

THE KEY REPORTER

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THE PHI BETA KAPPA NEWS MAGAZINE

PHI BETA KAPPA TO FEATURE SMITHSONIAN DIRECTOR

Leonard Carmichael, director of the Smithsonian Institution, will deliver the annual address to be sponsored by Phi Beta Kappa in connection with the mid-winter meeting of the American Association for the Advancement of Science. The lecture will be given on the evening of Wednesday, December 30, in the Georgian Room of the Hotel Statler in Boston, Massachusetts, and will be open to all members of Phi Beta Kappa living in the Greater Boston area.

Dr. Carmichael, recently president of Tufts College and before that chairman of the psychology department at Brown University, will be the fourteenth speaker in this series of lectures designed to give expression to liberal arts objectives in the specialized scientific sessions of the A.A.A.S. Dr. Richard H. Shryock, William H. Welsh Professor of the history of medicine at The Johns Hopkins University, gave the 1952 Phi Beta Kappa lecture.

Chairman of the session will be Kirtley F. Mather, professor of geology and geography at Harvard University and Senator of Phi Beta Kappa.

ASSOCIATES ANNUAL MEETING

The Phi Beta Kappa Associates will hold their annual dinner meeting on November 17 at the Colony Club in New York City. Thomas C. Desmond, president of the Associates, will act as toastmaster for the evening. The speaker to be featured at the dinner will be announced at a later date. Immediately preceding the dinner, the board of directors will meet to elect officers for the coming year.

The Associates, maintaining a membership of 200 regular members, contribute toward the support of The United Chapters of ΦBK.

Sibley Fellowship to Eva Brann

Eva T. H. Brann has been awarded the 1953-54 Mary Isabel Sibley Fellowship for postgraduate work in Greek. Miss Brann, who is now doing research at the American School of Classical Studies in Athens, Greece, plans to describe, discuss, and date several large, closely connected groups of pottery from the seventh century B.C. found in wells of the Athenian Agora.

The new Sibley Fellow received her bachelor's degree with ΦBK honors from Brooklyn College in 1950. During the four years of her study there she held scholarships from the New York State Regents. Fellowships from Yale University helped her to obtain her master's degree in 1951 and continue her study in the classics. After spending the summer of 1952 studying Greek numismatics under a fellowship granted by the American Numismatics Society, Miss Brann received a grant from the American School at Athens and for the past year has continued her career of study in the classics with the ultimate goal of preparing herself for



EVA BRANN

teaching on the college level in that field.

During the coming academic year Miss Brann will be working at the Agora Excavations, completing her study on approximately 100 pieces of pottery and household objects — the contents of three wells. The results of her study will be submitted to *Hesperia* where material from the Agora

excavations is regularly published.

The Sibley fellowship of \$1500 is awarded every other year for study alternately in the fields of Greek and French. The fellowship is restricted to unmarried women scholars under 35 years of age who have demonstrated their ability to carry on original research. In 1955 the award will be given for study in French.

The selection committee composed of Helen C. White, professor of English, University of Wisconsin, chairman; John W. Dodds, professor of English, Stanford University; and William F. Edgerton, professor of Egyptology, University of Chicago, announced Miss Brann as the winner late in May.

Awards Conferred for Best Undergraduate Teaching

Four one-thousand-dollar prizes for "the best undergraduate teaching" are awarded each year at the University of Chicago by the chancellor and the donor of the prizes, Ernest E. Quentrell, honorary trustee of the university. Established in 1938 to interest teachers in training not only scholars and research workers but also young men and women for intelligent participation and leadership in business, civic,

and professional life, these awards for outstanding teaching are the only ones of their kind in American education.

Of the four recipients of the 1953 prizes, three are members of Phi Beta Kappa: Grosvenor William Cooper, Stanford '33, associate professor of humanities and chairman of the department of music; John O. Hutchens, Johns Hopkins '39, chairman of the department of physiology; and Robert M. Palter, Columbia '43, assistant professor of the natural sciences.

Should a Businessman Be Educated?

Reprinted from *Fortune*, April, 1953,
through the courtesy of the Editors.

U.S. BUSINESS is talking a great deal these days about its need for more broadly-educated men. It wants more men who have acquired the range of interests and the mental disciplines that education in the liberal arts or humanities is peculiarly well fitted to give. More and more frequently, U. S. executives are heard to say that they can (within certain obvious limitations) create their own "specialists" after they hire them, that what they need and can't create is men with a decent general education.

