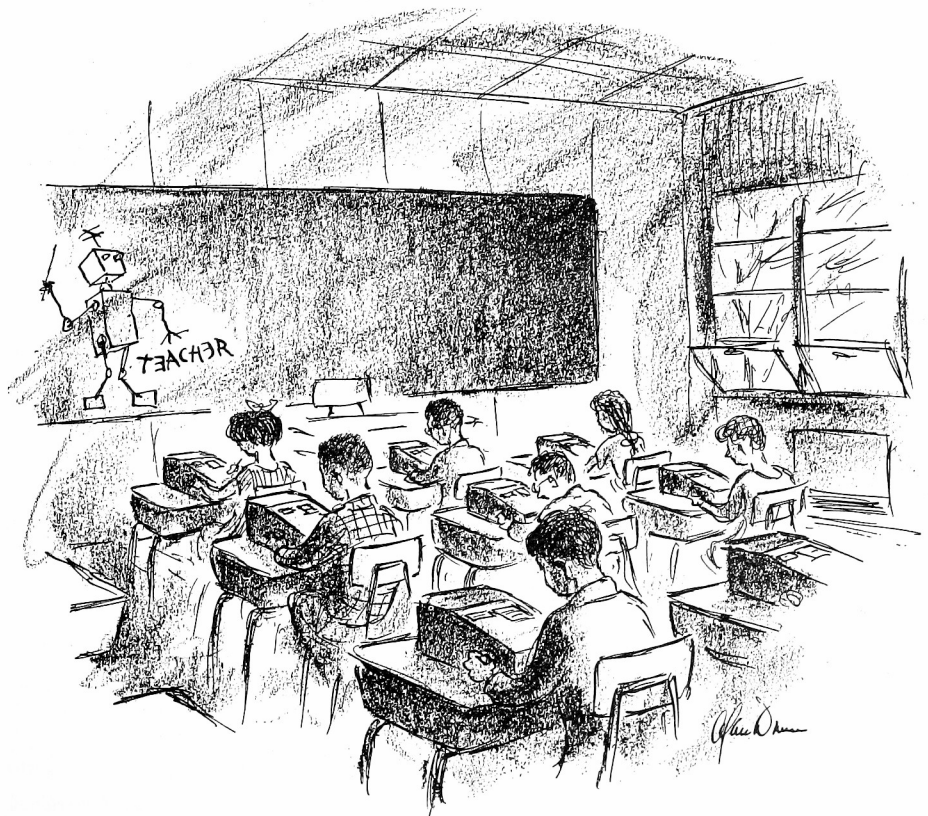
volume of the *Scientific American* way back in November, 1961. It was an article by Professor Skinner on "Teaching Machines," which were then, of course, in their infancy. It is fascinating to see the confidence and courage that Skinner felt in those early days. He wrote as follows:

Some people see machines as a threat to the teacher, which they are not. Some fancy that they will make education a cold, mechanical process. Others fear that they will turn students into regimented and mindless robots. Such fears are groundless.

It was confidence like this, in the face of what must have been considerable skepticism, conservative resistance to change, and even hostility, that successfully brought us into the present age of machine teaching. But the clue I spoke of was not in the Skinner article itself; it was in the Notes on Contributors column of the magazine. There I learned that Professor Skinner majored in English in college, and that he had always planned to be a writer. But "shortly after graduation," to quote him directly, "I discovered the unhappy fact that I had nothing to say, and went on to graduate study in psychology hoping to remedy that shortcoming."

Now, do you suppose that the reason why students who have learned to write

*(Continued on back cover)*



Drawing by Alan Dunn  
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No colony had a more involved history than New Jersey nor has any colony had a more competent historian. This volume together with Pomfret's study of West Jersey make a complete and most satisfying account of the colony's first century. The confused and fragmentary state of the records has made the task of writing this history most difficult but it has been achieved in notable fashion.

*Puritans and Yankees: The Winthrop Dynasty of New England, 1630-1717.* By Richard S. Dunn. Princeton. \$7.50.

