

THE KEY REPORTER

*This issue goes to the more than
115,000 members resident within postal service*

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THE PHI BETA KAPPA NEWS MAGAZINE

23rd Council Will Convene in Lexington, September 3-6

The 1952 Phi Beta Kappa Council meeting will be held September 3-6 at Lexington, Kentucky, upon the invitation of Alpha of Kentucky at the University of Kentucky. Election of senators, the president, and the vice-president of the United Chapters will be an important item on the agenda.

The Council, which is the official governing body of the United Chapters, will probably be attended by 300-350 representatives of Phi Beta Kappa units. Each of the 151 chapters and sections is entitled to a maximum delegation of three. Each accredited association having 25 or more active members may have one delegate; those having 200 or more may have two. It is requested that the names of delegates be sent to the United Chapters by June 1 so that they may be included in the roll of the Council.

Alpha of Kentucky has appointed a General Arrangements Committee consisting of President Donovan, Dean Kirwan, Dr. Hegeman, Comptroller Peterson, Dr. Brady, Mrs. Dugan, Dr. Coleman, Mrs. Johnston, Mr. Crowds, Miss Humphreys, and Dr. McCloy.

Delegates to the twenty-third triennial meeting of the Council will be housed in dormitories on the campus. Single men will be accommodated in Bowman Hall; single women in Jewell Hall; families in Kincaid Hall. Registration and all business meetings will be held in the Fine Arts Building. Plans being made for the three-day convention include a Council banquet (speaker to be announced later), reception at Maxwell Place, the home of President and Mrs. H. L. Donovan, and a tour of the Blue Grass farms. The final session of the Triennial Council on the morning of September 6 will conclude the program.

Phi Beta Kappa Members Rate High in Fellowships

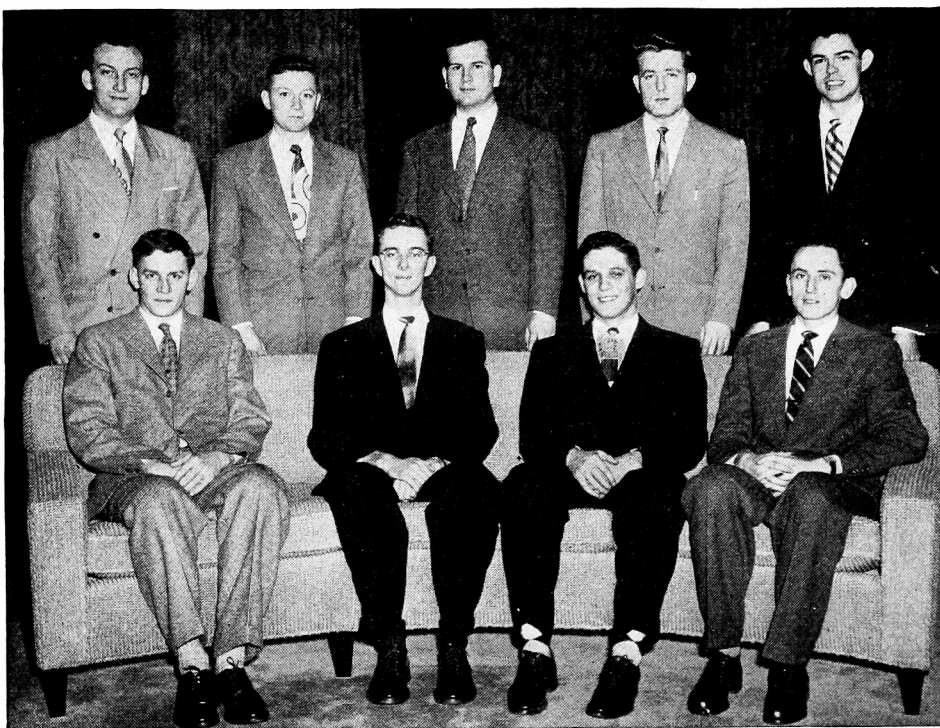
Phi Beta Kappas are making their mark in fellowship and foundation grants awarded during the last year. Among the many members of Phi Beta Kappa who now hold fellowships, a recent survey discloses that ten out of twenty of the first group of Root-Tilden Scholars chosen for 1951-52 are Phi Beta Kappas.

These scholarships, leading to law degrees, were inaugurated last fall and carry with them grants of \$2,100 yearly for three years. Named in honor of two graduates of New York University Law School, Elihu Root and

Samuel J. Tilden, the scholarships were endowed by an anonymous donor who wants to encourage the training and development of law-trained leaders for a world sorely in need of them.

