International Universities, Textbook Screening Proposed

Establishment of international universities in Europe and creation of an international commission to eliminate nationalist prejudice and bias from history textbooks were proposed by delegates to the first World Conference on Comparative Education, held in Germany in April. The convention, concerned with common world education problems, gave particular attention to the needs of educational reconstruction in Germany.

A minimum of three institutions to be supported by nations of the world was urged by the 200 educators from 12 Western European countries meeting at Rasthaus on Chiem See.

Christian Paulmann, education minister for Bremen, revealed that the site has been chosen and actual plans laid for the first international university. To be located in Bremen, the institution will occupy a plant now used by the United States Army of Occupation and will not be in operation for another year. Bremen has allocated 300,000 marks and pledged partial support for maintenance of the university, with full expenses to be provided by foundations and voluntary groups.

Aid to Peace and Unity

The educators conceived the establishment of the international institutions as an aid to democratic unity and world peace. Professors and students would be drawn from the upper two classes of existing undergraduate colleges in Europe and the United States. It is hoped that participation in the new universities would come to be regarded as the highest academic honor attainable by professors and students.

A core of subjects of common interest to all countries would constitute curricula — international law and traffic, communication, financial, cultural and economic problems.

German educators were particularly [Continued on page 7]

Department of State Reviews American Efforts To Establish Cultural Exchange with USSR

Efforts to implement cultural exchange between the United States and the Soviet Union have been increasingly opposed and blocked by the USSR, according to a survey released in April by the Department of State.

"Whether U.S. efforts were aimed at establishing an exchange of students, professors, and artists, or books, research findings, and films, the results were the same. The uncooperative attitude, the lack of interest, the interminable delay or absence of replies by the Soviet Government thwarted American attempts at establishing cultural relations between the two wartime Allies. Furthermore, since the middle of 1947 the Soviet Government has embarked upon a campaign to place every sort of legal obstacle (backed by threat of heavy punishment) in the way of contacts between the Russian people and foreigners and to instill in the Russian people the belief that cultural relations with Americans and other outsiders carry a threat to the well-being of the Soviet state," states the survey.

A brief review of American technical and material aid to the Soviet Union, exclusive of Lend-Lease, is given, and a detailed account is rendered of American efforts since 1943 to facilitate cultural exchange of persons and publications with the Soviet Union. The offers of the University of Texas, Amherst College, and Columbia University to provide tuition scholarships for Russian students, the request of the American Council of Learned Societies to send ten or twelve professors and research workers to the USSR, the invitations of Princeton University and the Massachusetts Institute of Technology to initiate exchange of scientific personnel, the invitation of Cornell University for four Soviet students to do graduate work and teach Russian, in addition to numerous overtures for exchange by private citizens as well as by the United States Government officially, are described in the survey as having been treated by the USSR with silence, incomplete response, or evasion. Similar attempts by music, dance, and art groups are shown to have failed.

Soviet Policy

The pamphlet outlines the evolving of Soviet policy on cultural exchange from one of passivity to active rejection of the principle of cultural exchange. A few Americans have been granted entrance to the Soviet Union in recent years, but their number is negligible in comparison to the large number refused. The survey states:

"Despite the postwar efforts of the United States Government to widen the channels of cultural interchange, the Soviet Government persistently pursued an obdurate policy. First the resistance was of a passive nature, delayed replies, incomplete replies, [Continued on page 2]
Directors Elect 16 Members of Phi Beta Kappa Associates

The Board of Directors of the Phi Beta Kappa Associates has recently elected 16 new Regular Members of the Associates, according to an announcement made by Thomas C. Desmond, president. Those chosen are:

Homer Price Rainey, of Columbia, Missouri, Phi Beta Kappa University of Texas, president of Stephens College, formerly president of the University of Texas.

Sylvia Field Porter, of New York, New York, Phi Beta Kappa Hunter College, financial editor and columnist of the New York Post, authority on United States government finance.

John Calvin Naylor, of Webster Groves, Missouri, Phi Beta Kappa Harvard University, president of Inland Steel Company, trustee of the University of Chicago and Wellesley College.

Clarence Belden Randall, of Winnetka, Illinois, Phi Beta Kappa Harvard University, poet, author of Eighty and On and A Tale of Possum Poke in Possum Lane, co-author of several works with Chase S. Osborn, including Schoolcraft-Longfellow-Hiswatha.