The American colonies produced a gallery of famous men and among them none were more notable than members of the Winthrop family of Massachusetts and Connecticut. Their activities through three generations are here chronicled in a fashion both perceptive and absorbing. The son and grandsons of the Elder emerge and now receive their due.

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There is a folklore about the reign of Victoria which has become stereotyped in a series of concepts seemingly compounded by Charles Dickens and Anthony Trollope. Now a brilliant scholar has gathered together the fruits of much intensive research, a good deal of it done by himself, and presented a new picture of the complex English society of the nineteenth century. We have a vivid picture which probably would have surprised Queen Victoria who contributed much to popular faith in the folklore of her reign.

*Alexander Hamilton: The National Adventure, 1788-1804.* By Broadus Mitchell. Macmillan. \$12.50.

The significant years of the life of the great Federalist statesman are set forth in full by a painstaking and understanding economist. This is an honest biography whose author faces a number of difficult questions and presents a true portrait. His grasp of the economic problems faced by Hamilton and the new republic is particularly satisfying.

*The Education of Historians in the United States.* By Dexter Perkins, John L. Snell, and a Committee of the American Historical Association. McGraw-Hill. \$4.95.

At a time when the explosion of the population bomb and national security demand a much greater supply of teachers of American history, statistics advise us that the supply

is now inadequate and shortly will be more so. How can the number be recruited to the strength needed? This study details the facts, points out the difficulties, and makes intelligent proposals. Let us hope that the audience to which the report is addressed will have the intelligence to adopt them and to produce the further remedies which will be needed as the problem inevitably increases in difficulty.

**R. W. GERARD**

*The Wonderful World of Nature.* By F. A. Roedelberger. Text by Mary Phillips. Viking. \$7.50.

Beautiful action photographs, a few in color, of a wide variety of living things—mostly birds.

*The Senses of Animals and Men.* By Lorus J. and Margery Milne. Atheneum. \$6.95. A clear and rich, yet sound, presentation of the senses and a bit more. Good reading for curious layman and seeking scientist alike.

*The Integrity of the Body.* By F. M. Burnet, F.R.S. Harvard. \$4.75.

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Lusty debunking in the broad area of health; a rich collection of past and present events and personalities.

*Mankind Evolving.* By Theodosius Dobzhansky. Yale. \$7.50.

This worthy addition to the famous series of Silliman lectures is scholarly but not pedantic, detailed and global; a fine picture of the evolution of mankind.

## THE REPORTER

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Published quarterly (Autumn, Winter, Spring, and Summer) by the United Chapters of Phi Beta Kappa at the Garamond Press, Baltimore, Maryland. Editorial and executive offices, 1811 Q St., N.W., Washington 9, D. C. No responsibility is assumed for views expressed in articles published.

Advertising rates upon application. Subscription, \$3.00 for five years. Second class postage paid at Washington, D. C.

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*The Irreversible Decision: 1939-1950.* By Robert C. Batchelder. Houghton Mifflin. \$5.

A fascinating narrative of the decisions to make and drop the atom bomb, and an examination of the ethical problems and mental defenses that men are now involved with in putting a pearly coat on its irritant grain in our culture—to borrow the author's figure.

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*Scientists: Their Psychological World.* By Bernice T. Eiduson. Basic. \$6.50.

What scientists are like—a mind-centered and work-centered group of modern anchorites. A vivid report of intensive psychological study.

*New Perspectives in Physics.* By Louis de Broglie. Translated by A. J. Pomerans. Basic. \$6.

A translation of old and, especially, new essays of a great physicist and literate writer. Some technical details are difficult, but the great issue of determinism rather than indeterminism is clearly illuminated.

*Evolution and Man's Progress.* Edited by Hudson Hoagland and Ralph Burhoe. Columbia. \$4.

Six penetrating papers, and parts of the discussion given them, dealing with the possibilities and problems of the genetic and cultural control of human evolution.

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Simple tales of the nonviolent courage of blacks and whites alike.

*Prohibition: The Era of Excess.* By Andrew Sinclair. Atlantic. \$7.95.