Principal requirements are high scholarship, campus activity, and a capacity for potential leadership. Details can be had from Dean Russell D. Niles at the New York University Law Center. Under the program, eventually sixty Root-Tilden Scholars will be studying annually at the Law Center. Two Root-Tilden Scholarships are

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PHI BETA KAPPAS NOW ROOT-TILDEN SCHOLARS

Left to right seated: James S. Young, Princeton '51; John A. Hamilton, University of Richmond '51; James C. Kirby, Jr., Vanderbilt '50; Irving Novick, Tufts '51. Standing: Marcus E. Powers, Ohio Wesleyan '51; Manly N. Yeilding, Jr., Birmingham-Southern '51; L. Stewart Bohan, Yale '51; Warren L. Tomlinson, University of Denver '51; William I. Rutherford, Grinnell '51. Absent: Benjamin F. Crane, University of Iowa '51, on European debating tour.

THE COLLEGE SHOW WINDOW

By John S. Millis

SO MUCH has been said and written in the past year on the subject of college athletics that many people feel that the matter has received attention far out of proportion to its importance. After all, they argue, athletics are an extra-curricular activity of our colleges and universities and hence are certainly not of central value. There are so many more basic problems within education which demand attention that we should not spend too much time in worrying about the athletic program. Such a point of view is logical, but it also defines a large aspect of the problem itself. To most professional educators, college athletics are a peripheral activity, but to some members of the college community — students, alumni, trustees, and surprisingly, some faculty and administrative officers — athletics are much more than a peripheral activity. To most members of the general public, athletics appear to be of central importance.

We, as educators, deplore these facts but we cannot escape them. The one contact with higher education which the majority of people have is through athletic contests. The only time literally millions of people are on a college campus is to witness a football game. The only time millions of people are inside a college building is to watch a basketball game. College activities are described much more frequently on the sports pages of our newspapers than on the news or editorial pages. I have never heard of a movie about college which didn't feature athletics as the main activity on a campus. I have read only a few magazine stories or popular novels with a college setting which managed to stay away from athletic contests and pageants. Radio and television find in athletics the most dramatic part of college life for their particular use. Can we wonder that, in the minds of tens of millions of Americans, higher education and intercollegiate athletics are synonymous?

Since these are the facts, the ideals, the standards, and the integrity of our colleges are judged by a substantial majority of the public upon the ideals, the standards, which are demonstrated in college athletics. Whether we like it or not, our athletic program is our show window, and both the nature and quality of our goods is judged by what is seen there. Thus it is that college and university faculties, trustees, and administrators, must devote thought, time, and energy to the task of solving the problems of athletics. We must be sure that the athletic program truly represents both our ideas and our ideals.

Substantial efforts have been made by various agencies and groups, both with and without authority, to clarify problems and to suggest solutions. The deliberations and legislation of the National College Athletic Association have done much to delineate important problems and to suggest possible remedies. More recently, the studies and

recommendations of the American Council on Education have produced ideas from the point of view of the college administrators. Some of the regional accrediting bodies have now begun to show their concern. A few athletic conferences have produced codes for the guidance of their member institutions. All of these efforts have been helpful, but the basic problems can only be met at the level of the individual institution. It is in each institution that the problems exist and where the solutions must be obtained. If the individual college and university cannot solve its individual problem, all the resolutions and codes of either regional or national bodies will be but empty words.

When the individual institution considers its athletic program, there appear to be many complex problems to be solved. There are problems of recruiting of athletes, the subsidization of players, the academic status and tenure of coaches, admission standards, academic standards, over-emphasis upon winning, and finance. All of these matters are involved within the problem and must be given consideration. However, they are related to one basic question, and when that question is answered, all of them can be answered with consistency and logic.

The basic question which each college and university must answer is what values does it seek in a program of intercollegiate athletics. Historically, various answers have been given to that question, including the following: the education of students, the entertainment of the college community and the general public, the acquisition of public recognition and prestige, the improvement of student and alumni loyalty, the making of money. No one can deny that all of these objectives are attainable, but the real question is, "Are they valid objectives?" Personally, I find it very difficult, in fact impossible, to establish the validity of these objectives except for the first one.

Colleges and universities are chartered by society to educate students, and their charters rarely, if ever, provide legal sanction for any other purpose. Thus it seems to me that the institution must justify, both morally and legally, each of its activities and programs in terms of the education of students, and that any activity which must be justified on any basis other than the central charter purpose has no place on the campus. There must be great doubt as to the moral right and substantial question as to the legal right of an educational institution to engage in the business of public entertainment. There certainly is both moral and legal question as to the right of an educational institution to engage in competition with the entertainment business in making money. There is surely grave moral doubt as to the propriety of using students and their talents to attract public attention and interest. Thus it seems to me that the basic question has but one answer: we engage in college athletics to educate students.

If we come to this answer, then we have a reliable philosophy to guide the development of a program. Having

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decided that the game is made for the boys, and not the boys made for the game, then the proper perspective is established. The vexing problems of recruiting, subsidization, and over-emphasis upon winning, become clearly seen and answers to them can be given in a logical and clear-cut way.