"The specialization is shocking," a company president complained to a recent gathering. "We're all obsessed with expertise." In management conferences, executive training clinics, and business-education-get-togethers, others make the same point: overspecialization, they complain, is robbing business of potential top-management material.

The trend toward more and more undergraduate specialization can be readily documented. *Fortune* has just surveyed fifty colleges and universities and the results show that students are taking, and colleges are giving, less fundamental education than ever before. Businessmen are rightfully alarmed.

And who is to blame? The fact is that business itself is largely to blame.

Business posts its demands on higher education through its personnel recruiters. This month recruiters from some 600 companies are on the nation's college and university campuses competing for the class of '53's top talents. The specifications that the recruiter is bringing to this task show that the going market for men with a broad general education, particularly the liberal-arts majors, is not nearly so reassuring as are the words of top management.

Yale is a case in point. In 1950, of the sixty-six manufacturing companies that reserved interviewing space, only eighteen mentioned possibilities for liberal-arts graduates. In 1951, only fifteen of ninety-one companies gave them a mention. In 1952, only sixteen of 117 manufacturing companies even

alluded to B.A. graduates in their presentations. Slightly more hope was given liberal-arts students by eleven banks, twenty-one insurance companies, and sixteen department stores.

In other colleges the story is much the same. Of the first 200 recruiters to visit Johns Hopkins University this year, 145 were actively seeking engineers, thirty-nine wanted other kinds of specialists. Only sixteen were willing to have a look at liberal-arts majors. At the University of South Carolina, Registrar Henry O. Strohecker reports that the placement bureau "cannot possibly meet the demands in the fields of specialization. It's a rare occasion when companies seek just liberal-arts graduates."

And recruiters who do show interest in a student with a liberal-arts background generally seem to be hoping that the candidate may have other qualities — such as "personality" or "leadership" in extracurricular activities — to counterbalance his archaic course of studies and make him useful after all.

The recruiter's home office is just as persistent in its demand for specialists. A young college graduate recently looking for a job in Manhattan, for example, found in talking to on-site personnel men that his English major was a liability beside the technical training or extracurricular work experience of his classmates, even for a job as a writer with a major publishing concern.

From the job-hunting seniors, undergrads soon get the word. The recruiter's employment specifications are read as a measure of the rewards and expectations of business; the whole campus has been put on notice that the "impractical" liberal-arts education does not pay off. As one placement officer puts it, "the student who is trained to think in words, who can

write, who has interest in and some understanding of our complicated world," gets the impression he is just about useless to industry.

The records show how well the lesson has been learned. Out of the 227,029 men who got their first degrees from 1,306 colleges and universities last year, less than a third took courses that by any stretch of the definition made them products of a general education. It is estimated that an even smaller proportion of this year's undergraduates will have had the benefit of a general education. Between 1940 and 1950 the percentage of liberal-arts-basic-science majors among all college graduates — women as well as men — dropped from 43 to 37. In the class of '52 it was down to 35.7 per cent. And *Fortune* has included in this figure all students who majored in the physical, biological, and basic social sciences, as well as graduates in the humanities and mathematics.

One of the reasons for this drop is that most colleges all but swamp the student with vocational "electives." In the quiet of the college faculty club, members from the humanities department amuse — and sometimes shock — each other with each new discovery in the college bulletin. And well they might. Some of the bulletins list courses like Furs; Advanced Furs; Employment Seminar — How to Get and Hold a Job (listed as a "comprehensive course"); Personality Development — Its Effect in Business; and Trade Associations and Chambers of Commerce ("designed to prepare for executive positions" with these organizations).

Just as dangerous, perhaps, as the growing unpopularity of the four-year liberal-arts course is the steady reduction in the amount of time undergraduates are required to spend on fundamental education before launching into their vocational specialty. The University of Denver, to take just one example, requires only forty-quarter-hours of liberal arts against 145 in specialized courses for those aspirant to Bachelor of Science in the Business Administration, Building Industry and Real Estate sequence.



CHAPTERS and PEOPLE

Some businessmen think it's time that education started talking back — and for business' as well as education's sake. "It is the broader-gauged man who is scarce," says Gulf Oil's President Sidney Swensrud, "the man who sees beyond today's job, the man who knows his fundamentals well and learns the details as he needs them. . . . The men who come into management must understand the whole sweep of modern economic, political, and social life."

