

# THE KEY REPORTER

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THE PHI BETA KAPPA NEWS MAGAZINE

## Phi Beta Kappa Associates

The Phi Beta Kappa Associates held their annual dinner and meeting on November 14, 1950. The meeting was held at the Colony Club, 51 East 62nd Street, New York City, through the courtesy of Mrs. Thomas C. Desmond. Guest speaker of the evening was Benjamin A. Cohen, Assistant Secretary-General of the United Nations. The subject of his address was "The United Nations: Some Present and Future Problems."

At a meeting of the Board of Directors immediately preceding the dinner, the following officers were re-elected for the coming year: Thomas C. Desmond, president; Frank Aydelotte, Edwin H. Burgess, and Marion L. Smith, vice-presidents; Charles A.

*Continued on page 7*

## SENATE ACTION

The Phi Beta Kappa Senate held its annual meeting on December 1-2, 1950, at the Princeton Inn, Princeton, New Jersey. At this time, the place of meeting for the 1952 Council was decided upon, and a resolution on the University of California was adopted.

The Senate accepted the invitation of the Phi Beta Kappa chapter at Bowdoin College to hold the 1952 triennial meeting of the Council in Brunswick, Maine. The meeting, which will take place in late August or early September, will be the first of a series of events commemorating the 150th anniversary of the opening of the college.

On the recommendation of the Com-

mittee on Qualifications, the Senate adopted the following resolution on the University of California:

"The Senate of the United Chapters of Phi Beta Kappa expresses its grave concern over the events which have been reported affecting the status of academic tenure at the University of California. The accepted principles of tenure, of academic procedure and government, and of freedom of teaching are intimately associated. These principles, now in jeopardy, should be the most cherished interest of those entrusted by the State of California with the administration of what has been counted one of the nation's great universities. When the status of tenure is threatened, academic freedom is imperiled and standards of teaching are in danger. The Senate desires also to support and encourage the Faculty in its efforts to maintain and protect these principles in a very difficult situation."

Crane Brinton, professor of history at Harvard University, and Henry Allen Moe, lawyer and treasurer and director of the Association of American Rhodes Scholars, were elected to the Editorial Board of *The American Scholar*. Harlow Shapley, director of the Harvard College Observatory, and Irita Van Doren, editor of the *New York Herald Tribune Book Review*, were re-elected to membership on the board.

At the dinner meeting on December 1, there was an informal discussion of the significance of current trends in general education. Also considered were the probable effects of universal military training on the nation's colleges and universities.



THE BOWDOIN CAMPUS IN 1821  
When Longfellow and Hawthorne Entered the College as Freshmen



# The Place of Religion in College Teaching

By Hoxie N. Fairchild

WHAT SOCIETY has a right to expect from institutions of higher learning is a perennial crop of graduates who possess some rational conception of what it means to be a man. College teachers have failed to satisfy this demand not because their courses have been too broad or too narrow, but because they have so persistently dodged the fundamental issues of life. The study of these issues entails historical investigation and critical evaluation, in an atmosphere completely free, candid, and disinterested, of all the great normative hypotheses now available for thinking men.

At present there is a marked revival of religion among members of the intellectual class. Whether this is a retreat from reason or a reassertion of the possibility of reason is a debatable question. By all means, then, let it be debated among those whom it most concerns. Our students are seeking, in larger numbers and more urgently than for many years, some rational basis for interpreting human existence in other than merely mechanical terms. If the final aim of all academic disciplines is to contribute to the discovery of a philosophy which will be truly "the helmsman of life," the bearing of religion upon those disciplines must be recognized as vitally significant for higher education.

There is hardly any subject of the liberal arts curriculum from which information about religious beliefs and institutions can be excluded without giving a falsified view of the field. This is obviously true of the humanities, and hardly less obviously of the social sciences and psychology. Of course the physical and biological sciences, except when studied in relation to the history of ideas, do not in themselves entail consideration of religious facts or theories. Nevertheless these subjects, as elements of the liberal arts curriculum as a whole, constantly raise problems as to the meaning of science for the totality of human experience. The college teacher of science who never looks outward from his laboratory into life makes his subject either much too large or much too small.

Considering the fact that the large majority of American students are religious illiterates, I doubt whether we teachers are sufficiently alive to the need of explaining the religious terms, allusions, and ideas which constantly turn up in the study of almost every subject. The purely factual and objective importance of religious knowledge for the study of every aspect of civilization is sorely neglected. One gladly grants that there are numerous exceptions. In most cases, naturally enough, religious backgrounds are treated more amply and zestfully by believers than by unbelievers, but there are agnostics who discuss such matters fully, expertly, and with meticulous fairness. They give religious knowledge an emphasis proportionate not to their opinions but to its significance for the subject which they are interpreting. That is the spirit of the true scholar.

But one cannot go this far without going considerably farther. The religious problems which are explained in, say, a course in modern European history are important for the student's personal life. A large proportion of the class will be eager to discuss those problems, for most of our religious illiterates are groping toward some sort of spiritual reliance in a world of unprecedented confusion and insecurity. To suppress such discussions would be to imply that history is of no value in the attempt to understand what it is to be a man in the twentieth century.