As the problem is described above, it probably appears much more simple than it actually is. It is true that it can be clearly delineated, that the alternative choices can be logically limited, that a basic philosophy can be determined, and that subsidiary questions can be answered with consistency. On the other hand, the execution of decisions is more difficult than just making them. We have permitted a tradition to be established and patterns of thought and action to become habitual. These are now vested interests in the status quo which must be dislodged. Time is required to establish new traditions and to set new trends. The task is difficult and requires statesmanship, skill and patience, but the objective is one of great importance. That objective is the integrity of education itself, and the task demands therefore the best we have to give in both wisdom and energy.



Directors Elect Members to Phi Beta Kappa Associates

Four new Regular Members have been elected to the Phi Beta Kappa Associates by the Board of Directors, according to Thomas C. Desmond, president of the Associates. They are: Mary Meek Atkeson, Washington, D. C., West Virginia University '10, author and lecturer; Harry Barker, New York City, University of Vermont '04, member of the engineering firm of Barker and Wheeler; Jacob Feld, New York City, College of the City of New York '18, engineer; and Roswell Magill, New York City, Dartmouth College '16, member of law firm of Cravath, Swaine and Moore.

Members who have transferred to Life Membership during the past few months are: Eugene Bondy, Arthur Fairchild, Melvin Copeland, Charles A. Livengood, Julius Barnes, J. Loy Maloney, Leonhard Felix Fuld, Thurlow Gordon, Loren Dickerson, Myron C. Taylor, Christine Bedmar, and Jacob J. Kaplan.

SUMMER, 1952

Chapters and Associations

DO Things

St. Lawrence University Chapter announces that for the third consecutive year one of its members holds a French Government Scholarship given in connection with the Middlebury Graduate School of French in France. The French Government Scholarship covers all expenses during a student's stay abroad and a Fulbright grant covers traveling expenses. The Phi Beta Kappas from St. Lawrence University who have held this award are Ann Wood, Marjorie Hoffman, and, for this year, Emily Russell.

The University of Rochester Chapter continues its series of Sunday afternoon coffee hours in Cutler Union. The theme of this year's discussions is "Current Trends in American Culture." The secretary reports that this project has proved very popular. The chapter has organized a speaker's bureau with the purpose of furnishing high schools with speakers who will stress scholarship and its relation to practical life. A Phi Beta Kappa loan fund, established and administered by the chapter, is helping needy graduate students in the various schools at the University of Rochester.

State University of Iowa Chapter welcomed its midyear initiates with a banquet on January 21. The group was addressed by Dr. John W. Ashton, vice-president of Indiana University, who spoke on "The Love of Wisdom."

Miami University Chapter held its annual formal initiation and banquet on April 10. Dr. Cary Croneis, president of Beloit College, was guest speaker and chose as his subject, "Island of Order," appealing to the newly initiated members to become forces for order in a troubled, agitated, and uncertain world, for through their examples they could constitute a potential for good and calm, badly needed in the world in which they would be called to live.

Trinity College Chapter held its initiation on March 13. At the dinner which followed, Dr. Frank Aydelotte, guest-of-honor, gave the Phi Beta Kappa Lecture. The subject of his address was "Rhodes Scholarships and their Contribution to American Life."

The Richmond Association and the chapters of the *University of Richmond* and *Randolph-Macon College* held their annual joint dinner on March 13 at the Commonwealth Club. Dr. Dumas Malone, professor of history at Columbia University, spoke on "The Jeffersonian Traditions of Freedom."

The Senate has approved the recommendations of the Committee on Associations that charters be granted to the *Middle Georgia Association*, to be known as the Beta Association of Georgia, and to the *Mexico Association*, to be known as Alpha Association of Mexico.

The Middle Georgia Association celebrated the receipt of its charter with a dinner meeting on March 21. Dr. W. F. Quillian, president of Wesleyan College, was the speaker of the evening. Charles H. Stone, secretary of the newly chartered association, wrote that the charter was displayed under glass and all who were present thought it a fitting climax to their year and a half's work.

The Philadelphia Men's Association held its mid-winter dinner on February 8 at the Franklin Inn Club. The speaker of the evening was Charles Rufus Morey, professor of art and archeology, Princeton University, and Cultural Attache, United States Embassy, Rome, Italy, who spoke on "Saint Peter and His Tomb at Rome." On April 10 the association held a joint dinner meeting with the University Club. Edward S. Corwin, McCormick Professor Emeritus of Jurisprudence, Princeton University, spoke on the subject, "Putting It Up to the Constitution."

The Santa Barbara Association, a newly organized group of active alumni of the Santa Barbara, California, area promises to be "not just another organization." The Charter Members hope that their associates will share and compare their viewpoints and experiences, that worthwhile discussions and procedures will be developed, and that the influence of Phi Beta Kappa will be felt in their community. The first dinner meeting of the association

(Continued on page 5)

EDITOR'S NOTE: These bits of news have come to our attention by various means, but we should like to hear more about the activities of Phi Beta Kappa Chapters and Associations. Would you send to THE KEY REPORTER any information you may have? The deadline for the August issue is July 10.