A definitive history of the prohibition experiment by an Englishman who does not hesitate to pass judgments.

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Three churchmen, two political scientists, a psychoanalyst, and a physicist thoughtfully explore the awful riddle of our time.

*The Other America: Poverty in the United States.* By Michael Harrington. Macmillan. \$4.

How it happens that one-fourth the people of the most affluent society in history are in poverty, lucidly explained.

*"Some of My Best Friends . . ."* By Benjamin R. Epstein and Arnold Forster. Farrar, Straus and Cudahy. \$4.50.

The present status of anti-Semitic discrimination in the United States, calmly and informatively set forth.

*Black Nationalism: The Search for an Identity in America.* By E. U. Essien-Udom. Chicago. \$7.95.

A Nigerian concludes from a close and sympathetic study of the Black Muslim movement that its militant antipathy toward,

and separatism from, whites aims to cure the inferiority complex of the Negro but does not bode violence.

*The Negro Revolt.* By Louis E. Lomax. Harper. \$4.50.

The thesis of this timely book is that the Negro masses and Negro youth are quite as impatient with the middle-class leadership of the N.A.A.C.P. and its reliance on winning court cases as with the whites. Hence boycotts, freedom rides, and sit-ins.

*Sentiments and Activities: Essays in Social Science.* By George Casper Homans. Free Press. \$6.50.

It is a rare sociologist who can discuss mediæval England, cross-cousin marriage, and small group research with style, and his own career with wit. His conclusion that sociological laws are reducible to psychological ones will alienate many colleagues.

**Also Recommended:**

*The Humanization of Man.* By Ashley Montagu. World. \$6.

*Guilty Land: The History of Apartheid.* By Patrick van Rensburg. Praeger. \$4.95.

**GEORGE N. SHUSTER**

*The Great Philosophers.* By Karl Jaspers. Edited by Ralph Manheim. Harcourt, Brace & World. \$8.50.

Somewhat in the spirit of Goethe, Jaspers alludes briefly to the "paradigmatic personalities" of Socrates, Buddha, Confucius, and Jesus, and then Plato, Augustine, and Kant as "seminal founders of Philosophical Thought." The heart of the book is a masterly study of the personality and thought of Kant.

*Kant and the Problem of Metaphysics.* By Martin Heidegger. Translated by James S. Churchill. Indiana. \$7.50.

Here at long last is a readable but meticulous translation of what may well be Heidegger's most impressive "thoughtful dialogue" even as it is the indispensable prelude to *Sein und Zeit*, which set one great series of existentialist waves in motion.

*The Tangled Bank: Darwin, Marx, Frazer and Freud as Imaginative Writers.* By Stanley Edgar Hyman. Atheneum. \$10.

The method of exploring literature through symbol and image is here applied to writers who have played major parts in the drama of modern thought. Though one may not believe "their books to be art," as Hyman proposes, this discussion of them is impressive, erudite and interesting alike, and in several ways challenging.

*Beyond the Tragic Vision: The Quest for Identity in the Nineteenth Century.* By Morse Peckham. Braziller. \$7.50.

Mr. Peckham's purpose is to find out whether one can be "oriented" or not, and he bases his inquiry on an inspection of writers and musicians identified with the nineteenth century.

*Paul Tillich and the Christian Message.* By George H. Tavard. Scribner's. \$3.95.

This is a readable critique of Tillich's theological views by one of the foremost Catholic advocates of Christian unity.

*A Reporter Looks at the Vatican.* By Barrett McGurn. Coward-McCann. \$5.

This is more of the same commodity, but breezy and first-hand.

*Generation of Giants.* By George H. Dunne, S.J. Notre Dame. \$5.75.

Father Dunne retells the story of Jesuit missionaries in China who blended religion and science with apostolic zeal during the last decades of the Ming dynasty. It is a good tale, which the author spices with a running critique of the blinkers so many "Europeanized" men have worn and continue to wear while confronting other races and cultures.

**LAWRENCE A. CREMIN**

*A General Pattern for American Public Higher Education.* By T. R. McConnell. McGraw-Hill. \$4.95.