Or listen to Sears, Roebuck's James Worthy, special assistant to Commerce Secretary Weeks. "The proper function of the schools of business," says Worthy, "should be conceived as developing the future members of one of the key — perhaps the key — leadership groups of modern American society. This will require a program which will be far more educational and much less vocational. . . ."

Some businessmen have started doing something about it. (See "Should Business Support the College?" *Fortune*, December, 1951, and "Corporate Profits and Campus Budgets," December, 1952.) Among these is Frank Abrams, board chairman of Jersey Standard, who is promoting business support for colleges through the new Council for Financial Aid to Education, not just because the tax schedules make it relatively cheap to do so but because of "the substantial contribution which higher education has made and is making to the effectiveness, the skill, the growth and the success of American business and to the development of this country. . . ." Joining in the campaign with Abrams are General Motors' Chairman Alfred P. Sloan Jr., Chairman Walter Paepcke of Container Corp., Chairman Henning W. Prentis Jr. of Armstrong Cork, and Irving Olds, U. S. Steel's retired board chairman. Says Olds: "The most difficult problems American enterprise faces today are neither scientific nor technical, but lie chiefly in the realm of what is embraced in a liberal-arts education."

Whatever the long-range answers to these problems may turn out to be, the immediate remedies are fairly clear. For one thing, business should reduce its demands on the colleges for specialists, even if this involves paying for greater on-the-job training opportunities. Second, corporations ought to give more generous financial support to the private liberal-arts college, now

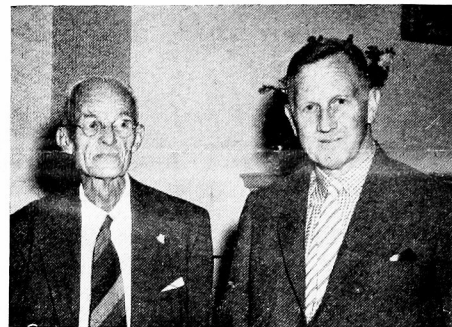
First Presentation of Awards for student writing was given this spring by the Phi Beta Kappa chapter at the University of Kentucky. Three years ago this chapter announced that "in order to encourage undergraduate scholarship and writing of publishable quality . . ." it would publish each year an outstanding piece of prose or poetry submitted by an undergraduate in the university and distribute it through the exchange system of the library to all major libraries of the world. Three essays submitted by Beverly Davis, four short stories entered by Billy C. Clark, and "A Comparison of Five Mortals' Trips to Hades" by Lee Shine won recognition for the authors. Their works will be published this fall.

Father and Son were initiated by the chapter at Wesleyan University in Connecticut. Arthur James May, professor of history at the University of Rochester, received honorary membership on the occasion of initiation to membership-in-course of his son, Stephen.

An Unusual Event was observed on June 3 when George Summey, Davidson '27, celebrated his 100th birthday. Having graduated in 1870 at the age of 17, the youngest graduate in Davidson's history, Dr. Summey has become known as the "youngest and the oldest alumnus" of the college. Teacher, administrator, minister and leader in the Presbyterian Church for 80 years, and former chancellor of Southwestern at Memphis when it was called Southwestern Presbyterian University back at the turn of the century, Dr. Summey was honored with special services on his centennial in New Orleans, Louisiana, where he now resides.

the principal buttress against overspecialization. Third, top businessmen sitting on college and university boards will have to give at least moral impetus to general-education programs in undergraduate schools. As Frank Abrams puts it, "The need for technically trained people was probably never greater than it is now. At the same time, we were never more aware that technical training is not enough by itself." — Copyright 1953 Time Inc.

A Portrait of Harold G. Rugg was presented to Baker Library at Dartmouth College by members of the New Hampshire Alpha of Phi Beta Kappa and by Mr. Rugg's colleagues in the library. Mr. Rugg, Dartmouth '06, retired this summer, having served as secretary of the Phi Beta Kappa chapter at Dartmouth for 43 years and as an official at Baker Library for 47 years.



Harold G. Rugg, veteran Φ BK secretary, and Paul Sample, artist in residence at Dartmouth College.

Five Athletes Were Elected to membership in Phi Beta Kappa this spring by the Chapter at the University of Wisconsin. Burton F. Hable, Archie Burks, and George P. Steinmetz, Jr., were members of the University's Rose Bowl team; James Thomas Moran, a crew member, was on the 1951 All American crew; and James W. Tanner, a university golfer, was elected from the junior class.