College . . . A Hiatus?

THEY WENT TO COLLEGE: THE COLLEGE GRADUATE IN AMERICA TODAY.

By Ernest Havemann and Patricia Salter West.

Harcourt, Brace and Company. \$4.

A Review by G. Armour Craig

IN 1947 *Time* sent out a questionnaire which was answered by 9,064 graduates of 1,037 colleges, some of whom were later interviewed and some of whom also wrote letters of comment on the general question, "In short, is college really worth while?" The findings were later turned over to the Columbia University Bureau of Applied Research, were analyzed under the direction of Mrs. West, and were finally written up by Mr. Havemann. The answers indicate that college is economically worth while; they also reveal such other social facts as the size of the college graduate's family, his political inclinations, and other matters useful for the editor of a very large magazine to know. But the inferences that can be drawn from the answers are never far from the central economic conclusion.

Readers of **THE KEY REPORTER** will find out about themselves in a chapter entitled "Phi Beta Kappa and the Big Man on Campus," and while they will be cheered to know that the vulgar distinction between the retired Phi Bete and the hail-fellow-well-met is fallacious, they will also be confronted with the gloomy conclusion that "in truth an A in philosophy does not sell many insurance policies — or make a man a much better foreman, file clerk, junior executive, merchant or manufacturer." In certain pre-professional courses, it is true, high grades may precede later economic success within the profession. But outside the professions the moral, alas, is stentorian: "For all practical purposes, and thinking only of income, the man who plans to enter the business world can well argue that grades mean nothing at all." This may have been suspected before; now it is certain.

A college education, then, pays off, but how well has very little to do with how the student participates in the educational process. From such an

G. Armour Craig, associate professor of English at Amherst College, is the chairman of the Christian Gauss Prize Award Committee of ΦBK.

absence of correlation between money and grades we can draw, perhaps, the comforting inference that the economy is still open. Yet it is also true that there is some correlation between attendance at college and economic well-being: the manufacturer who is a college graduate will probably earn more than the one who is not. But what this "college" is that precedes high median incomes this study cannot tell us. The emphasis falls on the first word of the title, and "They" of *They Went to College* are a market for a publisher of a news magazine. This is just as it should be, but the fact remains that the emphasis not only does not fall on the last word of the title, but it cannot. The most interesting feature of this analysis is that it cannot tell us about the *college* at all.

Or rather, it tells us once again, in the letters it quotes and by the formulation of its big question, that college is a hiatus — socially desirable, economically rewarding, but in any other terms apparently inexplicable. The educator who is struggling with the problem of "specialism" vs. "general education," for example, will find in the later chapters as much advice on one side as on the other: in terms of the main criterion of the questionnaire it makes no difference how he decides. To judge by many of the letters quoted, the most that can be said for the liberal education in which Phi Beta Kappa is meaningful is that it may provide some graduates, especially the housewife, with amusement when they are idle or when their children have grown up. To find so much for liberal education is perhaps as much as it deserves. But the fact remains that according to the very lucid account of the analysis behind this book, the values inside the college are unrelated to the presiding values outside it. Perhaps even this is as it should be. But one wonders whether there is a member of Phi Beta Kappa anywhere who *can* describe his college experience and his present daily life in the same language.



FICTION, POETRY, AND THE FINE ARTS John Cournos

ORIENTAL LOVE POEMS. *New English renderings by Frances Stillman. Thomas Y. Crowell. \$5.*

Numerous examples by various authors, adequately Englished, with colored illustrations by Jacob Getlar Smith.

BEETHOVEN. *Edited by Michael Hamburger. Pantheon Books. \$3.75.*

A singularly comprehensive and appealing portrait of a great composer emerges from this collection of letters, journals and conversations.

IN COUNTRY SLEEP AND OTHER POEMS. *By DYLAN THOMAS. New Directions. \$2.*

Admirers of this modern poet will find here his latest and perhaps his best verse.

LET IT COME DOWN. *By Paul Bowles. Random House. \$3.50.*

A readable, suspenseful novel about an American who disintegrates in Tangier.

THE CRIPPLED MUSE. *By Hugh Wheeler. Rinehart. \$3.*

A wickedly amusing novel about international sophisticates sojourning on Capri.

EARLY AMERICAN ARCHITECTURE. *By Hugh Morrison. Oxford. \$12.50.*

An authoritative account covering the period from St. Augustine in 1565 to San Francisco in 1848. Attractively illustrated.

PHILOSOPHY, RELIGION, AND EDUCATION

Alain L. Locke

JOHN DEWEY: RECONSTRUCTION OF THE DEMOCRATIC LIFE. *By Jerome Nathanson. Charles Scribner's Sons. \$2.*

A clear-cut exposition of John Dewey's philosophy in a perspective appraisal of its social and educational implications, which well establishes the legitimacy of its claims to be "the vital rationale of the democratic way of living and thinking."

