

THE KEY REPORTER

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Carnegie Grant Will Finance Latin America Study Project

A five-year experimental project to develop four permanent study centers on Latin America will get under way this year, as the Carnegie Corporation of New York grants \$250,000 to four southern universities for financing the program.

The University of North Carolina, the University of Texas, Tulane University and Vanderbilt University have been chosen as recipients of the project. With the purpose of making available to government officials, students, teachers, and businessmen a comprehensive knowledge of Latin America, each of the four universities will concentrate on a definite geographical area. North Carolina will focus on area studies of Spanish South America, Texas on Mexico, Tulane on Middle America and Vanderbilt on Brazil. An institute of South American studies will also be set up.

Each of the four centers will work cooperatively, with exchange of teachers and information, conferences and summer schools. Each institution will receive \$11,200 annually for five years, with additional grants of \$20,000 and \$6,000 respectively to provide for five special cooperative summer sessions and the administration of coordinated planning among the centers.

Discrimination Charged in Pennsylvania Medical Schools

Currently under investigation for charges of discrimination are medical schools in Pennsylvania which receive funds from the state. Appropriations committee members explained that "considerable complaints by many concerning their inability to obtain admission to the medical schools" had resulted in a decision to withhold further funds until the attitudes, interests, and policies of deans and presidents in regard to the charges are made clear.

Included in the questioning are presidents and deans of medical schools of the University of Pennsylvania, Temple University, the University of Pittsburgh, and Pennsylvania State College.

UNESCO Commission Calls First National Conference; 1200 Attend Meeting in Philadelphia

The United States National Commission for the United Nations Educational, Scientific and Cultural Organization called its first national conference in Philadelphia recently. With 1200 representatives of 500 interested organizations in attendance, Milton Eisenhower, president of Kansas State College and commission chairman, nevertheless

stated that absenteeism was "bitterly disappointing."

The U. S. National Commission advises the government and American delegations to the general conference of UNESCO and serves as a link with national groups where UNESCO is concerned. Authorized by Congress, commission membership consists of 50 national organization nominations and 40 State Department nominations, with additions by national organizations possible. Chairman Eisenhower is assisted by Waldo G. Leland, Arthur H. Compton, and Edward W. Barrett.

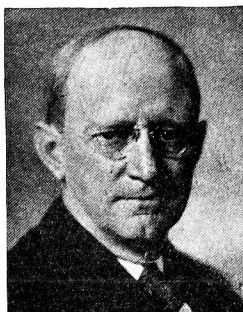
Attendants heard addresses on the following subjects: "The Imperatives of UNESCO," "Report on the First General Conference of UNESCO," "UNESCO Today," "UNESCO and the United Nations," "Today's Challenge to Education," and "Our Stake in Peace through Understanding." Among the speakers were: A. J. Stoddard, superintendent of schools, Philadelphia; William Benton, Assistant Secretary of State; Sir Ramaswami Mudaliar, president of the Economic and Social Council of the UN; Bernard Drzewieski, director of the Educational Rehabilitation and Reconstruction Division of UNESCO; and Karl E. Mundt, member of the U. S. House of Representatives from South Dakota.

Most outstanding proposal made at the conference was that by Mrs. William Dick Sporborg, New York representative of the General Federation of Women's Clubs, who asked that the National Commission study the specific problem of reasons for U.S.S.R.-American tension. "Why study tensions in general, when tensions between these two major powers are today the biggest threat to world peace?" questioned Mrs. Sporborg.

Chairman Eisenhower and Mr. Benton stated that UNESCO could not enter upon such an undertaking without Russian membership.

Section meetings were held on the following (continued on page 3)

N.Y.U. Honors Christian Gauss



Christian Gauss, president of the United Chapters, was awarded the honorary degree of doctor of letters at New York University's 115th commencement.

His citation read: "Christian Gauss, A.B., M.A., LL.D. of the University of Michigan, honorary doctor as well of other reputable sanatoria of learning; beloved teacher and counselor to several strata of Princetonians; inspiring lecturer and writer; brilliant scholar and editor whose Renaissance breadth of mind is tempered by uncommon Christian humility; professor of modern languages at Princeton for 41 years, dean for the last 20; now as commandeered dean of the alumni enjoying a retirement replete with new activity; president of the United Chapters of Phi Beta Kappa; energetic champion of democratic freedom throughout the world; he has turned the afternoon of his life into a morning of augmented usefulness, wherefore we exult in presenting him for the degree of doctor of letters."

Kenyon College also conferred an honorary doctorate of letters on Dean Gauss at its commencement exercises in Gambier, Ohio, on June 16.



EDUCATION NEWS

Gauss Urges Less Nationalism, More Democracy in U. S. Schools

"There is much less equality of opportunity for education in America than in the Soviet Union," said Christian Gauss, president of the United Chapters of Phi Beta Kappa, when he recently addressed a conference of secondary school educators. He further stated that the most effective schools for training in democracy were the public high schools in which racial segregation was unknown.