Attendance at Evening Classes for fourteen years has earned for Alberta De Nio a bachelor's degree from the University of Denver and membership in Φ BK. Attending night classes and studying in spare hours while employed during the day, Miss De Nio is the first night student elected by Gamma of Colorado.

(Continued on page 6)

1953 Rhodes Scholars-Elect

The following names supplement the twelve Rhodes Scholars which appeared in the May, 1953, issue of THE KEY REPORTER: William Brown Patterson, Jr., University of the South; Raymond C. Mjolsness, Reed College; Thomas A. Brown, State University of Iowa; Robert A. Anthony, Yale University; Edwin P. Conquest, Jr., Princeton University; Joseph B. Board, Jr., Indiana University; Stephen Stamatopoulos, Harvard University; and Hubert N. Cannon, Jr., Davidson College.

In The Grand Tradition

THE GREAT FRONTIER. By Walter Prescott Webb.

Houghton Mifflin. \$5.00

A Review by Eric F. Goldman

FOR WALTER PRESCOTT WEBB, the frontier has been the central intellectual experience. He grew up in a part of West Texas that was still frontier. He discovered that he felt at home as a historian only when he held to the frontier theme. Now, in a climax to his series of books about the American West, he has produced a volume that expands the general concept of the frontier to international proportions.

About 1500, Mr. Webb maintains, western Europe, or "the Metropolis," lived within the restrictions imposed by the fact that the ratio of man to land acreage was 26.7. Then overseas expansion opened the "Great Frontier," the vast areas of little or no settlement in the Americas, Australia, and South Africa. Quickly the mainland ratio dropped to 4.8, and a great flood of material wealth flowed from the Great Frontier back to the Metropolis. Under this tonic, Western man adjusted his ideas and institutions to the credo of opportunity. Individualistic capitalism swept away the vestiges of feudalism, and new churches challenged authoritarian religion. Political organization, law, science, literature — every phase of life — reacted to conditions in which the individual could be supremely important.

In the four centuries after 1500, Mr. Webb goes on, the Great Frontier was closed by settlement, and recent decades have shown the effects. As the era of cheap land and goods ended, corporate institutions and governmental powers increasingly hedged in the individual. No reversal of this trend, Mr. Webb argues, can be expected. The "new frontiers" of technology and economics, to which many look so hopefully, will not have the desired effects because they are not based on an open-land frontier.

The mark of frontier-centered thinking lies so plainly on this thesis that criticism almost speaks itself. Virtually all the questions that have been raised

about the work of Mr. Webb's intellectual precursor, Frederick Jackson Turner, are inevitably provoked by *The Great Frontier*. What of the role of the mushrooming cities in producing an expansive democracy? What of the importance of the technological revolutions? Does *The Great Frontier* not assume — an assumption surely open to challenge — that frontiers have served as safety valves for low-income yearnings? Mr. Webb's expansion of the Turner thesis to international proportions involves his argument in a further difficulty. Why has the relationship between the "Metropolis" and the Great Frontier of the Americas, Australia, and South Africa been important to the exclusion of the relationship between Western Civilization and Asia, particularly in the later period?

Yet it would hardly serve much purpose to fill a brief review with snatches of possible challenge to this book. *The Great Frontier*, as Mr. Webb makes abundantly plain, is a work of massive provocation, a sharply personalized interpretation of modern times offered to stimulate serious thought and research. As such, it is a magnificent success. It is history in the grand tradition, conceived with boldness and sweep, marshalling its research in crisply ordered lines, written with vigor and, at times, a genuinely moving lyricism. And no matter how severely one may want to qualify some of Mr. Webb's contentions, the fact remains that he has described with power and insight the coming of an ebullient expansiveness to Western Civilization and the squeezing of that spirit in the twentieth century.

As for his conclusion, Mr. Webb makes no bones about his disquietude. He is still the son of the frontier, still deeply attached to the kind of free-wheeling individualism he associates with the influence of open land. But Mr. Webb is also very much a man of the twentieth century, ready to face the problems of a quite different era with a drive that recalls his cherished frontiersmen. As a matter of fact, the final paragraph of *The Great Frontier* is so sound a statement of the necessity of

Recommended
Reading



NATURAL SCIENCES

Kirtley F. Mather

ASTRONOMY FOR EVERYMAN. Edited by Martin Davidson. Dutton. \$5.

An up-to-date and authoritative compilation of our knowledge of heavenly bodies, in which special attention is paid to astronomical methods as well as to the results of using those methods.