CULTURAL SCIENCES: THEIR ORIGIN AND DEVELOPMENT. *By Florian Znaniecki. University of Illinois. \$6.*

A masterful and probably epoch-making reappraisal of the social sciences, both in their relationship to one another and to their overall function of normative insight into man's potential control of his own social development.

THE PURITAN HERITAGE. *By George M. Stephenson. MacMillan. \$3.50.*

An historical and critical analysis of the Puritan tradition soundly balanced between its merits and its shortcomings.

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NATURAL SCIENCES

Kirtley F. Mather

PREFACE TO EUGENICS. By Frederick Osborn. *Harper*. \$4.

Presents eugenics as both a body of factual information and an attitude of mind which if widely adopted has rich promise for the future welfare of mankind.

STARS. By Herbert Zim and Robert H. Baker. *Simon and Schuster*. \$1.

A most attractive little book with noteworthy colored illustrations, well designed to serve as a guide, for novice and amateur, to the constellations, sun, moon, planets and other features of the heavens.

THE PLANETS, THEIR ORIGIN AND DEVELOPMENT. By Harold C. Urey. *Yale University Press*. \$5.

One of America's most competent physical chemists presents a new approach to the baffling problem of the origin of the solar system and proposes hypotheses that, to say the least, are worthy of careful consideration by astronomers and geologists.

SOCIAL SCIENCES

Eric F. Goldman

THE PRIVATE PAPERS OF SENATOR VANDENBERG. Edited by A. H. Vandenberg, Jr. and Joe A. Morris. *Houghton Mifflin*. \$5.

A repository, and a fascinating one, of recent American history.

HOW TO GET RICH IN WASHINGTON. By Blair Bolles. *Norton*. \$3.75.

Probably the worst titled book of the season, actually this is a perceptive analysis of the relationship between the welfare state and political corruption.

LAND FOR TOMORROW: THE UNDERDEVELOPED WORLD. By L. Dudley Stamp. *Indiana University Press*. \$4.

The distinguished British geographer argues that the aims of Point Four will be better achieved by increasing food production in the middle latitudes than by attempting rapid agricultural development of the fringe areas.



THE KEY REPORTER

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Editor: Hazel Ryan. *Book Committee:* John Cournoos, Armour Craig, Eric F. Goldman, Alain Locke, Kirtley F. Mather. *Consulting Editor:* Carl Billman.

Fellowships continued

awarded in each of the ten Federal Judicial Circuits on a competitive, regional basis to assure the national character of this plan for training leaders.

Two members of Phi Beta Kappa were named last month by the Bell Telephone Laboratories to receive the \$4,500 Frank B. Jewett postdoctoral fellowships for 1952-53. Five outstanding young scientists are selected each year for these awards which are designed to stimulate and further the work of researchers in the physical sciences. A grant of \$3,000 is given to the recipient and \$1,500 to the institution at which he chooses to do his research.

The Phi Beta Kappa winners for 1952-53 are Murray Gerstenhaber, Yale '48, who is spending this academic year as a Jewett fellow at Harvard University, and Henry Helson, Harvard '47. Dr. Gerstenhaber plans to attend the University of Chicago next year and Dr. Helson will be at Yale University.

Grants for the fellowships were established in 1944 by the American Telephone and Telegraph Company. Since that time 41 fellowships have been awarded. The purpose of the fellowships is to provide the holders with opportunities for individual growth and development as creative scientists. Qualifications are the demonstrated research ability of the applicant, the fundamental importance of the problem he proposes to attack and the likelihood of his growth as a scientist.

Recipients of the National Science Foundation fellowships for the 1952-53 academic year have just been announced as THE KEY REPORTER goes to press. 164 members of Phi Beta Kappa have been awarded these graduate fellowships.

The National Science Foundation grants are available to any citizen of the United States who has demonstrated ability and special aptitude for advanced training in the sciences. The list of new awards, which includes predoctoral and postdoctoral fellows, was approved by the National Science Board upon the recommendation of Alan T. Waterman, director of the Foundation.

Approximately 27 per cent of the 1952-53 Awards were made to first year graduate students.

Ford Foundation to Grant New Foreign Fellowships

A new foreign fellowship program, established by the Ford Foundation to stimulate increased knowledge about Asia and the Near and Middle East, was announced in March. The program will be administered by the Board on Overseas Training and Research.

Gordon Gray, Chairman of the Board, states: "The program has a threefold purpose. It is intended to aid young college graduates to deepen their general understanding of Asia and the Near and Middle East, to afford advanced training for specialists, and to enable men and women of promise, already launched upon their careers, to study, live, and work in these areas."

The funds appropriated for this program are adequate to provide 100 fellowships of from one to three years. Application forms may be obtained from the Board of Overseas Training and Research, The Ford Foundation, 575 Madison Avenue, Room 534, New York 22, New York.

Chapters continued

was held on February 13 at the El Mirasol Hotel. Dr. Monroe E. Deutsch, vice-president and provost emeritus of the University of California, spoke on "What of Education Today?"