Speaking on "The College Looks at the Schoolmaster," Dean Gauss, dean of the alumni of Princeton University, said that America could no longer "hug the illusion that its standards of admittance were bringing the best men to college." He cited Army tests which showed only one-fourth of the men in the top seven per cent to be college graduates.

Dean Gauss warned that Russian criticisms of American democracy as evidenced by educational practices must be met with frankness and effectiveness.

"The high standing of German education was proof of the fallaciousness of the idea that education was the 'salvation of democracy,'" said Dean Gauss. "The nation that produced and followed Hitler has a higher literacy rating than the United States, and colleges that were among the best in the world."

Secondary schools must have "denationalization" and democratization, he emphasized. "By the excessive emphasis on courses in American history, American literature and American civilization, we are cutting ourselves off from the broader, deeper, more humane currents in our own American tradition. Let us admit that we have gone farther in this direction than is wise if we are to live in one world."

Negro Denied Admission to U. of Texas Law School

A resident of the state of Texas has been denied admission to the University of Texas law school because he is a Negro. The Texas District Court recently denied an application by Marion Sweatt for a mandamus requiring the regents of the University of Texas to enroll him in the law school.

At the hearing Charles G. Thompson, dean of the graduate school of Howard University, said that Texas spent \$2.01 for each white person on education above the high school level in 1946 but only 44 cents for each Negro, and that the state had college facilities valued at \$28.66 for each white person as against \$6.40 per capita for Negroes.

Earl G. Harrison, dean of the University of Pennsylvania law school, testified that he believed a white student could get a better law education than a Negro even if the facilities in separate schools were equal, because in a segregated institution the Negro would not get the cross-section of ideas in a community that a white student would.

After Mr. Sweatt had applied for admission to the University of Texas, a temporary law school was set up for Negroes. No one applied for admission.

New Agency Will Promote World-Wide Religious Tolerance

Charles Evans Hughes, ex-Justice Brown, retired chief justice of the Supreme Court of the United States, has undertaken the lead in forming a new world-wide organization to promote religious tolerance.

Known as the World Council of Christians and Jews, and sponsored by the National Conference of Christians and Jews, founded by Mr. Hughes in 1928, the organization has the unqualified endorsement of the U. S. Government.

Mr. Hughes states that plans for the inclusion of the British Empire, Czechoslovakia, The Netherlands, Argentina, Germany, Hungary and Italy are under way. The purpose of the World Council, he explains, is "to advance by educational means justice, amity, understanding and civic coöperation among the religious cultures of the earth. It will encourage research in the social sciences, in the field of human relations, and to that end will seek coöperation with the universities of every nation."

In announcing government endorsement, Dean Acheson, then Acting Secretary of State, told Mr. Hughes, "I am well acquainted with the work that the national organization has done in combatting racial and religious prejudice in the 18 years since you joined with The Honorable Newton D. Baker and the Rev. S. Parkes Cadman in founding it. In this case, the matter of affiliation is, of course, entirely a matter within the

Harvard Expands Program of General Education Courses

Harvard University, after six successful introductory months, plans rapid expansion of its new program of General Education to include additional students in all four college years. With the number of courses almost doubled this fall, General Education is being offered initially to juniors and seniors.

Through these courses in the humanities, the physical sciences, and the social sciences, Harvard aims to give every student "a clear appreciation of the range of human experience and achievement as a necessary part of the broad education for citizenship in a free society." While General Education courses will be optional for some time, eventually they will be required for all students in elementary college work.

New courses being offered this fall include "Classics of the Christian Tradition," instructed by Perry Miller; "Great Artists," Wilhelm Koehler; "The Representation of Nature in European and Asiatic Art," Benjamin Rowland; "History of Far Eastern Civilization," E. O. Reischauer and John Fairbank; "Human Relations," Wallace B. Donham, George F. F. Lombard, and G. C. Homans; "The Growth of the Experimental Sciences," James B. Conant and Fletcher Watson; "The Impact of Science on Modern Life," Kirtley F. Mather; and "The Institutions and Thought of Western Society," Dr. Homans and W. W. Rostow.

purview of UNESCO itself, in view of the international nature of the World Council of Christians and Jews. You may be sure, however, that this department will be glad to inform the secretariat of UNESCO of its support of the application of the World Council of Christians and Jews, whose purposes and activities are so close to those of UNESCO itself."

Councils of Christians and Jews in England, Scotland, Wales, Canada, South Africa, Australia and Switzerland have joined the world organization.

Co-founders with Mr. Hughes are Arthur H. Compton, chancellor of Washington University; Thomas E. Braniff, president of Braniff Airways; Roger W. Straus, industrialist; and the Rev. Everett R. Clinchy, president of the National Conference of Christians and Jews.