EXPLORATIONS IN SCIENCE. By Waldemar Kaempffert. Viking. \$3.50.

One of America's most expert science writers surveys the expanding frontier of research in the physical and biological sciences to reveal their inside story and open the mind to some of the possibilities for the future.

MINERALS, A KEY TO SOVIET POWER. By Demitri B. Shimkin. Harvard. \$8.

A systematic survey of the mineral resources, production and consumption of the U.S.S.R. that succeeds remarkably in piercing the curtain dropped around that country in recent years.

THE END OF THE WORLD. By Kenneth Heuer. Rinehart. \$3.

An appraisal of ancient myths and prophecies in the light of modern science, with much interesting information concerning current ideas about the future of the universe.

adapting ideas to changed conditions that it would prove highly salutary reading for the millions of Americans who seem determined to erect the cultural lag into a political credo. "The fact that we cannot find a new frontier comparable to the one we have had," Mr. Webb concludes, "need not make us feel that we are now bereft of a challenge and an opportunity. It does mean that we have a different challenge and perhaps an even greater opportunity for achievement. For more than four centuries we bent our effort toward the conquest and exploitation of the Great Frontier. . . . The question before us now is whether we can manage what we have so eagerly taken. . . . We should not be so obtuse as to believe that the means of management are the same as those of conquest, or that frontier institutions will necessarily serve a metropolitan society. Our challenge consists in finding out what modifications should be made, and our opportunity will come in making them."

Eric F. Goldman, associate professor of history at Princeton, is the author of *Rendezvous With Destiny*, which won the 1952 Bancroft Prize for distinguished American history.

LITERARY HISTORY AND CRITICISM

David McCord

CARLYLE: AN ANTHOLOGY. By G. M. Trevelyan, O. M. *Longmans, Green.* \$4.

Evidence, offered by England's wisest man of letters, suggesting that most of us who began and ended with *Sartor* are quite ignorant of Carlyle's essential perception and humanity. "Coleridge in Old Age" is indeed "one of the great things in our literature;" but at least half the collection is both exciting and weirdly beautiful.

PERIOD PIECE. By Gwen Raverat. *Norton.* \$3.75.

This account of a Victorian childhood in Cambridge, England, is an unaffected delight from beginning to end. The gifted and witty author is the granddaughter of Charles Darwin; the reader is about the luckiest person alive. The illustrations are another reason to buy your copies by the dozen.

THREE GREAT IRISHMEN: SHAW, YEATS, JOYCE. By Arland Ussher. *Devin-Adair.* \$3.

Vigorous, scholarly appraisal of three men of undoubted genius, arrived at by travelling a pleasant back road, well off the Cult Parkway, where the vistas are clear and fresh as a rained-on field. The estimate of Joyce is exceptionally fine.

ARNOLD BENNETT: A BIOGRAPHY. By Reginald Pound. *Harcourt, Brace.* \$5.75.

Full and discerning portrait of the novelist who said that nothing gave him "a purer pleasure than the first half of a fine cigar."

FICTION, POETRY, AND THE FINE ARTS

John Cournos

SATAN IN THE SUBURBS AND OTHER STORIES. By Bertrand Russell. *Simon & Schuster.* \$3.

Philosopher's first attempt at fiction — fantasies, not without humor, Voltairian in mood.

THE FAIR BRIDE. By Bruce Marshall. *Houghton Mifflin.* \$3.

Novel of the Spanish civil war, religious in tone, with tender humor.

LETTERS OF SHERWOOD ANDERSON. *Selected and edited by Howard Mumford Jones.* *Little, Brown.* \$6.

A remarkable correspondence (1916–40), much of it creative in essence, throwing light on the magnetic, tender personality of one who is as much in his letters as in his fiction.

TEEN THEATER. By Edwin and Nathalie Gross. *Whittlesey.* \$3.25.

An intelligent guide to play production for theater-minded youngsters, together with six royalty-free one-act plays.

AUTUMN, 1953

HOME IS THE HERO. By Walter Macken. *Macmillan.* \$2.

Impressive play which had the longest run of any play at the Abbey Theatre. Scheduled for future production in New York, it portrays a man's reception by his family on his release from prison where he has served five years for manslaughter.

NEW RUSSIAN STORIES. Translated by B. G. Guerney. *New Directions.* \$3.50.

Tales of varying merit, many of them written before the Stalinist regime finally extinguished the last spark of creativeness.