The Northern California Association reports that the California high schools are showing an increasing interest in their Phi Beta Kappa high school scholarship program. This program, originated by the New York Alumni Association, was introduced in 1947 into the San Francisco Peninsula and Santa Clara Valley areas. Phi Beta Kappa recognition certificates are presented to high school seniors who have won the awards of the California Scholarship Federation. The aim of the association in presenting these recognition certificates is to provide another honorary incentive beyond that of the C.S.F. by adding the college level of recognition to high scholarship in high schools.

The Western Pennsylvania Association, at a dinner meeting on January 15, was addressed by Raymond Walters, president of the University of Cincinnati, who spoke on "Our Tradition in Phi Beta Kappa." On March 7 Miss Meta Glass, former president of Sweet Briar College, talked on "Community Responsibilities of the Society."



KEY PERSONNEL

Rates for items in the "Key Personnel" column are ten cents per word for a single insertion, seven cents per word for two or more consecutive insertions. Replies should be addressed to Member No. —, care of THE KEY REPORTER. All replies will be forwarded promptly to the advertiser.

This column is maintained as a convenience for members of Phi Beta Kappa. The United Chapters takes no responsibility for placing or recommending applicants.

806. (Mr., Wash. State) Age 35. B.A. *cum laude*, M. F. A. fine art. Desires responsible position: advisory, administrative or instructor.

807. (Mr., Texas) Ph.D. Chicago, history and philosophy of education; M.A. Chicago, elementary education. Age 27, married. Two years experience teaching history and philosophy of education in major university. Seeks university position in East or Middle West.

812. (Mr., N. J., South) Age 38, married. Ph.D. Six years university and college teaching. Publications. American literature.

814. (Mr., N. Y.) Age 23, B.A. *magna* Economics, Harvard. Second year law student, Columbia, high average, Phi Delta Phi, Legal Aid Society experience. Desires June–September legal clerkship in New York City law firm.

815. (Mr., Ohio) Age 26, married; Kenyon, Ohio Wesleyan (B.A., 1948), Ohio State (M.A., 1949), University Scholar in Philosophy 1948–1951, teaching experience in introductory, arts survey (foundations of civilization), history of philosophy, and general logic as Graduate Assistant, summer 1950 and the year 1951–1952, Research Assistant 1951; Ph.D. Candidate, dissertation in process, field: ethics and social philosophy; desires teaching position in liberal arts college, location immaterial, available fall 1952.

817. (Mr., Maine) B.A., Wesleyan (Connecticut); M.A., Columbia, American history; in final year's residence for Ph.D.; single, 25; ACLS Fellow 1950–1; graduate minor in church history; trained also in philosophy, government, humanities. Seeks position with independent or church-connected liberal arts college.

823. (Mr., N. Y.) M.A. Now finishing Ph.D. dissertation at Columbia. Age 27. Teaching experience. Interested in teaching introductory economics, theory, money, international economics, comparative systems, cycles. Would consider other work using economics, several languages.

824. (Miss, Mass.) B.S., Psychology; M.A., Columbia '48, Student Personnel Administration. Desires Dean, Assistant Dean position, college level. Excellent experience.

825. (Mr., Mass.) A.B. Brown; four years graduate study Harvard (M.A.; Ph.D. thesis completed June). Veteran 27, married, two children. Desires college teaching position American or Latin American history, preference West Coast.

827. (Mr., Ill.) A.B., M.A. with honors, all but dissertation toward Ph.D., University of Chicago, English literature. Fluent German, French. Available September 1, 1952. Desires teaching position in college anywhere in U.S.A.

829. (Mr., N. J.) Graduate student, government. Summer teaching position, especially interested in giving course on Soviet Union.

830. (Miss, Colo.) Ph.D. Spanish 1951, M.A. Latin. Experience: high school 17 yr., junior college 1, Army research 1. Wants college, junior college, or research.

831. (Miss, N. Y.) A.B., Agnes Scott; M.A., Radcliffe; currently working on Ph.D. American Civilization, N. Y. U.; 4 years college teaching experience. Need teaching position September 1952. Prefer courses in freshman composition and Southern or other American literature.

832. (Miss, N. Y.) Age 27, single, experienced medical secretary-stenographer. Secretarial position in Southwest desired. Recommendations furnished.

834. (Miss, Mass.) A.B., A.M. Available as: registrar, executive assistant. Experience: administrative secretary, educational counselling, teaching, social research. Fields: social welfare, public health, education. Graduate courses: community organization, sociology, guidance, public relations. Present salary, \$4,000.

835. (Mr., Calif.) A.B., M.A., French, Spanish, age 43, single; 19 years secondary, college experience. Desires position teaching college, junior college, private secondary school French, Spanish, in west preferably. Fluent, widely travelled, native contacts.