Ohio State University Increases Required Courses for B.A. Degree

Following an increasing trend toward restriction of the electives system, Ohio State University is introducing for freshmen entering this fall a new arts college program designed to give students a broader background of general education. Greatly increasing the number of fixed requirements and leaving almost no elective courses in the first two college years, the major changes leading toward the B.A. degree have been adopted after a three-year study by a special faculty committee. B.S. curricula remain unchanged.

New freshman-sophomore requirements include: a 15-hour history sequence and five hours each of political science, economics and sociology; 15 hours each of a physical and biological science; 15 hours of foreign language and two high school units of another language. A high school level mathematics-placement test will be given to all entering students. New junior-senior requirements include a five-hour English composition course; nine hours of literature, five of which may be in a foreign language; six hours of philosophy, and six hours of music, fine arts, or art of the theater.

UNESCO (Continued from page 1)

lowing subjects: "Problems of Educational Reconstruction," "Community Participation in UNESCO," "How Do We Teach for International Understanding?" "The Revision of Textbooks and Other Teaching Materials," "The International Exchange of Persons," "Press and UNESCO," "Films and UNESCO," "Radio and UNESCO," "The Study of Social Tensions," "Humanities and Philosophy," "UNESCO's Program of Fundamental Education," "The Contribution of the Creative Arts to UNESCO," "The Natural Sciences in UNESCO," and "Books and Libraries in UNESCO's Program."

Howard E. Wilson, assistant director of the Division of Intercourse and Education of the Carnegie Endowment for International Peace and formerly deputy executive secretary of the Preparatory Commission of UNESCO, summarized for delegates the findings of the section meetings, and outlined UNESCO's major projects as educational rehabilitation and reconstruction in occupied countries, teaching of international understanding, revision of

textbooks to remove national bias, and a world-wide attack on illiteracy.

The section findings were also analyzed by Dr. Eisenhower, Kathryn McHale, American Association of University Women; Mrs. Sporborg; George A. Stoddard, president of the University of Illinois; and Albert Noyes, president of the American Chemical Society.

The next meeting of the Commission is expected to be held in Chicago in mid-September.

Twelve Negro Colleges Join Carnegie Research Program

Twelve Negro colleges and universities in five Southern states have been added to the Carnegie Foundation for the Advancement of Teaching's program to vitalize teaching (reported in *THE KEY REPORTER*, Autumn, 1946). Total number of Southern institutions is now 45.

The recent expansion involved an expenditure of \$275,000, \$215,000 of which will be provided by Carnegie and \$60,000 of which will be provided by the cooperating colleges.

Atlanta University will serve as a focal point for four local institutions: Morehouse College, Spelman College, Clark College, and Morris Brown College. Other institutions that have been added to the program are Dillard University, Florida Agricultural and Mechanical College, Fort Valley State College, Talladega College, Tuskegee Institute, North Carolina College, and Fisk University.

The program is designed, says Oliver C. Carmichael, president of the Carnegie Foundation, "to strengthen instruction by providing greater opportunity for individual study and research. By providing funds to purchase library books and other materials necessary for the individual undertaking, and by giving instructors in smaller colleges more opportunity to have contacts with their counterparts in other institutions, through cooperative research, we hope to make a needed contribution to higher education."

To Grant New Degrees

The New School for Social Research, New York, has been empowered to grant the Ph.D. and M.A. degrees, in addition to the M.S. and D.S.S. degrees granted since 1934. Coincident is the right to grant honorary degrees.

Harvard Introduces Regional Study Program on USSR

A regional program on the Soviet Union is now being introduced at Harvard University. Designed to make the student familiar with the contemporary Russian scene and its essential background and to give a firm working knowledge of the language, the program is geared to students in the fields of public service, journalism, and business, as well as teaching and research.

Varying in length according to the training of the student, particularly in respect to the Russian language, the program will provide an introduction to the Soviet Union and its background through a series of parallel semester courses in about five of the following fields: economics, history, the history of ideas, anthropology, social institutions, governmental institutions, foreign policy, and literature. Eventual acceptable proficiency in the Russian language is expected of the student. Soviet Russia, viewed in relation to Slavic Europe and Asia, will be primarily emphasized.

Approximately 20 students will be admitted each year, to enable individual guidance and discussion. Inquiries should be addressed to Donald C. McKay, chairman, Committee on International and Regional Studies, Harvard University.

Camp Upton to be Site of Nuclear Research Laboratory

Nine eastern universities have formed a corporation, Associated Universities, Inc., to administer under contract with the United States Government a large laboratory for research in nuclear energy. Directed by Philip M. Morse, on leave from Massachusetts Institute of Technology, the station is known as Brookhaven National Laboratory. Edward Reynolds, vice-president of Harvard University, is president of the corporation.