PHILOSOPHY, RELIGION, AND EDUCATION

Alain L. Locke

THE PHILOSOPHY OF MODERN ART. By Herbert E. Read. *Horizons.* \$4.50.

One of the most understanding and understandable interpretations of modern art as a reflection of the temper and pattern of our times.

THE PHILOSOPHY OF SARVEPALLI RADHAKRISHNAN. Edited by Paul A. Schilpp. *Tudor.* \$7.50.

Though technical, important for the layman as an insight into both the differences and the possible common denominators between Oriental and Occidental thought and culture. A *Library of Living Philosophers* issue.

FREEDOM AND PUBLIC EDUCATION. Edited by Ernest O. Melby & M. Pruner. *Praeger.* \$4.

A very timely marshalling of the arguments for academic freedom and freedom of inquiry and expression in the context of today's controversy on these issues.

THE LIVING THOUGHTS OF KIERKEGAARD. Edited by W. H. Auden. *David McKay.* \$2.50.

A well selected first hand glimpse into the doctrines of this most influential of modern religious philosophers.



Douglas Southall Freeman

1886–1953

Douglas Southall Freeman, noted historian, biographer, editor, and news commentator, died unexpectedly on June 13, at his home in Richmond, Virginia. The author of *Lee's Lieutenants*, *Robert E. Lee* (four volumes) for which he won the Pulitzer prize in 1935, and numerous other studies in Virginia and Confederate military history, Dr. Freeman at the time of his death was still at work on his biography of George Washington.

From 1915 to 1949 Dr. Freeman was editor of the *Richmond News Leader* while an active member and trustee of many educational foundations. Elected Senator of the United Chapters of Phi Beta Kappa from the South Atlantic District for the term 1952–58, Dr. Freeman, ΦBK Richmond College '07, was welcomed into the Senate at the annual meeting last December.

To the Editor

In the May issue of *THE KEY REPORTER* there is an article which made the following statement: "The only institution of higher learning to receive direct annual aid from the Federal Government is Howard University in Washington, D. C."

We wish to inform you that Gallaudet College, the only college for the deaf in the world, is also an institution of higher learning which receives direct annual aid from the Federal Government.

LEONARD M. ELSTAD
PRESIDENT, GALLAUDET COLLEGE

[The article to which Mr. Elstad refers was entitled "Government Aid Since 1879" and appeared as part of an account of the installation ceremonies of six new chapters of Phi Beta Kappa. In the description of Howard University it should have been stated that Howard is the only university to receive direct, annual aid from the Federal Government. An interesting note — Edward Miner Gallaudet, founder of Gallaudet College in Washington, D. C., was elected to Phi Beta Kappa in 1907 by the chapter at Trinity College. — *Editor.*]

THE KEY REPORTER

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Editor: Hazel Ryan. Book Committee: John Cournos, Eric F. Goldman, Alain Locke, Kirtley F. Mather, David McCord. Consulting Editor: Carl Billman.

The Challenge to the Liberal Arts

In a Democracy

By Ann Spinney

This is the first of a proposed series on the question of liberal arts versus a specialized college education. It is hoped that a group of three or four brief articles, written by recent graduates, expressing varying points of view, will appear in November. THE KEY REPORTER will welcome statements and articles from any reader; all submissions will be carefully considered.

TO DEFINE the "lasting values" of a liberal arts education is as difficult as to define the value of the blood in one's circulatory system. We accept the life-giving attributes of a liberal education in the same way we take for granted the good red blood which keeps us physically and mentally alert. It is in general only when an unexplained inertia comes upon us, or when we lose our appetites and zest for life, and our physician tells us our haemoglobin count is low, that we appreciate the wondrous composition of chemicals which makes life possible.

Perhaps the present concern with the values of liberal arts education (rather than with education itself) portends an intellectual anemia, a need for the philosophical equivalent of vitamin B complex and liver injections. The very fact that students in the liberal arts colleges, their parents, and indeed the college faculties question the employment market value of a liberal education indicates an inaccurate perspective, a malnutrition of the learning process. When the very groups who support and are supported by liberal education question its validity, it is time to appraise the situation.

Why are these questions being asked? Why does this doubt exist? For the most part, students and their parents have little confidence in the usefulness of that education which deals with our entire human heritage because they choose it as an interim course — almost like busy work until they can make up their minds on a specialization. The education which contributes a sense of community with all mankind is looked upon as a substitute education, inferior to the training which can help a person split an atom or devise a marketing plan.