A plan for coping with the rising tide of enrollments, based substantially on California's experience over the past decade. The heart of Professor McConnell's proposal is a statewide coordination of public institutions that would (1) assign different responsibilities to two-year junior colleges, four-year state colleges, and university centers; and (2) avoid costly duplication of special programs by concentrating such programs in particular institutions.

*Thomas Jefferson and the Development of American Public Education.* By James B. Conant. California. \$5.

Three lectures on the Jeffersonian tradition in American education, along with a judicious selection of relevant source material. Dr. Conant's effort is to demonstrate the extent to which Jefferson's proposals have actually been incorporated into the American educational structure. The result is an informative little history that ought to appeal to layman and professional alike.

*The Gentle Puritan: A Life of Ezra Stiles, 1727-1795.* By Edmund S. Morgan. Yale. \$10.

*Puritan Protagonist: President Thomas Clap of Yale College.* By Louis Leonard Tucker. North Carolina. \$6.

Two splendid biographies of early Yale presidents that sparkle with the theological, scientific, and political controversies of the eighteenth century.

*The Federal Interest in Higher Education.* By Homer D. Babbidge, Jr. and Robert M. Rosenzweig. McGraw-Hill. \$5.95.

An account of the labyrinthine relationship between the federal government and higher education, illumined in part by the authors' experience in the United States Office of Education. Their prediction for the near future is a steady expansion and broadening of federal programs for colleges and universities.

*Render Unto Caesar: The Flag-Salute Controversy.* By David R. Manwaring. Chicago. \$5.50.

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*The State Universities and Democracy.* By Allan Nevins. Illinois. \$2.95.

*The World Role of Universities.* By Edward W. Weidner. McGraw-Hill. \$6.95.

#### NORMAN J. PADELFORD

*The United Nations: Constitutional Developments, Growth, and Possibilities.* By Benjamin V. Cohen. Harvard. \$2.75.

The author pleads that a sense of community of interest to maintain peace should be the motivating force for a series of high level conferences at the United Nations aimed at reducing tensions and achieving a new consensus.

*Rebels, Mercenaries, and Dividends: The Katanga Story.* By Smith Hempstone. Praeger. \$4.95.

A sharply critical appraisal of U.S. policy and U.N. actions in the Congo by a well-informed journalist. Much useful and hitherto unavailable light is shed upon Katangan business and politics.

*India's China Policy.* By P. C. Chakravarti. Indiana. \$4.95.

A useful contribution to understanding the sinuosities of Indian-Chinese relationships with emphasis on the border disputes since 1959.

*NATO: The Entangling Alliance.* By Robert E. Osgood. Chicago. \$7.50.

A commendable work of scholarship and forward-looking thought on the problems and possibilities of our most vital alliance.

*Thinking About the Unthinkable.* By Herman Kahn. Horizon. \$4.50.

How to brandish threats in the nuclear age against an opponent with bigger bangs and boosters. Risky bedtime reading for those susceptible to nightmares.

*China's Politics in Perspective.* By Harold S. Quigley. Minnesota. \$4.50.

This ably written volume, which calls for a rethinking of the Chinese problem in the light of history, affords a concise introduction to Chinese politics and policies.

*The Kremlin Since Stalin.* By Wolfgang Leonhard. Praeger. \$7.75.

A German ex-Communist analyzes Moscow politics with special attention to the involutions of the Twentieth to the Twenty-second Party Congresses.

*The Price of Peace.* By James J. Wadsworth. Praeger. \$3.95.

Convinced that progress has been made in disarmament talks despite the resumption of nuclear testing, Ambassador Wadsworth urges continued efforts with emphasis on gradual, controlled reduction of armaments and increased use of international agencies for enforcement.

*The Siege of Leningrad.* By Leon Goure. Stanford. \$6.95.

Painstaking research adding much to Western knowledge of this grim phase of World War II.

#### Also Recommended:

*The Indian Political System.* By Norman D. Palmer. Houghton Mifflin. \$3.50.