The teacher himself is entitled to play an active part in the discussion of religious questions which arise naturally from the study of his subject. This he cannot do without a frank declaration of his own religious position. No instructor can keep his mind, his words, and his voice so colorless as to conceal his most deeply cherished opinions from an intelligent student. Even if complete intellectual neutrality were possible it would be pedagogically disastrous. No teaching is surer to win the deserved contempt of the class than that of the professor who pretends to have no opinions.

*Continued on page 3*

Hoxie N. Fairchild is professor of English at Hunter College. He is chairman of a committee which is studying the relations between religion and higher education, under the sponsorship of the Edward W. Hazen Foundation. The results of the survey are being published in a series of pamphlets entitled *Religious Perspectives of College Teaching*.

# To the Editor

After reading the letters to the Editor in this Winter's number of THE KEY REPORTER [Vol. XVI, No. 1], I find myself much surprised that any members of Phi Beta Kappa can seriously object to taking loyalty oaths.

Under present conditions, it seems obvious that all American citizens are compelled to choose between supporting the United States or backing Communist China and Russia. Our Constitution says that any American citizen giving aid and comfort to the enemy is a traitor. Can anyone legitimately assume that the principle of academic freedom is broad enough to include the right to engage in treasonable activities? Does it make sense to have anyone who is not loyal to our own nation instructing students?

It may well be that requiring faculty members to take loyalty oaths will not prove to be an effective method of ridding college faculties of traitors, but, if the F. B. I. finds that requiring such oaths makes it easier to send some of the guilty to the penitentiary, I see no reason why any upright citizen should object to going through the formality of affirming his loyalty. Until the recent furore, I have never heard of anyone who, when taking a Government position, swore that he would uphold and defend the Constitution of the United States and felt that he was demeaning himself. Therefore, it seems highly probable that all the present dither about academic freedom being in danger is merely a smoke screen thrown up by enemies of our Republic, who know in their own hearts that, if properly treated, they would either be in prison or hanged.

WILLFORD I. KING  
DOUGLASTON, NEW YORK

For a long time I have been reading, in your correspondence columns, letters on the subject of academic freedom, and I have been astonished to observe how many persons there are of great educational attainments, *cum laude* and all that sort of thing, who have so little common comprehension. They get way up in the air and argue about something that does not exist except in limited or modified form. There is not and never has been unrestricted academic freedom, as you will quickly see by supposing some academician to begin advocating polygamy, free love, anarchy, atheism, thievery, or counterfeiting. Those things which were not interdicted by statute would be taken care of by the mores of society and, in either event, the experimenter would be promptly squelched.

Neither government nor society ever speaks its last word, but may add to or subtract from the list of tabus as it wills. A new restraint makes a difference in degree but not in kind. There is no more ground to assert unlimited privilege in the classroom than there is in the drawing room, the dining room, the church or the club, and there are some words that cannot be spoken without repercussions even in low surroundings. These are all social conventions which, in the last analysis, restrict our right to free speech, but no one insists that the First Amendment gives him the right to violate them.

Too many exponents of academic freedom seem to have but one thing in mind, communism; but, if they will just look about them, they will find very little support in academic freedom for the teaching of communism or anything else which is deemed a menace to the nation or a curse upon society. It is one of the several paradoxes of

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Marxism that while it was addressed to the proletariat and was ostensibly for their salvation, that stratum of society was deaf to its call, the clique which followed it being almost wholly of the intelligentsia, some of them products of our leading institutions of learning who pilfered secret documents, carried messages, collaborated with spies and otherwise betrayed their country. Their biographies are being written in the criminal courts.

Pope notwithstanding, too much learning intoxicates the brain. Unless the student is well balanced to begin with, cloistered study is likely to leave him more or less eccentric, primed with pedantry but short on common sense. His world is like nothing that has ever existed. Hence, he embraces a crude and cruel diabolism such as six thousand years of human history has not duplicated.

Ordinary criminality has its moments of compassion, but communism has none. The stupidity of the over-educated has failed to understand this "Thing" which has come upon us, and to comprehend its supreme materialism, without God, without pity, and without remorse. Unless I am mistaken they are going to learn the hard way.

The attitude of some toward the anti-Communist oath is completely childish. During the past 35 years, at the bars of 5 or 6 courts, from the United States Supreme Court down, I have taken the oath to support the Constitution, and a year or so ago, as a public officer, I took the anti-Communist oath. They never harmed me a particle; nor will they unless or until, with some sneaking mental reservation and dishonor to myself and my ancestors, I propose to betray my country in the service of an alien and savage tyranny.

HENRY W. COIL  
RIVERSIDE, CALIFORNIA

## Religion *Continued from page 2*

It may be urged that the teacher's opinionatedness should be confined to his special field. But it would require a bold man to declare precisely on what topics the philosopher, the sociologist, the historian, or the literary scholar may or may not venture to express opinions. Consciously or unconsciously, the teacher's views about his own subject stem from fundamental presuppositions about the universe and human life which are not the private property of any one department. Beneath his professional theories lies his philosophy of life, of which a positive or negative attitude toward religion is an essential part. He is not only a learned specialist but a human being addressing other human beings. Where no one can pretend to speak as an authority he may speak as a man.

His opinions need not be favorable to any particular creed or even to religion in the broadest, haziest sense. Here I would dissociate myself most emphatically from those bigots who wish all the "godless professors" thrown out of

their jobs. Such obscurantism has done more than anything else to create the present cleavage between intellectual and spiritual life. The religious-minded teacher, to be sure, often has reason to complain that his sceptical colleagues are ignorant, prejudiced, and crudely dogmatic in their treatment of religious questions. Unfortunately — one remembers the adage concerning pot and kettle — these faults are not monopolized by the unbelievers.