The faculties and administrators of our colleges cater to the layman's skepticism by bestowing special respect upon the B.S. candidate. They encourage the highly gifted student to major in engineering or chemistry

rather than in philosophy or the arts, on the theory, it seems, that it takes a keener intellect to understand the structure of *materia* than to recognize the triumphs of the human mind. There is at least one university where the liberal arts and physical education are lumped together in the catalogue. The less able students are often relegated to this area.

Yet hardly a school or college catalogue is printed, hardly a graduation speech is mouthed which does not extol the value of education for free citizens in a democracy. We decry the way citizens in totalitarian countries must swallow ready-made opinions. We boast that we who live in democracies can challenge the assertions of all men; can question the opinions of persons in all places; have the right to do our own thinking, to make up our own minds.

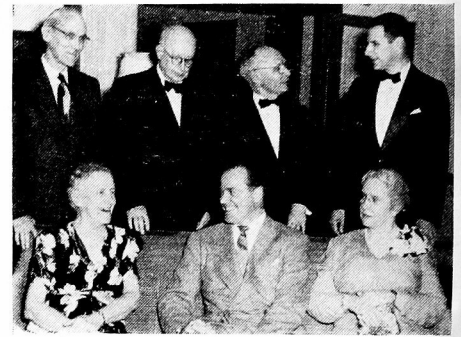
This ambivalence in education is symptomatic of the schizophrenia of our civilization. The very specialization which made possible our materialistic advances makes us seek constantly for a reaffirmation of our faith that the individual citizen is the basic unit of a democracy. We do not seem, however, to understand the direct and positive relationship between liberal education and mature and responsible citizenship in a democracy.

The cultural heritage of liberal arts education is aristocratic. Its original purpose was to help the rulers of a country gain the insight and understanding needed to govern. Since only a few persons were considered fit to rule, only a few could profit from a liberal education, it was thought. But democracy implies responsibilities of rule for every adult citizen. In a democracy, and only in a democracy, we trust the human mind. We are not afraid to make all knowledge accessible to every man. We have faith that a shared understanding of the ways in which man has responded with new ideas to the challenge of every age will help us meet the issues of our own time. Unless this understanding is shared to the fullest capacity of every citizen, we are inviting possible loss of Freedom.

Ann Spinney, ΦBK Tufts '21, is executive associate of the Fund for Adult Education, established by the Ford Foundation.

Chapters and People continued

Iowa Chapters Participated in the celebration of Cornell College's centennial year when chapter members from Coe, Grinnell, Drake, and the State University of Iowa joined those at Cornell to hear Helen C. White speak on "The American Scholar, 1953." Miss White, professor of English at the University of Wisconsin and Senator of Phi Beta Kappa, told her audience that in the crucial battle for freedom of the mind now being waged, "The tensions of a period like this demand the kind of mind that a liberal education should foster and nourish, a mind firm enough to face the alarms and uncertainties of the time, flexible enough to meet its unexpected turns and changes without losing its basic equanimity, and humble enough to do justice to its complexities. And not least it must be broad enough in its



Helen C. White (right) seated with Alice R. Betts and John Ross Winnie; standing (left to right): James Culbertson, Clyde C. Tull, president of Cornell Chapter, Harry F. Lewis, and Karl D. Hartzell.

basic sympathies to be able to make that reckoning with other minds and points of view that the very eminence of our country exacts. It is a very large demand that our time makes on each of us, and the man who has the privilege of a liberal education, the American scholar of 1953, has the obligation of his privilege to do what he can to meet it.

Triple Honors Were Bestowed on Selma Haydock-Wilson all in ten days. Miss Haydock-Wilson was initiated into Phi Beta Kappa on April 22 by the chapter at the Woman's College of the University of North Carolina from where she graduated *magna cum laude* on June 1, the day before she became an American citizen. A British subject until June 2, Miss Haydock-Wilson was born in Cuba but has called Atlanta, Georgia, her home for the last six years.

THE KEY REPORTER

The First American Woman was honored by the French Government in recognition of her service to the cause of international trade. Vada Horsch, University of Wisconsin '27, assistant secretary of the National Association of Manufacturers, was awarded the "Cross of Chevalier du Mérite Commercial" at a luncheon in New York City given in her honor by the French Chamber of Commerce of the United States.