Cooperating universities are Columbia University, Cornell University, Harvard University, Johns Hopkins University, Massachusetts Institute of Technology, University of Pennsylvania, Princeton University, University of Rochester, and Yale University.

The laboratory will be located at the site of Camp Upton, Long Island, New York. Scientists are already working on the design of large nuclear-energy machines and auxiliary equipment, and experimenting should begin in late 1948.

Report on the Denazification of German Education

by HELEN C. WHITE

Probably no aspect of the reconstruction of Germany has been more debated than denazification. Undoubtedly, there were in the beginning a good many people who thought that the structure of Nazi culture could be destroyed with the same efficiency and finality as Nazi transportation. It is not surprising, therefore, that when it became clear that this was a much more complicated business, they tended to become critical and even disillusioned.

The Nazis had certainly appreciated the importance of education, and from the first had made every effort to take over the German school system. But I doubt if even those who most clearly envisaged the necessity of rescuing that system were aware of how completely the Nazis had corrupted one of the world's notable educational traditions. A system of ideological penetration that made elementary arithmetics and readers and beginning Latin books vehicles of party indoctrination must obviously be purged before any start could be made on a program of democratic education.

Initial Tasks

This involved, specifically, the weeding-out of Nazi elements from curricula, from textbooks and other educational materials, and from personnel. The easiest of these to manage was curricula, for courses of study could be reviewed fairly quickly for pseudoscientific racist and nationalist indoctrination and militaristic propaganda. Much more difficult was the task of sifting textbooks and other educational materials. Unless one has had a chance to take a look at some of the textbooks which were in use during the Nazi regime, it is hard to do justice to the job which a very small staff of American educational officers accomplished in the first months of our occupation of Germany. Sometimes the Nazi propaganda was blatant, but often it was a much subtler matter of insinuation and implication. Educational materials were, if anything, even more difficult. For example, a fairly artistic and graphic series of history posters might present the past mainly in terms of warfare. Or a beautiful map of the distribution of the world's raw materials would be focused on the demonstration of Germany's need for the raw materials in the possession of her neighbors.

But most difficult of all was the denazification of the teaching and administrative staffs. This was the crux of the whole

denazification program because of the central position of the teacher. Again, the magnitude of the undertaking should be appreciated. It meant the scrutiny of thousands upon thousands of individuals from one-room country school-teachers to university professors, and that with a minimum of personnel and facilities. And with the necessity of getting hundreds of thousands of children out of the ruined streets, it had to be done quickly. No one denies the inevitably mechanical character of the way in which this necessary work was done. The famous *fragebogen* or questionnaire had obvious limitations, but it did make it possible to survey the teaching force of Germany with regard to such basic criteria as date of joining the Nazi party, and party office-holding and service.

Of course, these criteria have been challenged on various grounds and with reason. There were unquestionably people who joined the Nazis early because they took their promises of social and educational reform seriously, and not all who failed to join were motivated by democratic convictions. Then, too, pressure for conformity varied from situation to situation, and even man to man. A very distinguished university professor in certain fields might go on teaching with relatively little difficulty, whereas an elementary school teacher in a village might have severe pressure put upon him. And the same was true of office-holding. Moreover, in the actions taken on the basis of these *fragebogen* much less leeway was allowed in this vital field than in others. Whole groups whose dismissal would not have been mandatory in other occupations were excluded from teaching.

That we paid a very high price for this rigorous denazification of the German teaching force was early apparent in the all-but crippling reduction in numbers and quality of available teachers. The lack of competent teachers, in the face of the great shortages of educational equipment and the very strenuous conditions of post-war German life, seriously militated against that transformation in the spirit of German education which is needed more than anything else. Some experiments have already been tried with the reorientation of young teachers who had been dismissed, and the first reports were encouraging.

Long Range Problems

Still, whatever measures may be taken to repair the shortcomings of the denazification program as carried out in our zone, it is clear that that alone will not suffice to clear the way for the creation of a really democratic system of education in Germany. For one thing, denazification did not begin to cover the whole picture of what was wrong with German education. Not all anti-Nazis by any means were democrats or promising candidates for democratic teaching. There were aristocrats, nationalists, and even militarists who despised the Nazis. And some even of those idealists who resisted the Nazis on democratic grounds have brought problems to our program. For many of these men and women, usually relatively advanced in age, quite naturally when the Nazis were removed from the scene, began to dream of restoring the educational system which they had known before the Nazis perverted it. This quite understandable state of mind was reinforced by their isolation from the rest of the intellectual

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HELEN C. WHITE, who teaches English at the University of Wisconsin, was a member of the U. S. Education Mission sent to Germany last fall under the joint auspices of the State and War Departments. She is also president of the American Association of University Women and a Phi Beta Kappa Senator.

THE KEY REPORTER

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THEY SAY . . .