Thomas Clark Pollock, of New York, New York, Phi Beta Kappa Ohio State University, professor of English and dean of the Washington Square College of Arts and Science, New York University.

Martin Pierce, of Rye, New York, Phi Beta Kappa Miami University, corporation official, president of McCall Corporation.

Iva Lawther Peters, of Fishkill, New York, Phi Beta Kappa Syracuse University, specialist in personal and vocational rehabilitation work with adults, the problems of old age, and the occupational status of women.

Albert Gordon Redpath, of New York, New York, Phi Beta Kappa Columbia University, banker, partner in the firm of Auchinloss, Parker and Redpath, president of the Columbia chapter of Phi Beta Kappa.

Grace Lee Nute, of Saint Paul, Minnesota, Phi Beta Kappa Smith College, educator, author, professor of Minnesota history, Hamline University.

Frederic Austin Ogg, of Madison, Wisconsin, Phi Beta Kappa DePauw University, author, editor, emeritus professor of political science, University of Wisconsin, editor of American Political Science Review.

Mina S. Rees, of Alexandria, Virginia, Phi Beta Kappa Hunter College, mathematician, head of the Mathematics Section, Office of Naval Research, member of the Hunter College faculty, 1926-1943.

Abi Nix, of Athens, Georgia, Phi Beta Kappa University of Georgia, member of the law firm of Erwin, Nix & Birchmore.

Frederick William Pickard, of Greenville, Delaware, Phi Beta Kappa Bowdoin College, director of E. I. du Pont de Nemours & Company, trustee of Bowdoin College.

Edward Grosenour Plowman, of Pittsburgh, Pennsylvania, Phi Beta Kappa Dartmouth College, vice-president in charge of traffic, United States Steel Corporation of Delaware.


During recent months Eugene Meyer, Lincoln Filene, John M. Hancock, Charles A. Tonsor, Owen D. Young, Joseph E. Goodbar, Arthur T. Vanderbilt, and Edgar B. Stern have transferred from Regular to Life Membership in the Associates.
Council Announces Results of College Admissions Study

The American Council on Education has recently announced the results of a college admissions study made by an ACE committee headed by Floyd W. Reeves, professor of administration at the University of Chicago. Basic data for the study was gathered by Elmo Roper and financing was by grant from the Anti-Defamation League and the Vocational Service Bureau of B’nai B’rith.

The results of the survey do not substantiate the charges frequently made of the extent to which college admissions committees practice religious discrimination. That there is some religious discrimination is adequately borne out by the study.

The survey was undertaken to ascertain the facts which determine acceptance or rejection of college applications and to investigate the current demand for college education. In May 1947 Mr. Roper’s public opinion organization interviewed 15,000 high school students selected at random from 255 high schools to learn their desires and plans for college application. The following autumn each applicant was interviewed again to discover the results of his attempts to enter college.

Catholics Fare Worst

Statistically, Catholic students fared worst as applicants, with 81 per cent being admitted. Of the Jewish students 87 per cent were admitted, and 88 per cent of the Protestants.

However, only 67 per cent of the Jewish students were accepted by the college of their first choice, as compared with 71 per cent of the Catholics and 82 per cent of the Protestants.

Chances of acceptance were shown to be better for girls than boys and for students living in other sections of the country than the Northeast. Superior students (those in the first quintile of their classes) were 92 per cent successful in gaining admission. Private nonsectarian, coeducational institutions with enrollment over 1,050 were favored by applicants.

More Jewish Applications

The ACE stated, “Evidently Jewish applicants were nearly as successful as Protestants — and more so than Catholics — in gaining admission to some college, and this despite the fact that 68 per cent of all Jewish high school seniors made application, as compared with a national average of 35 per cent, and that they predominantly lived in the Northeast where getting into college was hardest for everybody. Their success is clearly to be explained by their determination — as expressed by their outstandingly high average number of applications, 2.2 per individual. But this determination, while it got Jewish students into some college, did not get them into those they preferred. . . . As a matter of fact the study, by complex analysis, is able to identify the type of institution most resistant to applications from Jewish students. This is the privately-controlled college not located in the home town of the applicant, especially the small northeastern college for men or women only. Another striking — and particularly disturbing — finding is that the Jewish applicants who have the hardest sledding are those who offer what in the national sample as a whole makes for high acceptability: those from the first high school quintile, who are children of college-bred professional men or executives.”

Delta of Ohio Celebrates Golden Anniversary in May

Lost for years, the original charter establishing the Phi Beta Kappa chapter at the University of Cincinnati, the Delta of Ohio, was found almost on the eve of a celebration marking its issuance 50 years ago.