836. (Mr., N. C.) Ph.D. in physical chemistry, Johns Hopkins, 1934. At present professor southern university. Desires position better utilizing fifteen years experience as an outstanding teacher and scholar. Executive post preferred, possibly one capitalizing on an excellent command of German and Russian.

837. (Miss, N. Y.) A.M.; three years college teaching, Classics Dept.; Wants N. Y. C. position — education, proofreading, research, editorial, office, other.

838. (Mr., Colo.) B.A. Stanford; M.A. Social Studies, Colo. State College of Education. Two years teaching experience. Age 24, married. Desire teaching position in secondary school abroad, or in junior college east of Appalachians.

839. (Mr., N. Y.) B.A., Honors in Music. M.A. (Music Education) June 1952. Queens College, N. Y. Graduate Assistantship in Education. Composition with Normand Lockwood and

Karol Rathaus. Musical theatre experience as conductor and composer. Desires teaching position.

840. (Mrs., Mass.) B.A., Boston University, library science Simmons. School librarian four years, and business experience in personnel work. Widow, 40, no children. Available September, school or college.

841. (Mr., N. C.) B.S. Honors Degree, Northwestern. Previously engaged in statistical research and private writing. Desires position as columnist or editorial writer; or any other writing, editing or research job.

842. (Mr., Ill.) Chemist, Ph.D. in physical chemistry, University of Chicago. Extensive industrial and academic experience in organic, biological, and colloid chemistry. Patents and publications. Interested in relocating in Southern California. Inquiries solicited.

843. (Mr., Ind.) B.A. with honors, Indiana University; M.A. Indiana University, June, 1952. Qualified to teach government (American, comparative, international relations); psychology (general); economics (principles). Five semesters departmental assistantship (undergraduate, psychology; graduate, government); desire college position; would accept secondary teaching. Married, veteran, 37, location immaterial, available June, 1952.

844. (Mr., Calif.) A.B., U.C.L.A., M.A., U.S.C., 1951. History, political science. Spanish minor, remedial, teaching credential. Age 30, married, two children.

845. (Mr., Mo.) Mathematics, specialty analysis, extensive physics background. Desires stimulating position, preferably university or college. Age 30.

846. (Mr., Ohio) Experienced French teacher, Ph.D., available immediately.

847. (Mr., Ill.) B.A., Amherst, 1941. LL.B., Yale, 1947. Illinois Bar. Elected small-claims judge, but prefer teaching American history and/or politics in college or private prep school. U.S.M.S. during war; married.

848. (Mr., Wash. State). Economist, Historian. College Honors, M.A. History. Completed Ph.D. examinations economics, California; dissertation in progress. Assistant Professor, economics (temporary) two years major western university. Strong interest in international trade, economic history, theory, economic development problems. Publications in economic development. Veteran, age 33, married, 2 children. Desires university or college teaching, good research facilities.

849. (Miss, N. Y.) Age 23. B.A. *magna cum laude*, N.Y.U. English major, minor in history. Graduate work at Columbia. Languages: German, Hebrew, French. Three years teaching (elementary), some editorial experience. Seeks interesting position, editorial or other. Available August 1952.

850. (Mr., Conn.) A.B., Duke, *summa*; A.M., Columbia, '51. Nine years of college teaching. Age, 36; married, three children. Victorian Period. Desire permanent position in university or large college with good library.

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851. (Mr., Calif.-N. Y.) B.A. *magna* Pomona College, Calif. M.A. musical composition Eastman School of Music, Rochester, N. Y. Desires position teaching musical theory, composition, in a college anywhere in U. S. Can play bassoon, teach woodwinds, conduct orchestra, chorus.

852. (Mrs., N. Y.) B.A., *summa*, Smith, 1950; M.A. (political science) and Certificate (East Asian Institute), Columbia, 1952; background in social sciences; emphasis on political theory, comparative government, history, and politics of East Asia. Reads French and Japanese. Seeks research position in New York.

853. (Miss, Ill.) B.A., 1949, M.A., 1952, Spanish. Two years college teaching. Some Portuguese, Italian, Russian. Experience historical and cultural research, special assistant on international language project. Willing to use stenographic skills, if incidental to more creative work. Available June 1952.

854. (Mr., Minn.) B.A., *magna*, M.A., Minnesota, piano, musicology, theory. Two years college teaching, veteran, 31, single. Desires position in enterprising music department.

855. (Miss, N. Y.) Music. Three years Bou-langer student, organ. All but $\frac{1}{2}$ dissertation towards Ph.D., New York University. Available September 1952 anywhere.

856. (Mr., Va.) B.S., M.B.A., desires position teaching accounting in college or university in Southeast. Passed C.P.A. examination; experience in college teaching and in business.

857. (Mr., Penna.) A.B. *summa cum laude*, M.A., Ph.D. Age 31; four years university teaching experience, political science. Desires teaching and/or administrative position in college or university.

858. (Mr., Ill.) Desires position law firm or what have you. Age 25, married. B.A. George Washington; expect J.D. University of Chicago June 1952. No geographical bars.