The obligations of the religiously-inclined teacher are simply those entailed by the general principles of academic freedom as they apply to the treatment of any controversial subject. All the cards should be laid on the table: the student has a right to know his professor's basic presuppositions and commitments. Let there be no lugging in of religious matters extraneous to the material under consideration. Opinions should be distinguished from facts and expressed without proselytizing insinuation or authoritarian bluster. Evidence should be stated fairly and without distortion. Contrary views should be described fairly and objectively, with proper recognition of their merits. No belief or unbelief which is precious to any student should be attacked with anger or mockery. Students who are indifferent or hostile to supernatural religion should be treated with a friendly courtesy which will make it impossible for them to suppose that they must pretend to agree with the professor's views in order to pass the course. Precisely in proportion to the definiteness of his spiritual commitments, the teacher will endeavor to break the association, which for many of his students will have become axiomatic, between orthodoxy and intolerance.

Whatever the subject may be, a course governed by these principles will provide as good a lesson in "character-building" as secular higher education can be expected to furnish. If we taught with the primary purpose of making young people more religious or democratic or "global," our whole enterprise would become one huge amiable corruption. Let us rather give them, day by day, the example of a free and honest mind at work. In the present state of the world, of course, the professor who thinks of his students as human beings will do what he can to direct the study of his subject toward normative principles which may seem to offer at least a tentative

solution of the predicament of modern man. We hardly do our full duty if we plunge the student into the depths of the contemporary chaos and then leave him there with a smiling, "Some say this and some say that." Nevertheless if the teacher sincerely believes that nothing is left for man but despair it is his right and his duty to say so. For this also is a philosophy.

I would merely urge, on behalf of a rapidly increasing number of teachers and scholars who desire a fair hearing for religion in higher education, that the right to teach religiously stands on exactly the same footing as the right to teach non-religiously or anti-religiously. It is wholly legitimate for the teacher to give religion all the importance which it actually possesses for the study of a given subject, to engage freely but temperately in the discussion of religious questions, to make it plain that he speaks as one who possesses a religion, and to state what that religion is. Such procedures violate no law of the state or any standard of professional ethics. Proper use of them, in my opinion, might eventually free higher education from the charge that it clamors for integration but shrinks from asserting the existence of any integrating principle.

## Memorial on Edward A. Birge

A resolution in memory of Dr. Edward A. Birge was adopted by the Phi Beta Kappa Senate at its meeting in December. Dr. Birge, president emeritus of the University of Wisconsin, died on June 9, 1950, at the age of 98. He had served as senator of Phi Beta Kappa, as vice-president, and as president. In 1922 he was elected an honorary senator for life. The memorial adopted by the Senate pays tribute to his outstanding career as scientist, teacher, and administrator, and expresses appreciation for his long association with the Society.

Dr. Birge was the last of the honorary life senators. For a great many years it was possible to elect a member of Phi Beta Kappa who had served as senator to life membership in the Senate. However, when the Constitution of the United Chapters was revised in 1937, the Council voted to discontinue the practice. The other life senators who were serving at that time were Mary E. Woolley and Albert Shaw.

# Recommended Reading

## NATURAL SCIENCES

Kirtley F. Mather

**THE HUMAN SPECIES.** By Anthony Barnett. *New York: W. W. Norton.* \$3.75.

Subtitled "A Biology of Man," this book relates the main facts of human biology to the problems confronting mankind at this midpoint of the Twentieth Century. Its author is an Oxford scientist, at present in charge of one of the British Government's research units. Beginning with a concise but inclusive survey of heredity and environment, it moves smoothly onward to a consideration of the evolution of man. The facts here presented raise a number of urgent social problems, to some of which biological knowledge suggests solutions. Finally, there are several chapters dealing with various aspects of human populations. All of this important material is presented in a most interesting manner, with commendable objectivity and delightful clarity.

**COSMIC RAYS.** By Louis Leprince-Ringuet. *Translated by Fay Ajzenberg. New York: Prentice-Hall.* \$5.

In this American edition of a book originally published in France in 1945, its distinguished author has included the results of the notable research prosecuted during subsequent years. Thus it is an up-to-date treatise, covering all aspects of its subject from the fundamental concepts of corpuscular physics to the use of rockets for the study of the radiation in the upper regions of the atmosphere and the production of artificial mesons. It assumes little more knowledge on the part of the reader than the average popular science book and is especially noteworthy for its unusual and enlightening photographs and diagrams.

**EVOLUTIONARY THOUGHT IN AMERICA.** Edited by Stow Persons. *New Haven: Yale University.* \$5.

Originally delivered as lectures to Yale undergraduates in an "American Civilization Program," the essays assembled here provide a broad intellectual context within which the diverse currents of thought aroused by the specific evolutionary concepts of the last hundred years may be seen in true perspective. The eleven authors are eminently qualified for the tasks assigned and the study runs the whole gamut from the rise of evolutionary ideas to their impact upon theology.