Phi Beta Kappa and Segregation

To the Editor:

No man should be elected to Phi Beta Kappa because of his race, whether he is white or Negro. It is silly to imply that every Negro is a potential wearer of the key. There are Negroes who are just as slow-witted as any white person who ever tried to get into college.

What is needed is a situation in which the innate and developed excellence of mind in any student can be recognized by election to Phi Beta Kappa. If the believers in white supremacy are afraid to meet this test, they are men of little faith and poor sportsmen. If the believers in race equality ask for more than this equality of competition, they are sentimentalists.

I doubt the advisability of attempting to use the charter granting and revoking powers of the United Chapters as a coercive club to break discrimination. Such a move would, if successful, immediately eliminate all southern institutions and also strike off most of the northern institutions, where secret quotas operate. There would not be enough chapters left to form a quorum.

But two things can be done:

(1) In the seventeen southern states, new chapters can be established in the segregated colleges which are mature. The delay in recognizing Fisk, Howard, North Carolina and Talladega, all of which are on the accepted list of the Association of American Universities, and some of which have been on that list for many long years, is a matter which can be rectified. These institutions ought not to be granted charters *because* they are Negro colleges; but the Senate will have difficulty in defending its democratic reputation if it delays much longer in recognizing that there are Negro universities which are as excellent as their sister institutions for whites.

(2) In the North and West, chapters of Phi Beta Kappa can concern themselves with the admissions policies of their own institutions, and they can continue to elect the Paul Robesons as they appear.

The proposal to elect a limited number of members-at-large, on the basis of clearly demonstrated excellence, must of course be applied to *all* institutions regardless of race. It may serve as a useful yardstick in guiding future policies in the establishing of chapters; but it can hardly be an answer to the problem before us.

While I have no brief for segregation, and consider it one of the fundamental iniquities of American life, I point out that it will be time enough for pot to call kettle black when the chapters in northern and western institutions have succeeded in getting their institutions to drop the quota system in admissions and when the United Chapters have recognized the merit of students now limited to segregated institutions in the South. When that has happened, the segregating white schools of the South will have no answer. At present, they have a very good one.

BUELL G. GALLAGHER
BERKELEY, CALIFORNIA

Mr. Gallagher, professor of Christian Ethics at the Pacific School of Religion in Berkeley, was president of Talladega College from 1933-1943. — The Editor.

Proposed Phi Beta Kappa Activities

To the Editor:

Many of the comments which I have seen on the suggestions for broadening the activities of our Society, contained in my letter to the Editor published in the spring KEY REPORTER, indicate that the commentators were worried by the thought that those suggestions envisaged converting Phi Beta Kappa into an "action" or "pressure" group.

Fundamentally, my contention is that the nearly 100,000 members of Phi Beta Kappa from every state in the Union representing all shades of political opinion, religion, race and national origin constitute a very important nucleus of ability not now fully utilized, and that the fact that individually many of our members are playing important roles in public and private life does not relieve the Society as a whole of what seems to me is its obligation to endeavor to enlarge the scope and importance of its activities commensurately with its capacity to serve the modern age.

This does not, of course, mean that we should abandon our historic interest in fomenting higher standards of scholarship in America. Far from it. I would advocate, on the contrary, greatly extending that educational interest. It seems to me that nothing constructive in the entire field of education should fail to enlist our active support, no matter whether other organizations have already included it in their agenda. Mrs. Kingston's comment, for example, that we might well interest ourselves in fostering the international exchange of teachers and students seems to me well taken; it is an excellent device for improving international understanding, of which we certainly need more.

But why not interest ourselves, too, in citizenship training in our public school system and especially in our local communities; in encouraging educational work in the field of inter-group relations in order to banish bigotry and intolerance and thus smooth the path of our country's diplomacy in a world overwhelmingly neither white, democratic nor Christian; thus seeking to give effect and reality to our faith that democracy, with all its admitted imperfections, is the best form of political organization yet devised, and by vigilance, yes and by "action" and "pressure" too, to make our democracy such a compelling example that the non-democratic world will seek to emulate it. This would involve exercising fully our rights and duties as citizens wherever there is a job that men of good will would admit needs doing — perhaps to remedy such situations as exist in Boston, Jersey City and a host of other municipalities throughout the country. It would involve, perhaps, meeting squarely, dispassionately and constructively such important public issues as labor-management relations — not in the prevalent spirit of partisanship, by damning either labor or management or, worse, by calling for a plague on both their houses, which would amount to washing our hands of the subject — but by emphasizing that industrial democracy is in essence merely a problem like many others in human relations calling for calm restraint, an attempt to see the other fellow's interest as well as our own, good tempered negotiation and the development of qualities of high statesmanship within both groups.