*Russian Foreign Policy: Essays in Historical Perspective.* Edited by Ivo J. Lederer. Yale. \$10.

*The Soviet Union at the United Nations: An Inquiry into Soviet Motives and Objectives.* By Alexander Dallin. Praeger. \$5.75.

*The Sino-Soviet Conflict, 1956-1961.* By Donald S. Zagoria. Princeton. \$8.50.

*The Two Faces of Tass.* By Theodore E. Kruglak. Minnesota. \$5.

*Defense or Retaliation: A German View.* By Helmut Schmidt. Praeger. \$7.

#### ROBERT B. HEILMAN

*Sir Thomas Browne: A Biographical and Critical Study.* By Frank L. Huntley. Michigan. \$4.95.

This study is centered in an admirably plain, direct, and full account of the religious, scientific, and philosophic ideas that impinge on and help explain Browne's work.

*Enthusiast in Wit: A Portrait of John Wilmot, Earl of Rochester, 1647-1680.* By Vivian De Sola Pinto. Nebraska. \$5.50.

This extensive revision of an older work argues that Rochester was a great poet and thinker and endeavors to mitigate the standard impression of him created by "the Puritans, the Bacchanalians, and the Gossips."

*The Idea of Coleridge's Criticism.* By Richard Harter Fogle. California. \$4.25.

A sympathetic analysis of the critical ideas of the Romantic figure who has had vast influence on modern criticism, with an interpretation of *Christabel* that "attempts a Coleridgean reconciliation of induction with principles."

*William Hazlitt.* By Herschel Baker. Harvard. \$10.

An extensive biography that records both the life and the intellectual history of an individual, and the flow of ideas in his age. Vigorous, difficult, and talented, Hazlitt is an excellent subject for this skillful portraiture.

*The Art of George Eliot.* By W. J. Harvey. Oxford. \$4.50.

A defense of George Eliot's art against post-

Jamesian criticism, particularly charges that Eliot was an overt moralist and intrusive narrator. Amiable, lucid, and authoritative.

*The Family Letters of Samuel Butler, 1841-1886.* Selected and edited by Arnold Silver. Stanford. \$6.50.

These letters have the human interest that always attaches to the unposed private lives of gifted people, and they are also historically useful in revealing the difference between the Butler family relationships and the fictional version of them in *The Way of All Flesh*.

*The Life of Thomas Hardy, 1840-1928.* By Florence E. Hardy. St. Martin's. \$7.

A needed, one-volume reissue of this important work.

*Letters to a Friend, 1950-1952.* By Rose Macaulay. Edited by Constance Babington-Smith. Atheneum. \$5.

The central theme of these letters is Miss Macaulay's return, after many years, to active Anglicanism. Besides spirited but informal discussion of a host of theological questions, there are numerous comments on intellectual and literary matters, from the classics to the contemporary. She wrote with zest, grace, and humor.

*The Contemporary English Novel.* By Frederick R. Karl. Farrar, Straus and Cudahy. \$4.95.

Though it suffers somewhat from looseness of style and patness of judgment, this handbook of the post-Joyce novel surveys a large literary forest and is willing to go out on many limbs.

*E. M. Forster: The Perils of Humanism.* By Frederick C. Crews. Princeton. \$4.

Traces Forster's liberal ideas to nineteenth-century sources, shows how they tend to weaken the fiction aesthetically, and attributes the superiority of *Passage to India* to its retreat from rationalistic optimism.

#### Also Recommended:

*Shakespeare's Life and Art.* By Peter Alexander. New York. \$3.

*In Search of a Character: Two African Journals.* By Graham Greene. Viking. \$3.50.

*Samuel Beckett: The Language of Self.* By Frederick J. Hoffman. Southern Illinois. \$4.50.

*The World of Lawrence Durrell.* Edited by Harry T. Moore. Southern Illinois. \$4.50.