**THE ATOM AT WORK.** By Jacob Sacks. *New York: Ronald.* \$4.

Emphasizing the hopeful side of the story of atomic energy, Dr. Sacks, of the Brookhaven National Laboratory, devotes a large part of this book to the uses of radio-isotopes in medical research and therapy. Already many significant advances have been made, and much interesting material, heretofore available only to specialists, is presented for the general reader. Most of such readers will be amazed by the wide variety of ways in which isotopes are now being used—in chemistry, biology, medicine, agriculture, and industry.

**ATOMIC ENERGY AND THE HYDROGEN BOMB.** By Gerald Wendt. *New York: Medill McBride.* \$2.75.

A competent account of the knowledge now available to the public concerning the development of nuclear energy for use in war or peace. Special emphasis is placed upon the theory of nuclear fusion and its possible application as a source of useful energy. The difficult problems that must be solved before the hypothetical H-bomb can be constructed are described, and a very accurate appraisal of its relative value when compared with "old-fashioned" uranium-plutonium bombs is presented. All in all, this is the most informative book upon its subject that is currently available. Written in non-technical language, for those without special knowledge of nuclear physics, it gives the average citizen much of the information he needs before he can form an intelligent opinion concerning many important aspects of American policy, both foreign and domestic.

## SOCIAL SCIENCES

Eric F. Goldman

**WAR AND HUMAN PROGRESS.** By John U. Nef. *Cambridge: Harvard University.* \$6.50.

A deeply informed, vigorously written discussion of the question, Has war contributed in any positive way to human progress? Professor Nef's conclusion: war has generally had a retarding effect on fundamental progress in science, technology, and economic life.

**F.D.R.: HIS PERSONAL LETTERS, 1928-1945.** 2 vols. Edited by Elliott Roosevelt. *New York: Duell, Sloan, and Pearce.* \$10.

The capstone volumes to the *Personal Letters*, filled with a good deal of fascinating chitchat and no small amount of fresh material important for an understanding of Roosevelt and his times.

**THE EMERGENCE OF LINCOLN.** 2 vols. By Allan Nevins. *New York: Scribner's.* \$12.50.

Though complete in themselves, these volumes are also a continuation of Professor Nevins's *Ordeal of the Union*. A grand-scale history of the angry years immediately preceding the Civil War, including many sharply pointed lessons for the present.

**ROMMEL, THE DESERT FOX.** By Desmond Young. *New York: Harper.* \$3.50.

The first full-length biography of the German leader, written with verve and thorough military knowledge by a British general who fought against him. The book, however, is not convincing when General Young writes of Rommel's politics and contends that this onetime chief of Hitler's personal security force was never a convinced Nazi.

## LITERARY HISTORY AND CRITICISM

G. Armour Craig

**THE LAST ROMANTICS.** By Graham Hough. *New York: Macmillan.* \$3.

Beginning with Ruskin this essay surveys the late 19th-century development by which "artist" came to mean not only painter but also poet. This period is symbolized for most readers by the slogan "Art for art's sake," and it was marked by a general social hostility to the new "artist." But as Mr. Hough shows, it was also the period during which our less pejorative term, "creative imagination," developed. The last chapters show how William Butler Yeats, having tried hard to empty poetry of "impurities," was confronted with the problem of filling it with a new social mythology.

**THE FAR SIDE OF PARADISE: A BIOGRAPHY OF F. SCOTT FITZGERALD.** By Arthur Mizener. *New York: Houghton Mifflin.* \$4.

F. Scott Fitzgerald, like other figures of history who if they had not lived would have had to be invented, was too true to the life which he wrote about, and he is therefore one of the hardest figures of modern literature to describe. Mr. Mizener, relying on the trained detachment of the historian of literature and ideas, has not written an "appreciation;" instead, his approach well reveals how far beyond "appreciation" the terrible confusions of Fitzgerald were, and reveals also the wonder of the fact that Fitzgerald did become the writer he dreamed of being.

**BOSWELL'S LONDON JOURNAL.** Edited by Frederick A. Pottle. *New York: McGraw-Hill.* \$5.

This book is one of the most highly publicized literary recoveries in the history of scholarship; with the most popular weekly magazine in the country editorializing upon it we might almost be in the Florence of the Medicis witnessing the recovery of one more Platonic Dialogue. Boswell emerges from his Journal as an 18th-century Arthur Pendennis, who differs from his grandson not only in the fervor of his passions but also in the assurance with which he recognized his career when he saw it: the last pages recount his first meeting with Dr. Johnson. It has been said of Boswell that "dilapidation is his genius," and he appears in most of this semi-private record as the most dilapidated of literary heroes.

**CLASSICS AND COMMERCIALS: A LITERARY CHRONICLE OF THE FORTIES.** By Edmund Wilson. *New York: Farrar, Straus & Young.* \$5.

Nearly all from *The New Yorker*, these essays show the increasing concern of the serious literary critic with the best-seller and even with the sub-literary. There are pieces on Joyce and Sartre, but also on Lloyd Douglas (whose *The Robe* is for Wilson not without "a certain purity" because while it is a best-seller it is not made from the patches and clichés of others) and Louis Bromfield. Wilson writes on the detective story and on Thackeray's letters, on William Faulkner and on Emily Post. The collection is not only a useful history of some publishing events of the last decade but also an expression of an interest in the sociology of literature.