The golden anniversary celebration was a dinner for active and alumni members of the Cincinnati chapter on May 4, when Allan Nevins, DeWitt Clinton professor of American history, Columbia University, spoke on “Fifty Years of It.”

The charter turned up during a housecleaning of the university’s observatory, located in suburban Mt. Lookout, about eight miles from the campus. It was discovered there by Paul Herget, director of the observatory, who wasn’t sure just what the charter was doing at the observatory. However, listed among those who petitioned for a chapter at Cincinnati is Jermain G. Porter, director of the observatory when the charter was issued.

Dr. Porter’s name is carried on the document, as are the names of other distinguished Cincinnatians, all members of Phi Beta Kappa at other colleges who petitioned for the chapter.

Japan Association Hears Raymond Walters in Tokyo

Phi Beta Kappa Association of Japan heard an address by Raymond Walters, president of the University of Cincinnati and Phi Beta Kappa senator, in March. President Walters returned in April from Japan where he spent three months as adviser to the Education Division, Civil Information and Education Section, General Headquarters.

Speaking on liberal education as the foundation for citizenship, President Walters stressed the role which liberal education can play in developing public-spirited citizens of broad interests and the significance of that role in Japan today.

President Walters, whose trip was also sponsored by the Japanese Ministry of Education, lectured during his stay in Japan on university administration and teaching at conferences of 140 Japanese universities in Tokyo, Kyoto, Osaka, and Hiroshima. Changes in the Japanese university system have resulted: a four-year curriculum has been substituted for the three-year German system previously followed, a general education program including the physical and social sciences and the humanities, has been instituted, and a student guidance program headed by deans of men and women has been organized. President Walters also had interviews with Douglas MacArthur and Hirohito.

The Tokyo group, which meets monthly, has an active membership of approximately 50 — half of whom are personnel in the occupation forces, the other half Japanese residents.

Emerson Chapin, American secretary of the group, in writing to the United Chapters of the Japan Association’s activities, said, “The growing interest which is being shown in the group’s activities is a tribute particularly to Lt. Col. Hubert G. Schenck, chief of the Natural Resources Section, GHQ, who fostered the reorganization in 1946, and to Mr. Yoshio Ichikawa, manager of the Foreign Department of the Oji Paper Company, a driving force in the pre-war Phi Beta Kappa group in Tokyo. Mr. Ichikawa preserved through the war years the records which made it possible to reconstitute the group. This subjected him to considerable hazard from the Japanese police, who were not exactly sure what Phi Beta Kappa was, but entertained strong suspicions about it.”
A Poetic Achievement

COLLECTED POEMS OF WILLIAM EMPSON. New York: Harcourt, Brace. $2.50.

It is almost inevitable that a review of Emison’s poetry appearing within a few months of publication should begin with a confession—an admission that the reviewer has not waited to master these poems before venturing to write of them; for particular poems he has not waited even for primary understanding. Admissions of this sort, however, too often suggest that the obscurity or difficulty is a fault and that the burden of the fault is upon the poet. Here there must be no doubt. In Mr. Emison’s “evasive” and “clotted” poems there is not a line of willful obscurity, nor a line whose difficulty is attributable to idiosyncrasy of vocabulary or structure. His position is unequivocal here: “It seems to me that there has been an unfortunate suggestion of writing for a clique about a good deal of recent poetry.” The extensive notes he supplies (despite serious misgivings) for his own poems confirm his opposition to obscurantism, his humility. This is a poet who writes, “It is impertinent to expect hard work from the reader merely because you have failed to show what you were comparing to what.”

Mr. Emison’s aim is to illumine, his linguistic resources are unexampled, and his notes are always helpful. And yet, though it is possible to overemphasize it, the hardness and the difficulty remain. The fault is not the poet’s.

Partly the difficulty is the fault of all of us and none of us: “There is no longer a reasonably small field which may be taken as general knowledge.” Community between artist and audience no longer exists where there is no common store.

Partly the difficulty arises from the good and ill luck that these poems are distillation from one of the most wide-ranging and subtle minds of our time. Mr. Emison, mathematician and mystic, is at home in “non-Euclidean space” (“Letter V,” note); he is the first of our poets to live in such terms of familiarity with the new science that he can use the protection of the “wide Heaviside layer” (“Doctrinal Point”) or arrive at his moral through “allegorising Eddington” (“Letter IV,” note). But Anita Loos and Argentina and Douglas Fairbanks and Mrs. Eddy are also here. (Comparison with the mathematician-poet who created the world of Alice is perhaps inescapable but only superficially rewarding.) Mr. Emison, out of his prodigious knowledge of literature and out of his absorption in metaphor, is also in his time the acknowledged first reader of the poem as poem, the kind of reader for whom Mr. Emison must write.