We need have no worry about being super-numerary — unless in fact we are. The field is so vast and the need so great that there is no

danger of overcrowding it. I do *not* advocate our adopting the program of the League of Women Voters. What I do urge with respect to the League is that, as a nation-wide association of earnest and thoughtful women who have developed an admirable method of bringing much more than their proportionate contribution to the solution of contemporary problems, its organization would merit our careful study in connection with any enlarged duties which we might undertake. Let us, therefore, as a different type of organization, take thought and, while retaining our eighteenth century mission of fostering "scholarship", "friendship" and "cultural interests", develop, if we can, an equally effective program suited to our own capabilities and at least pull our own weight in the modern world by studying and helping to solve the complex issues of the twentieth century.

It is for the reasons set forth above that I advocate scrapping our present antediluvian constitution, setting up a thoroughly democratic form of self-government in its place and the prompt polling of our full membership as to how suitably to broaden our Society's activities and responsibilities.

STUART E. GRUMMON
REDDING, CONNECTICUT

Texas

To the Editor:

It is not my habit to "write a letter to the editor." But many things have disturbed me in recent years in connection with the University of Texas, the latest being the apparent attitude of our Phi Beta Kappa staff to lend comfort and support to the radical elements that have brought so much unfavorable publicity to our school.

Much is said about academic freedom, objective teaching of all science and all philosophies. But it is quite apparent that, while condemning those who protest, many of these advocates of "objective teaching" are doing anything else but, to use a good high-brow phrase.

These questions were by no means the major ones involved in the discharge of Dr. Rainey. It was he who made them an issue, particularly the failure of the regents to renew contracts of three young economics instructors who crashed a Dallas patriotic program in a most obstreperous manner and gave interviews to the newspapers that were anything but scholarly. That meeting had one purpose only, the discouraging of war-time strikes, and organized labor of Dallas was a participant and joint sponsor. If you actually know the facts in this case, I think you must agree with me. If you do not know the facts, then the attitude of THE KEY REPORTER is not as scientific and scholarly as we might have a right to expect.

A year before Dr. Rainey's dismissal, he was making speeches throughout Texas and elsewhere quoted in the newspapers as stating that we would never return to free private enterprise, and quoted as telling the student body at Austin that private management would give place to professional managerial specialists. Of course this would require state ownership of all enterprise and production. Does your interpretation of academic freedom require that an institution of learning supported by the taxpayers and itself a unit of established government must retain as head of that institution one

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A Novel About Race Relations

THE OTHER ROOM. By Worth Tuttle Hedden. New York: Crown. \$2.75.

Reviewed by P. Alston Waring

Although this is definitely a study in race relations, it is first and foremost a story of people and thus a novel in the true sense. In spite of the sharp analysis of the white-Negro conflict, one is really aware that the growth of the immature Nina Latham into a mature woman is the essential theme of the book. Moreover, this theme is handled with rare delicacy and perception, and the reader suspects that Nina is an autobiographical portrait.

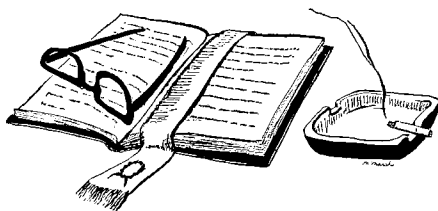
If this is admitted about *The Other Room*, the book can be discussed as a novel rather than a social polemic. Nor is this to lessen the sharpness with which the social problem is treated. For the author etches the conflict and makes a very decided contribution to an understanding of that most difficult situation in American life. Moreover, her contribution stems out of the fact that Mrs. Hedden is a Southerner and a woman. For the situation in which the characters find themselves and the whole treatment of the social problem is handled both intuitively and, as it were, from the inside.

The Other Room is no crusading book on the need for social justice, often done by outsiders blind to the historical facts and the less obvious social and economic forces. Moreover, the picture of the small Southern town society is unforgettably exact and illuminating to anyone who knows this life with its strict racial conventions and taboos, and its sharp edge of fear which forever underlies the surface. The terror is implicit, but it is none the less there, and the story is not marred by melodramatic action to convey it.

The story of *The Other Room* is of a Virginia girl who goes to a Negro college in New Orleans as an instructor and falls in love with a Negro teacher. To be sure, the Negro is a Creole and very fair. But the author does not use this fact to dodge the bare facts of the difficult situation into which she throws her characters. This is the center of the situation, and of course it tackles at once the heart of the race problem. Nevertheless, it is the author's achievement that the reader

is really more interested in her characters as human beings than as symbols of a social problem, and her novel as a whole flows easily and well.

However, there are some rough spots, some decided weaknesses in structure in this novel. For instance, Nina's going to the Negro school to teach, not knowing what she was doing, is really not at all plausible, and this early situation in the book is a hurdle which some readers may find hard to take. But if they do take it, if they are not too critical of some roughnesses in structure and plan, they will discover a very illuminating treatment of the Negro-white situation by a Southern woman who knows of what she speaks. And beyond this they will discover a very keen and sharply etched story of human beings.