STEPHEN CRANE. "The American Men of Letters Series." By John Berryman. *New York: William Sloane. \$3.50.*

Mr. Berryman calls his study of one of our most mysterious and talented writers a "psychological biography," and he does indeed argue strenuously for certain "tentative but definite conclusions" about his subject. With or without the inferences, this is certainly a thorough and often penetrating study of Crane's work and life, and it should be read by every serious student of American literature.

## FICTION, POETRY, AND THE FINE ARTS

John Cournos

STUDIES OF ITALIAN RENAISSANCE SCULPTURE. By W. R. Valentiner. *New York: Phaidon-Oxford University. \$12.*

The authentic art lover will greet this latest Phaidon production with joy, not alone for the 250 superb illustrations, but also for the ten distinguished essays which interpret the sculptural art during the Italian Renaissance by a scholarly critic who has been instrumental in making new discoveries made public here for the first time. Many of the reproductions are not available elsewhere. One of the most interesting essays deals with rediscovered works by Verrochio, and another with this sculptor's relation to Leonardo. There is much new material here about Donatello and Ghiberti, while the final essay discusses the previously unknown bronze statuettes by Cellini.

TITIAN. By Hans Tietze. *New York: Phaidon-Oxford University. \$6.50.*

Another Phaidon publication of distinction is this work on Titian which contains no less than 340 reproductions, several of them in color. The artist's most famous paintings and drawings are to be found here, and his life is told in some detail. The first edition of this book was published in 1936, but the author has had time to receive new impressions, which are incorporated here. This is probably the most complete and the most authoritative estimate we have of the artist, and one cannot speak too warmly of the quality of the reproductions.

PRIMITIVE PAINTERS IN AMERICA. 1750-1950. By Jean Lipman and Alice Winchester. *New York: Dodd, Mead. \$6.*

This, in many respects an extraordinary book, is an "anthology" of the lives and works of those painters who, with little or no formal training, painted those delightful and naive pictures which we call "primitives." Both authors are well equipped for the task. This particular volume, handsomely produced with numerous illustrations, some of them in color, has marshalled twenty-seven artists, covering a period of two centuries. The variety of the pictures is astonishing in the matter of theme, style, and character.

LANDSCAPE PAINTING. By Kenneth Clark. *New York: Scribner's. \$5.*

Few art critics can equal the author's ability to interpret paintings. These essays, originally delivered in his capacity as Slade Professor at the University of Oxford, are particularly interesting and helpful in making readers understand, in a

very specific sense, the glories of European landscape painting since the Middle Ages. Not their least value lies in the fact that the critic makes it clear how essentially a part of life the arts are. Over 100 illustrations enhance the attractive text.

MICHELANGELO. By Michele Saponaro. *New York: Pellegrini & Cudahy. \$4.*

Michelangelo's life and art were an eloquent expression of the triumph of spirit over matter. He lived in a turbulent epoch. He saw the reign of eleven popes. He sought to create beauty against all manner of odds, personal and impersonal. At times he had to flee for his life. His greatest triumph was the creation of the Medici Chapel, whose sculptures have rivalled the greatest Greek sculptures. It is a remarkable story of struggle for transcendent ends; the author tells it well. There are 32 plates, illustrating some of the artist's best work in painting and sculpture.

## PHILOSOPHY, RELIGION, AND EDUCATION

Alain L. Locke

WILLIAM JAMES: THE MESSAGE OF A MODERN MIND. By Lloyd Morris. *New York: Scribner's. \$2.*

William James is herewith readably and convincingly presented as the dynamic rebel and reformer of his generation of American thought. In this well-documented and vivid retrospect, James's provocative innovations in psychology, philosophy, and educational theory and practise seem to justify fully the author's enthusiastic claims, for the stress is wisely put not upon intrinsic profundity but on the wide influence and after-effects of the Jamesian contribution.

MORAL VALUES AND SECULAR EDUCATION. By Robert E. Mason. *New York: Columbia University. \$2.75.*

After a thorough and sympathetic analysis of the rival theories of education's responsibilities for moral training, with or without formal religious support or commitment, a common-sense solution of non-sectarian training in basic moral values and common religious ideals is sanely and persuasively advocated.

ESSAYS IN TEACHING. Edited by Harold Taylor. *New York: Harper. \$3.*

This book presents the case for progressive education on the college level more realistically and sanely than any previous publication on this crucial and controversial educational subject. As a specific account of such a program in action, both the objectives and techniques can be objectively understood and assessed. It is a great service to take the subject from the plane of doctrinaire debate to the actualities of curriculum construction, effective teacher collaboration, and vital teacher-student contacts.

THE JOURNAL OF JOHN WOOLMAN. Edited by Janet Whitney. *Chicago: Henry Regnery. \$2.75.*

This well-edited, definitive edition of John Woolman's Journal does more than call attention again to the historical significance of Woolman in his own time. It presents the quiet but radical challenge of social and non-doctrinal Christianity.

## Senator Stanley P. Chase Dies At Bowdoin

Stanley P. Chase, a member of the Phi Beta Kappa Senate, died on January 21 in Brunswick, Maine. He was professor of English Literature at Bowdoin College.

Graduated from Bowdoin in 1905, he was elected to Phi Beta Kappa in his junior year. He received his A.M. degree from Harvard University. After teaching at Northwestern University and Union College, he became a member of the faculty at Bowdoin in 1924. Since 1925 he had been Henry Leland Chapman Professor.

Prof. Chase was a member of the Modern Language Association of America, the American Association of University Professors and other academic societies.