Partly the difficulty stems from Mr. Emison’s conception of the nature and function of poetry:

The poles define the surface and it rolls
Between their warring virtues; the spy arts
Can keep a steady hold on the controls
By seeming to evade.

—“Your Teeth Are Ivory Towers”

This kind of poetry does not employ the “direct yell” which would allow “no scope for trickwork”:

He who tries
Talk must always plot and then sustain,
Talk to himself until the star replies...

—“Your Teeth Are Ivory Towers”

He is more congenial with Yeats who
. . . does not send
Any advice so far below.

“Autumn on Nan-Yush”

than with the poets who think that “things have got to tend” (“Just a Smack at Auden”). He employs rather the ambiguities and the exactness of the metaphor (including the pun), not alone because he believes the poet must, but because for a mind like Emison’s all certainties are too easy and too false. The complexity, relativity, and indeterminacy of truth are deeply felt.

Yet Mr. Emison is not a poet without beliefs. He would choose anarchy and uncertainty rather than some of the forms of order and certainty that are promised us. He is without despair, although he realizes that “verse likes despair” (“Success”); but his serenity and detachment, for which he is called sage, derive not from the absence of passion, of fear and terror, but from its control.

The fifty-four poems in this volume, all that he has published, are among the most solidly won achievements in the arts of this century. The revelations they offer do not wait upon the definitive reading; rather their delight lies in their power eternally to invite and evade.

MARCE FREIDLAENDER, Shakespearean authority, is professor of English at the Woman’s College, University of North Carolina. For several years he has been chairman of the annual Arts Forum at Woman’s College.

Recommended Reading

PHILOSOPHY, RELIGION AND EDUCATION

A L. LOCKE


Though technically an autobiography, the story of the triumphs and failures of a philosophy student and of Mr. Cohen from a ghetto boyhood in Minsk through an American adolescence at City College, an early manhood at Harvard to a final period of research as a philosopher and teacher of philosophy in City College and at large, is a unique philosophical document, vindicating philosophy at its characteristic best in a democratic American setting.


A well-integrated collection of the best thinking of one of America’s outstanding philosophers, relating his contributions in philosophy, the philosophy of science, and his philosophy of society and law.

ESSAYS IN SCIENCE AND PHILOSOPHY. By Alfred North Whitehead. New York: Philosophical Library. $4.75.

For the layman, undoubtedly the best systematic exposition of the many-sided philosophical genius of Whitehead. Fortunately, too, a selection acceptable to the professional student.


Itself subtitled correctly as “A Study of Modern American Cults and Minority Religious Movements,” this objective but not unsympathetic presentation of the ever-growing cult movements in American religious life deserves the attention of all students of contemporary religion.

Literary History and Criticism

G. ARMOUR CRAIG

THE LETTERS OF EDGAR ALLAN POE. Edited by John Ward Ostrom. Cambridge: Harvard University, $10.

The definitive edition of Poe’s letters, with a check-list of all his known or implied correspondence and bibliographical notes. A work which no American literature collection should lack.


A collection of essays representing what the textbooks are already calling the “new criticism.” The full bibliography of Edgar Allan Poe appears at the end. The book suggests the range of the movement, and the essays themselves show its concern with central problems of literary art.


Although he discusses a variety of forms, Lord Cecil is at his best on the novel and ranges here with great relish and appreciation from Fanny Burney and Jane Austen to E. M. Forster and Virginia Woolf.


The first comprehensive elucidation of the most influential school of poetry. The detailed interpretations of particular poems are carried out in the framework of a general analogy between certain key concepts and certain recurring symbols of the poetry. This is certainly the best work on Eliot yet to appear.


A survey of Russian literature from the 11th to the 18th century. Though it stops short of the period most familiar to American readers, the study is an illuminating example of contemporary Russian scholarship, which, at least in literature, is surprisingly conservative.