Recommended Reading

THE AGE OF REASON. By Jean-Paul Sartre. New York: Alfred A. Knopf. \$3.

The first novel of a trilogy, *Les Chemins de la liberté*, depicting the intellectual maturation of a young 20th century European — the debut of Existentialist fiction in America.

THE SHAPING OF THE AMERICAN TRADITION. By Louis M. Hacker. New York: Columbia University. \$6.

The contributions of America to contemporary civilization, the influence of European institutions on America, and the impact of America on world affairs.

BEHIND THE SILKEN CURTAIN. By Bartley C. Crum. New York: Simon & Schuster. \$3.

Anglo-American diplomacy in Palestine and the Middle East, written by a member of the Anglo-American Committee on Inquiry on Palestine.

THE STRANGE STORY OF THE QUANTUM. By Banesh Hoffmann. New York: Harper. \$3.

A history of the discovery of the composition of the atom, minus as much mathematics as possible.

HOUSEBOY IN INDIA. By Twan Yang. New York: John Day. \$2.75.

The story of life in India as a houseboy for men of several nationalities.

REPORT FROM SPAIN. By Emmet Hughes. New York: Henry Holt. \$3.

A condemnation of Franco's regime by a Catholic correspondent attached to the American Embassy in Madrid from 1942 to 1946.

AND BLOW NOT THE TRUMPET. By Stanley D. Porteus. Palo Alto: Pacific Books. \$3.50.

Hawaii in pre-Pearl Harbor days, showing why the natives were prepared for attack and the military were not.

A SCIENTIST'S APPROACH TO RELIGION. By Carl W. Miller. New York: Macmillan. \$2.

Fundamental truths of the Christian religion, discussed by a professor of physics at Brown University.

THE STEEPER CLIFF. By David Davidson. New York: Random House. \$2.75.

A novel treating a young American's search for a vanished anti-Nazi journalist in occupied Bavaria.

LINDEN ON THE SAUGUS BRANCH. By Elliot Paul. New York: Random House. \$3.50.

Elliot Paul's boyhood in Linden, Massachusetts.

MOON GAFFNEY. By Harry Sylvester. New York: Henry Holt. \$2.75.

The rise of a young politician whose progressive ideals bring him into eventual conflict with Tammany Hall.

EL COYOTE THE REBEL. By Luis Perez. New York: Henry Holt. \$2.75.

The author's boyhood experiences in Mexico prior to becoming a United States citizen — dealing mainly with his adventures after joining the rebel army at the age of 11.

ESSAYS OF THREE DECADES. By Thomas Mann. New York: Alfred A. Knopf. \$4.

A collection of essays on literature, psychoanalysis, music, philosophy.

FOR THE DEFENSE. By Lloyd Paul Stryker. New York: Doubleday. \$5.

Thomas Erskine, the 18th century English lawyer, and the men who surrounded him.

NUREMBERG DIARY. By S. M. Gilbert. New York: Farrar, Straus. \$5.

Chronicles of the disintegration of the Nazi lords, told by the American prison psychologist.

HOME COUNTRY. By Ernie Pyle. New York: William Sloane. \$3.75.

The work that Ernie Pyle himself liked best — home columns written from 1935 to 1940.

P. ALSTON WARING, a Southerner by birth and upbringing, is the author of several books on agricultural subjects. Among these are *Roots in the Earth* (with Walter Teller), and the recently published *Soil and Steel* (with C. S. Golden).

Know of an Opening?

488. (Mr., N.Y.) Historian, economist, lawyer, Ph.D. wants faculty, executive, or business position.

518. (Mr., Mo.) Grad. Univ. of Calif., high-school honors, Jan. '40; LL.B. Columbia Univ., Feb. '47. Age 28. Admitted to bar in Missouri and desires firm or corporation opportunity.

544. (Mr., Va.) Ph.D. Yale, 1936. Two years European travel. Three years Naval Officer in Pacific. Six years college teaching; specialty, Ancient History. Numerous publications. Desires professorship or deanship.

549. (Mr., Iowa) B.A., Iowa, 1944; M.A., Chicago, 1946; Sociology. One year Wisconsin, Personnel. Major interests: statistics, personnel. Prefer business position.

550. (Miss, California) A.B. Stanford. Journalism major. Two years' experience in news-writing. Wants magazine, public relations work. ΦBK. Age 24.

551. (Miss, N.Y.C.) A.B. Hunter College; A.M. Columbia University; English and Latin. High school and college teaching. Desires college position. Any location.

552. (Mr., N.Y.) Hamilton, 1936. 8 years' experience in general accounting and auditing with national corporations; 2 years as Navy Supply Officer. Desires responsible position in private industry, preferably in East or Middle-West.