He was secretary of the Bowdoin chapter of Phi Beta Kappa from 1925 to 1948, and president in 1948. Elected to the Phi Beta Kappa Senate in 1946, he had served as chairman of the Committee on Chapter By-Laws.

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## Address Changes

In notifying Phi Beta Kappa of a change of residence, members are reminded that, whenever they are not able to indicate this change on a KEY REPORTER wrapper, they should send not only their new address but the one to which their Phi Beta Kappa mail was previously sent. This information should be directed to Phi Beta Kappa, 415 First Avenue, New York 10, New York.



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# Know of an Opening?

725. (Mr., N. Mex.) Married. Thirty. B.A., Colo., *magna cum laude*. M.A., Ph.D., Wis. Spanish, French, Portuguese, Japanese. Travel Australia, Orient, Mexico, Europe. Now in Spain. Wants summer-school teaching 1951.

726. (Miss, Ohio) A.B. Oberlin; M.A. University of Chicago. Major Latin. Minor French, archaeology. 2½ years military intelligence linguistic's branch. Five years teaching Latin in large Eastern private girls' school. Wants Latin teaching position in college, junior college or private school. Appropriate non-teaching job considered. Available fall 1951. Excellent references.

730. (Mrs., Ill.) A.B. *magna cum laude*, chemistry. Age 23. Expects Ph.D. from Northwestern University June 1951 in biochemistry. Research in protein and physical biochemistry. Desires teaching or research position in Chicago.

736. (Mr., Mass.) Sc.M. in physics (Brown Univ.). Nine years experience teaching sciences in preparatory schools. Five years research in defense laboratory. Interested in integration of science courses and teaching of science as intellectual pursuit for general students. Qualified for college introductory courses. Available June 1951.

739. (Mr., Kans.) Mathematics: Age 36, married. Ph.D. Twelve years teaching experience. Publications. Major field, number theory. Now associate professor in Midwestern liberal arts college. Available June, 1951.

740. (Mr., Tex.) Ph.D. Professor and head of department, biology; age 45, married. Present position is at advancement ceiling in small college, away from academic centers. Wants opportunity to teach advanced students, assist in preparing science teachers, and do research. Current and past publications. Sigma Xi, *American Men of Science*, *Who Knows — and What*.

741. (Mr., Ind.) A.B., A.M., LL.B., Ph.D. Age 50. Married. Department chairman state university fifteen years. Desires educational administrative position, editorial, business or legal employment.

742. (Mr., Ill.) A.B., M.A., Ph.D., Chicago. 12 years teaching experience. Publications. Desires position in 4-year liberal arts college or university in ancient or medieval or modern European history field. Middle West preferred. Available September, 1951.

743. (Miss, Okla.) B.A., Spanish major, Oklahoma '45, five years secretarial experience with airline. Wants secretarial or other work involving use of Spanish.

744. (Mr., Wis.) A.B. 1938, M.A. 1939, Cornell; advanced study in classics and English, with concentration in world literature, literary criticism, English literature, 1940-43; numerous honors. Experience: six years university instruction in English and Greek. Desires teaching position in humanities, college or university. Excellent recommendations.

745. (Mrs., N. Y.) B.A., *magna cum laude*, economics, N.Y.U.; M.A., political science, U. of Chicago; candidate, Ph.D., socio-economic planning, U. of Chicago. Good experience in social research, city planning. Would like responsible position in social research, as college instructor or other interesting job utilizing research, writing and planning abilities.

746. (Miss, N. Y.) A.B. Missouri, M.A. U. of Pennsylvania, Ph.D. course work, orals, most of dissertation completed, N.Y.U., English. Four years college teaching experience. Desires college appointment September 1951.

747. (Mr., N. Y.) B.A. chemist, 8 months' experience analytical and physical chemistry. Teaching fellow University of Southern California. Desires position in control development or research.

748. (Miss, N.Y.) M.M., Ph.D. course work completed at N.Y.U. in musicology. Three years Paris and USA with Nadia Boulanger. One year Pontifical Institute of Mediaeval Studies, averaged *magna cum laude*. College teaching experience. Prefer college or university teaching. Would consider research or other field where use could be made of above background.

749. (Miss, Texas) Ph.D. U.C.L.A., 1949. Romance languages; major, Spanish, Golden Age drama. Age 39. Two years as assistant professor, large state women's college. Foreign residence and publications. Desires position good college or university. Available June, 1951.

750. (Mr., Calif.) B.A. *magna cum laude*, C. C. N.Y., 1947; M.A., Mexico, 1948; Ph.D. candidate, So. California; two years experience teaching Spanish, university level. Desires position for Summer 1951.

751. (Mr., N.Y.) A.B. Brown *magna cum laude*. University public relations experience. Navy correspondent. University composition instructor seeks editorial position.

752. (Mr., Ore.) Age 35, Ph.D., U.S.C. Desires position teaching religion or philosophy. Present position temporary. Prefers west coast.

753. (Miss, Mich.) Age 31. M.A. University of Michigan, and advanced work, M.S.C. European travel. Regular and orthopedic teaching; camp and summer school experiences in special education. Wishes to establish cerebral palsy school. Will consider position offering contacts wider than those of public school classroom. Available Summer, 1951.