#### Address Changes

Because of a recent increase in postal rates for second-class mail, it now costs Phi Beta Kappa ten cents for each change of address notice. On a yearly basis, this means more than one thousand dollars. It is important, therefore, that members promptly notify the United Chapters of a change of residence. Please use a KEY REPORTER stencil if possible. Otherwise, the address to which Phi Beta Kappa mail was previously sent, as well as chapter and year of initiation, should be included in the notice. This information should be directed to Phi Beta Kappa, 1811 Q Street, N.W., Washington 9, D.C.

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# Letters TO THE EDITOR

IN THE course of discussion of the well-known Colodny case in your Winter issue it is reported: that the fact-finding committee drew conclusions about Dr. Colodny subsequently accepted by the University of Pittsburgh to the effect that he "is a loyal American, is not now and never has been a Communist, and is not a subversive person"; that Dr. Colodny "brands Marxist doctrines as fallacious and believes that communism has no place in a society such as ours"; that Dr. Colodny "believes [it] to be a calamity for the people of Cuba, of the United States, and of the entire Western Hemisphere . . . that the Castro government now has slipped into the Soviet orbit." These statements taken together with the retention of Dr. Colodny demonstrate that at the University of Pittsburgh a professor has as much freedom to criticize Castro as a professor at the University of Moscow has freedom to speak of Stalin's crimes, such license as a Madrid professor has to praise St. Dominic or Primo De Rivera, or as a Hungarian academician has to approve the Russian intervention of 1956. In sum, that amount of liberty needed to wear a green tie in Dublin on March 17.

Why indeed should giving a man the right to bay with the hounds be described as "Defense of Freedom of Inquiry and Expression" by Phi Beta Kappa? If a scholar were allowed, in Moscow, to advocate halving the Soviet arms budget, to criticize, in Lisbon, the deleterious effects of imperial possessions, or to describe, in Pittsburgh, the spectacular progress towards eliminating Cuban illiteracy, then indeed that subtitle to Chancellor Litchfield's article might be more appropriate.

Freedom to advocate a pertinent heresy may be difficult to come by, possibly not always desirable. It is likely to be particularly difficult to obtain in a nation suffering from catastrophic and irremediable descent from an ephemeral dominance of the world. But why should THE KEY REPORTER give aid and comfort to such adulteration of the word freedom?

RICHARD W. REICHARD  
Assistant Professor of History  
Cornell College, Iowa

I READ Chancellor Litchfield's statement about the Colodny case with mixed feelings, noting that THE KEY REPORTER carefully refrained from expressing its editorial views. Perhaps your feelings were also mixed.

It is one thing—and an admirable thing—to refuse to punish a professor whose unorthodox views, outspokenly stated, have raised a fuss in the community. But it is quite another to include, in the frame of reference on which the university makes its judgment, such matters as: (a) whether the professor has changed his views on the independence of Cuba from the Soviet Union, (b) whether the professor now thinks that Marxist doctrine is fallacious and the Soviet Union an oppressive society, and (c) whether his associations with Communists and "Communist-front organizations" took place solely to promote causes in which he believed, to name three. One wonders too, whether a university, in judging the qualifications of its faculty for continued status, ought to consult with investigatory agencies of the federal government before making up its mind.

Perhaps community and local pressures appeared to Dr. Litchfield to afford no alternative to these steps and criteria. But this does not entitle him or his administration to the unalloyed praise of those who believe in freedom, especially academic freedom. The criteria of professional competence and intellectual integrity are the only ones appropriate in a case of this kind. To go beyond them is to impair the purity of the means, however admirable and justified the ends.