ΦBK Bequest Form

A number of Phi Beta Kappa members have requested information about an appropriate legal form for use in making bequests to the Society. For the convenience of all members who may be interested, we are glad to publish the following model bequest form, which was drawn up by the Chairman and legal adviser of the Phi Beta Kappa Foundation, John Kirkland Clark:

I give, devise and bequeath unto the "PHI BETA KAPPA FOUNDATION," an educational corporation of the State of New York (insert amount of money bequeathed as "the sum of ten thousand dollars," or whatever the sum may be, or if real property: "all that piece and parcel of real property known and described as follows," giving the description of the property thus devised.)

We hope the form will be widely and substantially used! *The Editor.*

Denazification (Continued from page 4)

world during the intervening years.

And yet this return to Weimar conditions, even if it were possible, would not suffice to create a democratic educational system. For there were too many things in the traditional German education which made it easy for the Nazis

to take over. To cite one, but probably the most important, the traditional German system was erected on the premise that there was an intellectual élite which by background and talent and training was fitted to assume leadership in the various fields of the national life, and that the masses of the population were to be trained for more specific and restricted fields of activity, ready in all matters of common interest to follow the leadership of the élite. In other words, sweeping the Nazis out, however indispensable a prerequisite to constructive activity, is not enough.

What is needed is a new spirit in German education, and that cannot be imposed from without. It must be created from within. The occupation situation itself does not afford the most congenial climate for such an effort at self-transformation. Moreover, no responsible person would care to put even well-established democratic institutions to the hazard of the near-starvation, frustration, and despair which, from all accounts, have been rife in Germany these last months.

In other words, when the denazification of German education was completed, a tremendous job remained to be done. Too few Americans yet realize how small was the staff of American education officers upon whom that task devolved, and what a heroic job of reconstruction they accomplished against insuperable obstacles. And still fewer are aware of the devoted labors of large numbers of German educators without whose patience and resourcefulness in taking up an unimaginably heavy burden nothing could have been done. If all that is not to be lost, the positive side of the reeducation of the German people must be pushed as it has not been possible to push it to date. That requires more American teachers in Germany, and more opportunities for the right German students and teachers to come to America to see democratic education in action. And it requires more of the basic tools of work such as food, coal, paper, for instance, than we have yet been able to secure for our zone in Germany. Above all, it demands on the part of the American public a greater understanding of the realities of the situation and a greater readiness to give the necessary support than we have yet been able to secure. We have in German education an opportunity which has been bought at a very great price. It would be a pity if we should let that opportunity slip.

Texas (Continued from page 5)

who does not believe in the established government? Or teachers actively urging (not objectively picturing) the overthrow of that government?

We have instructors employed to teach literature who are devoting their time to teaching subversive politics. If we do not like this, are we powerless to change it? Must our schools be blacklisted, our children unable to get credits elsewhere?

There has always been true academic freedom at the University of Texas. I was taught socialism and communism there many years ago, but objectively, as is proper. They did not look attractive to me then, nor do they now. Any scholar knows that there has been no actual people's revolution in Russia, only a ruler's revolution, a change of dictators, with the same mass bondage and poverty, secret police, and imprisonment for opinion as under the czars, the same murder purges, the same intent upon conquest that has pushed those rulers westward and southward for centuries. Yet we have many teachers, even down to our grade schools right here in Dallas, painting the glories of this system and the terrible injustices of our American democracy.


Continuous and voluminous criticisms from a noisy minority of the faculty themselves provide abundant proof that there is academic freedom at the University of Texas today. So much so that many citizens are coming to believe that academic freedom, as apparently interpreted by the organized teachers, should be re-examined. Surely there are some things we should not teach our young. If the teachers' organizations will not discipline themselves, then citizens may be forced to take a hand.

The key will cease to mean what it has through past generations if the influence of Phi Beta Kappa should be definitely thrown to that camp, in my own humble opinion. I should very much like to see in the REPORTER something to call in question the hasty and apparent political action of the Council of the American Association of University Professors on June 8, 1946.

Z. STARR ARMSTRONG
DALLAS, TEXAS

Edward C. Welsh Addresses Phi Beta Kappa Group in Japan

Edward C. Welsh, chief, Anti-Trust and Cartels Division, Economic and Scientific Section, General Headquarters, Supreme Commander for the Allied Powers, addressed the Phi Beta Kappa Association of Japan at its recent meeting held in Tokyo. "Democracy and Japanese Economy" was the subject of his talk.



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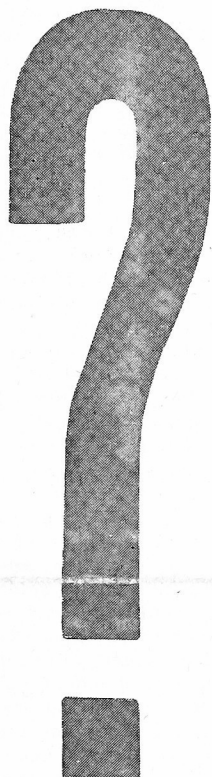
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