754. (Mr., N.Y.) M.A., advanced Ph.D. candidate. Age 26. Teaching experience. Available June or September for teaching introductory economics, theory, money, international economics, comparative systems, cycles, or for research using statistics and several languages.

755. (Miss, Pa.) Teacher — French, Spanish, M.A. wishes job in Philadelphia or on Main Line. Also interested translation, clerical work. Uses stenotype.

756. (Mr., Wash.) Physics, Ph.D. expected 1951. 32, married. Research experience; four years instructor large university. Desires teaching at college, preferably with some research opportunities, or industrial research. Available June 1951.

757. (Mr., N.Y.) A.B. Yale, 1933, history — sociology; Henry Fellow, Cambridge, Eng.; expects M.A. American government public administration, Cornell, 1951. Executive and supervisory experience in office administration research, report-writing, editing, as research-administrative assistant federal agency and staff state legislator six years, head of information and research division and assistant to executive director wartime national social agency five years, research associate university project three years. Married. Seeks similar post, northeast, June 1951.

758. (Miss, Wis.) A.B. in music, *magna cum laude*, University of Rochester, 1947; M.A. Eastman School of Music, 1948. Two years college teaching experience. Seeks university or college position teaching piano and/or theory. Available immediately.

759. (Mr., N.J.) Ph.D. in English (Duke). Five years college teaching. Periodical publications. Special field: Victorian, American literature. Age 37.

760. (Mr., Calif.) Ph.D., finishing June 1951, drama, speech, U.S.C. Taught and directed dramatics six years, major universities. M.A., Stanford, '44; B.A., U.N.C., '40. Professional theatre experience, N.Y., summer stock; publications. Desires position directing drama, teaching history of theatre, dramatic literature, play production, acting. Secondary fields: radio, television. Age 31, family.

761. (Miss, France) B.A. Hunter, M.A. Columbia, doctorate candidate Sorbonne. Desires college position teaching French. Available September 1951.

762. (Mr., Ohio) Ph.D. Family man. Writer. Sixteen years teaching English, American literature. Some administrative experience. Desires teaching or administrative position, Christian college, university; East, Midwest.

763. (Mr., Tex.) Age 28 years, B.A., M.A., Economics, Texas. All courses and written examinations absolved for Ph.D. Usual honors, fellowships. Two years teaching top universities. Now in New Zealand under Fulbright Program; dissertation in preparation on Labour Government. Fields: Economic theory; Labor; Social Control; Public Utilities; Economic History. Returning United States June. Seeking position good university effective September.

764. (Mr., Del.) composer, 'cellist; M.M. composition, Eastman School of Music. Teaching and administrative experience in university music theory dept. Desires college or university position in conjunction with

(Mrs.) pianist; A.B. Cornell University, honors. Graduate study in musicology, University of California, Berkeley. Numerous concert, radio appearances. Private teaching experience. Desires position college or university teaching piano and music history.

765. (Mr., N. C.) A.B., M.A., expect Ph.D. June 1951, U. of North Carolina. Major: organic chemistry; Minors: physical, analytical chemistry. Desires academic position: teaching, research or both. One year's college teaching experience. Age 28, married, one child, veteran, non-reservist.

766. (Mr., Minn.) Age 30. Single. B.A., *magna cum laude*, candidate for Ph.D. in history, University of Minnesota. Teaching and research experience. Contributions to local historical journals. Desires teaching position in small college. Preferred fields: English history, medieval and Renaissance Europe, Canada and British Empire.

767. (Miss, Mass.) A.B. Vassar, M.A. economics University Chicago. Six years wage analysis and job evaluation. Two years teaching high school mathematics. Desires administrative position in college or educational position in industry. Age 30.

768. (Miss, N. Y.) B.A. *cum laude*, Hunter, 1947; M.A. Columbia, 1948; Ph.D. course work already completed at Columbia and exams to be finished by June 1951. College teaching experience. Primarily interested in college teaching of French and elementary, intermediate Spanish, but open for secondary school position. Would also consider job as translator, research worker, or any other field where effective use could be made of broad cultural background and training in languages and literature.

769. (Mr., N. Y.) Excellent background embracing chemistry and administration. Leaving ivory tower of research — desires responsibilities dealing with people and business. Reasonably young, mature in judgment. Personable, energetic and loyal.

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.

#### Associates *Continued from page 1*

Tonsor, secretary; and John C. Cooper, treasurer. Mrs. Alexander Hadden was elected as a new member of the Board of Directors.

Within the past few months the Board of Directors has elected the following Regular Members:

*Frank Tannenbaum*, New York, New York, Phi Beta Kappa Columbia University, author, economist, professor of Latin American history at Columbia University.

*Alexander S. Wiener*, Brooklyn, New York, Phi Beta Kappa Cornell University, physician and clinical pathologist.

*George D. Stoddard*, Urbana, Illinois, Phi Beta Kappa Hobart College, president of the University of Illinois.

*Joseph Kelly Vodrey*, Canton, Ohio,

Phi Beta Kappa Princeton University, vice-president and director of Brush-Moore Newspapers, Inc., the Ohio Broadcasting Company, and the Scioto Broadcasting Company.

*Edgar Wertheim*, Fayetteville, Arkansas, Phi Beta Kappa Northwestern University, professor of organic chemistry and head of the department of chemistry, University of Arkansas.