The literature of the sea to the stars, from a forecast of life on the moon to beams of light from the sun's face, is the theme of this work by the distinguished astronomer. This book contains an account of the development of the idea of the moon as a world. It also gives an account of the present state of our knowledge of the moon, the planets, and other bodies in the solar system. The book is illustrated with photographs and diagrams. The author is a leading authority on the subject and has written many articles and books on the subject. His work is based on the latest research and is intended for students and the general public.

Poetry, Drama, and the Fine Arts

Eric F. Goldman


This book contains essays on the role of architecture and the arts in modern society. It is written by leading architects and art historians, and provides a comprehensive overview of the current state of the arts. The book covers a wide range of topics, including the history of architecture, the role of the artist in society, and the relationship between art and technology. It is intended for students and the general public, and is a valuable resource for anyone interested in the arts.

Social Sciences

Eric F. Goldman


This book is a biography of Winston Churchill, one of the most important figures in modern history. It provides a detailed account of his life, including his political career, his role in World War II, and his contributions to the development of modern political thought. The book is written by a leading historian, and is intended for students and the general public.


This book is a history of the art museum in America, from its early beginnings to the present day. It provides a detailed account of the development of the art museum, including its role in society, its relationship to the arts, and its influence on the art world. The book is written by a leading art historian, and is intended for students and the general public.

Natural Sciences

Kirtley F. Mather


This book is a discussion of the dangers of nuclear war and the role of the scientist in society. It is written by a leading physicist, and provides a detailed account of the dangers of nuclear war, including the role of the scientist in society, and the responsibilities of scientists in the development of nuclear weapons. The book is intended for students and the general public.


This book is a study of American folk sculpture, from the early days of the country to the present day. It provides a detailed account of the development of American folk sculpture, including the role of the sculptor, the role of the artist, and the role of the community. The book is written by a leading art historian, and is intended for students and the general public.


This book is a study of the enamels of Rembrandt. It provides a detailed account of the development of the enamels of Rembrandt, including the role of the artist, the role of the community, and the role of the collector. The book is written by a leading art historian, and is intended for students and the general public.
Phi Beta Kappa: Its Proper Function

To the Editor:

Dorothy Canfield Fisher has been good enough to refer [The Key Reporter, Vol. XIII, No. 4] to a communication of mine previously published in “They Say…” regarding an extension of Phi Beta Kappa’s somewhat limited function of fostering scholarship to include many additional activities that would logically flow from a broader interpretation of the purposes and design principles, on the successful solution of which the continuation of our civilization depends. Realizing this, it seems to be no longer adequate that our membership should be content that “scholarship,” narrowly interpreted, is not merely the core of our Society’s purpose (as it ought logically to be).

Mrs. Fisher has cited, as an example of what the present-day role of Phi Beta Kappa’s scholar-ship might be in many other fields, the brilliant work done by Robert Hutchins, Borgese and their able associates who have addressed themselves with magnificent courage to the key problem of the future intellectual community. Since, however, it was apparently a Chicago committee’s members were also, if I am not mistaken, members of Phi Beta Kappa, which gives us not only a legitimate pride in their pioneer accomplishment, but indicates what Phi Beta Kappa’s members, if suitably organized, might achieve in many other spheres.

It seems to me that the fundamental difficulty in the way of a constructive reorientation of Phi Beta Kappa is that its present organization tends to result in apathy and a paralysis of initiative that are inhibiting what should be a normal development of its function. We need some “grass roots” action — a movement should take on a progressively larger significance and scope as it extends to our national scene.

There is no essential contradiction, as I see it, between a deep interest in scholarship as generally applied to the learning and literature of the past, and in the compelling and absorbing problems of our present age, which, full of significance for the future, are either a threat or an opportunity — depending upon what our thoughtful contemporaries do about them. We ourselves stand on the shoulders of the past and can only approach the problems of the future by an intelligent application of its wisdom, tempered by a consciousness of the experience of our own generation.

I would suggest that, as a start to a more dynamic approach to its present-day responsibilities, our Society, instead of waiting for local groups to organize, try to reverse the process by stimulating the formation of such groups through the sponsorship of local leaders. This would entail, first, the compilation of lists, biennially or at frequent intervals, of all members of Phi Beta Kappa at home and abroad (for much good might come from collaboration between our many members who live in foreign countries), giving basic information regarding their residence, college, class, and profession, and if possible such data about

They Say . . .

their activities and chief interests as they might care to supply. Such lists would of course be arranged geographically as well as alphabetically in order to enable those members to whom are their fellow Phi Beta Kappa members in their own communities and regions. It would also entail the sending of a letter from headquarters to every member explaining the many opportunities that exist for fruitful collaboration not only in members’ primary function of scholarship as currently interpreted in a broader sense to include citizenship, and urging that they confer with nearby colleagues with a view to setting up many new alumni associations.