SUMNER M. ROSEN

Simmons College  
Boston, Massachusetts

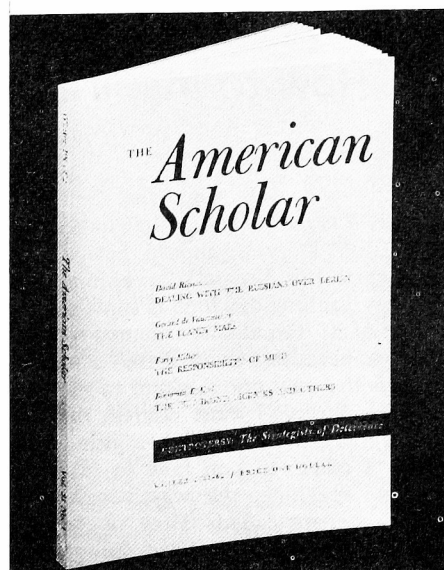
I HAVE read "The Colodny Case" in the Winter KEY REPORTER. I am gratified that this publication of Phi Beta Kappa should show such a healthy sensitivity to the issue of academic freedom. Edward H. Litchfield is to be congratulated on his position. I especially liked his astuteness in pointing out our relationships to Germany and Russia were far different in the late 30's and early 40's than they are today. At this moment, when the reactionary elements on the right are growing more vocal, statements of reason from organizations such as Phi Beta Kappa are doubly important.

D. GEORGAKAS

Detroit, Michigan

I WANT to express my appreciation of the article "The Colodny Case," by Edward H. Litchfield, published in your Winter issue. It is good to know that the University of Pittsburgh took the pains to clarify the charges and exonerate this gifted man. It is thought-provoking that the necessity arises in our time for such a costly defense and that many individuals do not have access to such a defense. We must all be at this business of exercising our freedoms.

RACHEL STEWARD BALDWIN  
Placeville, California



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# How to Inspire a Teaching Machine

(Continued from page 3)

correctly and well from the Comptine actually *don't* write is that they have nothing to say? Do you suppose that our students catch this disease from Skinner and that the teaching machine is some sort of carrier of it? I'm almost ashamed to voice the idea, because I know it isn't scientific, but it is the only one to occur to me.

In conclusion I must confess that the title of this article is actually a little fraudulent. I can't tell you how to inspire a teaching machine, the way people who publish papers called "How to Train a Dog" or "How to Make Two Million Dollars in the Stock Market" can really tell you how to train a dog or make two mil-

lion dollars, whichever one you happen to be interested in at the moment. I can only lay the problem before you and ask for your help. How can we build into our machine or our programming something that will make good writers become better writers, and how can we arrange it so that people who learn to write from our machines go on writing because they have something to say?

We are now well into the last decade of the Fantastic Century, the twentieth. Let us hope that by the time the year 2000 rolls around we will have the answers to these questions. It's your problem as much as it is mine.

## Parmele Prize Awarded To Yvonne Louise Baay

The Elisha Parmele Prize, given annually by Phi Beta Kappa to the highest ranking liberal arts major of the junior class at the College of William and Mary, has been awarded this year to Yvonne Louise Baay of Arlington, Virginia.

A chemistry major, Miss Baay has been on the Dean's List every semester since she entered William and Mary in 1959. A graduate of Washington-Lee High School in Arlington, she is also interested in mathematics and biology.

The prize of \$100 is awarded in memory of Elisha Parmele, who was elected to Phi Beta Kappa at William and Mary in 1779 and who founded the Alpha of Connecticut at Yale in 1780 and the Alpha of Massachusetts at Harvard in 1781.



**Scholarship Recipients**

*Charles E. Odegaard, President of the University of Washington, congratulates prize winners at an annual dinner for high-ranking students. Judith E. Zeh received an award of \$150, given by the chapter to a senior whose course program is in accord with the Society's liberal intent. John W. Ritchie was presented with a similar award by the Puget Sound Association.*

## The Mary Isabel Sibley Fellowship

Awarded alternately in the fields of Greek and French, the Mary Isabel Sibley Fellowship will be offered in 1963 for the study of Greek language, literature, history, or archaeology. The award is made annually and has a stipend of \$3,500. Candidates must be unmarried women between 25 and 35 years of age who have demonstrated their ability to carry on original research. They must hold the doctorate or have fulfilled all the requirements for the doctorate except the dissertation, and they must be planning to devote full-time work to research during the fellowship year. Eligibility is *not* restricted to members of Phi Beta Kappa.

Applications for the 1963 award must be filed before February 1, 1963. Application forms and further information about the fellowship may be obtained from the Mary Isabel Sibley Fellowship Committee, 1811 Q Street, N.W., Washington 9, D.C.

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