*Nathan T. Viger*, Detroit, Michigan, Phi Beta Kappa University of Michigan, vice-president, secretary and treasurer of the Whitney Realty Company.

*Harry L. Taylor*, Deland, Florida, Phi Beta Kappa Cornell University, professor of philosophy, John B. Stetson University.

*Lucian C. Warren*, Washington, D. C., Phi Beta Kappa Denison University, chief of the Washington bureau of the Buffalo (N. Y.) *Courier-Express*.

*Julius A. Rippel*, Newark, New Jersey, Phi Beta Kappa Dartmouth College, president of Julius A. Rippel, Inc.

*Gregory D. Walcott*, New York, New York, Phi Beta Kappa Brown University, professor of philosophy, Long Island University.

*George Henry Thomas*, Arlington, Virginia, Phi Beta Kappa University of Nebraska, agricultural credit consultant with the Farm Credit Administration.

*William W. Werntz*, Glen Ridge, New Jersey, Phi Beta Kappa Yale University, member of the firm of Touche, Niven, Bailey & Smart, public accountants, New York.

*Marten ten Hoor*, Tuscaloosa, Alabama, Phi Beta Kappa University of Michigan, professor of philosophy and dean of the College of Arts and Sciences, University of Alabama.

*Carolyn C. Widmer*, Storrs, Connecticut, Phi Beta Kappa Wellesley College, dean of the School of Nursing, University of Connecticut.

*Levering Tyson*, Allentown, Pennsylvania, Phi Beta Kappa Gettysburg College, president of Muhlenberg College.

*Edward C. Wells*, Seattle, Washington, Phi Beta Kappa Stanford University, vice-president engineering, Boeing Aircraft Company.

*Ralph E. Tiede*, Plattsburg, New York, Phi Beta Kappa University of Illinois, professor of English at Champlain College.

*Merlin Wiley*, Ann Arbor, Michigan, Phi Beta Kappa University of Michigan, lawyer, former attorney general of Michigan.

*Carroll S. Towle*, Durham, New Hampshire, Phi Beta Kappa Bowdoin College, professor of English and director of the Writers' Conference, University of New Hampshire.

*Benjamin Wham*, Winnetka, Illinois, partner in the law firm of Wham, Welch, Sprecher and McKee, Chicago.

*Prescott W. Townsend*, Bloomington, Indiana, Phi Beta Kappa Cornell University, professor of history at Indiana University.

*Alfred W. Wasson*, New York, New York, Phi Beta Kappa University of Arkansas, associate secretary of the Board of Missions and Church Extension of the Methodist Church.

*Samuel P. Weaver*, Spokane, Washington, Phi Beta Kappa Gettysburg College, professor of constitutional law at Gonzaga University, president and general counsel of the Great Northwestern Life Insurance Company.

*Owen A. West*, Lake Forest, Illinois, Phi Beta Kappa DePauw University, member of the law firm of West, Leaton & West, Chicago.

*Edgar Jerome Townsend*, Champaign, Illinois, Phi Beta Kappa University of Illinois, formerly professor of mathematics and dean of the College of Science, University of Illinois.

Transferred to Life Membership recently: Arthur H. Diamant, Hoyt A. Moore, Frank E. Gannett, Nelson P. Mead, William A. Schnader, Scott M. Loftin, Frank J. Roemer, Edward Hohfeld, David A. Crawford, Everette Lee DeGolyer, Herbert W. Clark, Richard E. Guggenheim, John Reed Kilpatrick, Thomas G. Corcoran, and Frederick F. Greenman.

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# The American Scholar's PREVIEW OF SPRING 1951

## SECURITY and LIBERTY

LAURENCE SEARS

In our search for security, are we losing the right to dissent and the right to a fair trial? Here is a probing review of the abuses of individual freedom which public and private citizens have undergone when, in the name of national security, they have been accused of subversive activities. Indiscriminate accusations, in Mr. Sears' view, not only damage the innocent but protect the guilty. He suggests two measures that can be taken to insure national security without interfering with individual liberty.

## THE NEW CRITICISM

WILLIAM BARRETT KENNETH BURKE MALCOLM COWLEY  
ROBERT GORHAM DAVIS ALLEN TATE

The battle rages on! Here is the second installment of the debate which took place on the night of August 22, 1950, when five of the nation's most outstanding literary critics sat down together to fight out the whole issue of the NEW CRITICISM. Requests for the Winter number (in which the first installment appeared), have been so overwhelming that, even though we ordered extra copies, our supply is almost exhausted.

## PSYCHOLOGICAL WARFARE and FOREIGN POLICY

SAUL K. PADOVER

Exchange programs, the Voice of America, motion pictures, literature, etc., have failed to communicate successfully democratic principles to the masses of Europe and Asia. Read this candid and thoughtful study of why U. S. psychological warfare has been largely ineffective to date, and the writer's positive suggestions for steps that must be taken before U. S. propaganda can successfully combat the Soviet Union's carefully planned and far-reaching campaign of total aggression.

## THE REVOLVING BOOKSTAND

A revised and more comprehensive book section which will include four long individual reviews of outstanding books published in the last quarter, and a list of fifteen or twenty recommended books, each with a brief note or comment.

### Also

THOMAS JEFFERSON SURVIVES

*Julian P. Boyd*

A DISCUSSION OF MODERN PAINTING

*Edgar Levy*

FLOWERING OF THE SOUTHERN  
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