If within a reasonable period of time groups did not of themselves come forward to request a charter, our Society should not be backward in taking the initiative again to invite three or four likely persons in each city or district to undertake to form such a group.

If this were done on a continental scale, we should soon double or triple the number of Phi Beta Kappa associations throughout the country, and, depending upon the letter” [Vol. XIII, No. 4] that Mr. White’s and Dr. Goldman’s of Zionists. Though the term is ambiguous, their personal interest is to be sharply defined as any definition.

First, it surely cannot be alleged that Zionists advocate the kind of segregation practiced in the South and would like to transplant it custom to Palestine. Incidentally, the anecdotes related by Mr. White, and alluded to in the review, are irreverent to an evaluation of Zionism. To exhibit films promoting racial hatred, or to bar Negroes from certain residences, is deplorable — but surely these activities are not confined to Zionists or their sympathizers.

The reviewer asks, “. . . How can the self-segregation of Zionism advance humanitarian purposes?” It is clear that this question is included among those ends, and, obviously, the advocacy of Zionism has been on two levels.

On the first, the movement is a pia alter: Palestine is the only place where Jewish refugees can be resettled, the only place where the majority wish to go.

On another level are found those who believe that settlement in the Holy Land is essential to the survival of Judaism and to the renaissance of Jewish culture. They recall the words of the prophet Isaiah: “For out of Zion shall go forth the law, and the word of the Lord from Jerusalem.”

Presumably Dr. Goldman disagrees with the latter argument, for the stark reality of the first is only too painfully evident. If so, “self-segregation” is being used in a very curious way! For under this concept there would be to include all nationalism, cultures, and religions.

Zionists, moreover, contemplate isolating the new state in Tibetan fashion. Quite the contrary: active cooperation with neighboring states, and indeed with the entire world, is envisaged. I do not think it presumptuous to assert that the establishment of the state of Israel will appear in perspective of having been a great blessing not only to Jews, but to all mankind.

Benjamin Kleeberger
Brooklyn, New York

Federal Aid to Education

To the Editor:

That Dorothy D. Busiek [The Key Reporter, Vol. XIV, No. 1] had no mental grasp whatsoever of Mary Edna Mahan’s letter is evidenced by the fact that Mrs. Busiek’s letter that her introductory statement was redundant to say the least. Unfortunately, Mrs. Busiek’s confusion of mind over the problem of federal aid to Roman Catholic education is reflected by her endorsement of the political stance of many well-meaning Americans.

I have taken the liberty, therefore, of quoting some of Mrs. Busiek’s confusions and have attempted to present as briefly as possible the Catholic position on the problem.

“Since Catholic children are welcomed in our public schools, parochial schools are a matter
Together with its institutions it claims the position of a sovereign state, independent of and superior to all governments—a claim which, however deep one's belief in it, a democracy cannot admit. A compromise doubtless has been forced, but the church's ideal still is a Catholic state. To ask public aid for schools naturally devoted to this ideal and aloof from public authority, while anathematizing the public school system, seems unjust.

It is perhaps necessary to repeat the explanation of Christ to Pilate when the latter questioned Him regarding His claims to power, "My kingdom is not of this world." It is not only possible but very simple to teach and practice democratic ideals in a Catholic educational system; in fact, it is perhaps easier there where the full dignity of man is appreciated than in a system in which each teacher is free to promulgate, under the guise of "academic freedom," his own particular biases and prejudices.

**Gregory Kelly**
Mt. Angel, Oregon

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**Know of an Opening?**

Rates for items in the "Know of an Opening?" column are ten cents per word for a single insertion, seven cents per word for two or more consecutive insertions. Replies should be addressed to Member No. —, care of The Key Reporter. They will be forwarded promptly to the advertiser.

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**International** (Continued from page 1)

enthusiastic about the world university proposal. The belief was expressed that implementation of the plan would help to bring new life and spirit to German institutions of higher learning, whose traditions are largely antipathetic to the democratic ideal.

The proposal to rewrite history textbooks was made by Otto Mueller, secondary school director in Frankfurt. The purpose in such a careful examination and screening would not be to achieve a uniform interpretation of world history, but rather to remove "hated, prejudice, and misunderstanding" from European texts. The commission would be financed by voluntary organizations.

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