To the Editor

Retired members of the University of Illinois faculty, keenly aware of the shrinkage of the purchasing power of the dollar, have organized in an effort to find relief, and have elected the following "Committee of the Emeriti" — P. L. Windsor, chairman, E. J. Filbey, vice-chairman, H. E. Cunningham, secretary, W. L. Burlison, M. J. Dorsey, B. S. Hopkins, C. F. Hottes. In the discussions of ways and means, it was suggested that, as the problem is national, retired personnel at other institutions might cooperate to form a nation-wide association to work for more adequate retiring allowances. The Committee therefore hopes that retired members of the staffs of other colleges and universities will form local groups and communicate with the undersigned, with the purpose of forming a national body to bring to the attention of the proper authorities the needs of our members.

HARRISON E. CUNNINGHAM
URBANA, ILLINOIS

In "Science and Man's Destiny" (KEY REPORTER, February 1952), Dr. Compton states that we owe our present high standard of living in the United States to two factors other than the advance of scientific knowledge: first, the altruistic American spirit, and second, our educational system.

I do not disagree with the second, but feel somewhat doubtful as to the first, considering our racial intolerance and our general lack of courtesy on the highways — to cite two examples. However, much more puzzling to me is the absence of any mention of two other factors which seem vastly important: 1.) The United States has been very generously endowed with natural resources. We have drawn on these heavily but thus far have not exhausted them. In addition, we are not yet overpopulated beyond what our land and resources can support. It does not seem unreasonable that in due time depleted forests and topsoil will be inadequate to meet the demands of a larger population, and then these living standards will necessarily decline. 2.) The United States has not suffered the ravages of modern war. If our productive efforts had to be diverted into the rebuilding of cities, there would be fewer "modern conveniences" to go around.

These two factors seem far from trivial, and I wonder why Dr. Compton chose to omit them from his excellent article.

RICHARD C. BRADLEY
BERKELEY 7, CALIFORNIA

While one cannot cavil at the moralistic peroration of "Science and Man's Destiny," (KEY REPORTER, February, 1952) one may wonder at the pessimism there displayed. Surprise is perhaps inappropriate; too many physicists have lost faith in science in recent decades, partly from remnants of childhood training in Aristotle and Calvin, partly from having struck a theoretical cul-de-sac and reified their failure as a new Principle, but largely from provincialism.

Consider sentences like, "There still remains an area within which man's actions are in principle unpredictable," or one like, "(Science) is essentially incapable of opening to man a knowledge of his inmost soul"! "In principle," forsooth! "Essentially," even! Aristotle dies hard. And breeds pessimism by falsely defining the problems.

The fact is that Compton's lack of faith in science arises from his naive (and apparently unexamined) assumption that "physics" is the

Dr. Theodore Jack to Retire from Randolph-Macon in June

Dr. Theodore Henley Jack, a member of the Phi Beta Kappa Senate since 1934, will retire from the presidency of Randolph-Macon Woman's College, Lynchburg, Virginia after the close of the present academic year. Dr. Jack came to Randolph-Macon in 1933 from Emory University where he was vice-president from 1919 to 1933 and also professor of history.

He has given and continues to give distinguished service to Phi Beta Kappa. Dr. Jack, who had been a member of the Committee on Qualifications since its founding in 1931, was chairman of the Committee from 1940 to 1947. In 1929-30 Dr. Jack was president of the Phi Beta Kappa chapter at Emory University and president of the Randolph-Macon Woman's College chapter from 1946 to 1949.

Dr. Jack, who holds degrees from the University of Alabama, Harvard University, and University of Chicago, has been active in educational and civic organizations in the country and in Lynchburg. A specialist on Southern history, he is the author of *Sectionalism and Party Politics in Alabama, 1816-1842* and a contributor of articles to the *Dictionary of American Biography* and to scholarly publications in the field of history.

Dr. William Fletcher Quillian, Jr., who will succeed President Jack, was professor of philosophy at Ohio Wesleyan University at the time of his appointment. Dr. Quillian is a graduate of Emory University, where he was elected to Phi Beta Kappa in 1935.

same as "science." So we read that "science seems incapable of giving any clue as to how man's awareness is related to what happens in the world of matter." Even accepting this Aristotelian and operationally naive wording of the question, are all the clues of physiological psychology to be so lightly set aside?

Of course, we hear that "physics now admits the possibility of human freedom." *Noblesse oblige?* But there is no doubt that physics is considered the arbiter of human affairs, when we come to such an incredibly archaic line as, "Awareness, or consciousness, is in a category distinct from our objective science." Whose science? There are some of us who thought Titchener had slain that fallacy long ago.

In short, an optimistic scientist cannot but agree with Compton that, "if we are to make use of the gifts that science offers, we must educate ourselves regarding man's nature and his possibilities." That is what we scientists propose, in the second fifty years of the twentieth century, to do.

CHARLES MCARTHUR
HARVARD UNIVERSITY



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