Polish Student, Wojciech Jan Koczarski was elected to ΦBK by Alpha of Washington in spite of language difficulties and a background of escape from the terrors of



war in Europe. Fleeing from Lwow, Poland to Krakow during the Russian invasion, the Germans later drafted 14-year-old Jan to work in an Austrian labor camp. After the war, Jan was

reunited with his family in Italy, but later moved to a camp for Polish exiles in England. Completing preparatory work, he was awarded a scholarship by the University of Washington where he has won honors in architecture, mathematics and art.

Particular Recognition to Willis DeRyke, on completing 15 years as secretary of the Illinois College chapter . . . to R. Bayly Winder, professor of Arabic language and history at Princeton University, elected "ten year man" by the chapter at Haverford College . . . to the chapter at the College of St. Catherine on two members, Phyllis R. Gleason and Marianne S. Porter who will study in France and England respectively on Fulbright Scholarships this year . . . to Robert L. Clodius, California '42, of the faculty at the University of Wisconsin, for receiving one of the first \$1000 Kiekhofers awards for teaching ability and promise . . . to Hazel Bullock, Allegheny '09, on her retirement after many years of service as chairman of the Syracuse University chapter's Committee on Candidates . . . and to Harriet Brundage, handicapped by blindness, on achieving Phi Beta Kappa distinction at Barnard College.

AUTUMN, 1953

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. **Items may not exceed 22 words.** 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.

914. (Mr., Va.) Age 29; B.A., William and Mary; M.A. & M.A.I.D., Fletcher; Ph.D., fall. Teaching and research experience. Desires teaching or research position, international relations — political science.

915. (Mr., D. C.) Ph.D., LL.B., U. S. foreign policy, national government, international relations. 10 years governmental experience. Will leave government to accept semester university appointment or longer.

917. (Mrs., Cal.) A.B., honors, mathematics. C.P.A., California; 5 years experience as senior accountant. Desires responsible position as private accountant with firm; Long Beach area.

918. (Mr., N. Y.) B.A., magna, economics, Dartmouth. 5 years commissioned service Naval Supply Corps. Desires position as statistical or administrative assistant N. Y. C. or Long Island.

919. (Mr., Wash.) B.A., LL.B., Harvard. 12 years law practice; 5 years teaching business law in university. Desires teaching and/or administrative position, U. S. or abroad.

922. (Mr., Me.) American history; B.A., magna, Wesleyan (Connecticut); M.A., Columbia; thesis excerpt published. Expect Ph.D. 1954. Available now for teaching position. Veteran, 26, single.

925. (Mr., Mo.) M.A., University of Chicago, statistics, sociology. 26. 2 years research assistant, social planning council; desires community organization or research position.

926. (Mrs., Ill.) B.A., highest honors, University of Illinois, 1949, political science. Reads French. Experienced legal secretary. Desires research position or other stimulating work.

927. (Mr., N. Y.) Brown English honors. Magna, M.A., N.Y.U. in October. 1 year's teaching experience, primary, secondary grades. Desires private school teaching position or editorial work.

928. (Mr., N. Y.) A.B., summa, Brown; Ph.D., Harvard, political science. Experience state and national governments. 3 years college teaching. Interested teaching, writing, research.

929. (Miss N. C.) M.A., Duke, Ph.D., Cornell. Thesis, Middle English, minor, Old English. Languages. Desires college teaching. Experience, junior college humanities, English; high school Latin.

930. (Mr., Calif.) Editor-writer in responsible position seeks change. Excellent background in newspaper work, public relations, technical editing. Able to take charge. Family, 37.

931. (Mr., N. J.) Ph.D., Harvard; 4 years teaching Latin American, European history; Latin American research. Prefers teaching; interested also in research or similar employment. Age 30.

932. (Mrs., N. J.) Widow. Magna, honors French. Masters. Course requirements doctorate. 10 years college teaching. Full or part-time teaching, translating, editing, New York area.

933. (Mrs., Penna.) B.A., French, English, Allegheny College; M.A., creative writing, State University of Iowa. Additional study criticism, French. 3 years college teaching.

934. (Miss, Va.) A.B., modern languages. William and Mary. Secretary; college freshman English, literature, Shakespeare teacher; editorial; sense of humor; informal. Prefer N. Y. suburbs, Connecticut.

935. (Miss, N. Y.) B.A., Drake University, M.A., Clark University. Attended Universität Zürich. Photo and military engineering research experience. Desires research or editing position.

936. (Mr., N.Y.) A.B. with distinction, Missouri. M.A., Columbia. Veteran, 32, Teaching and business experience. Desires position teaching English in high school or junior college.

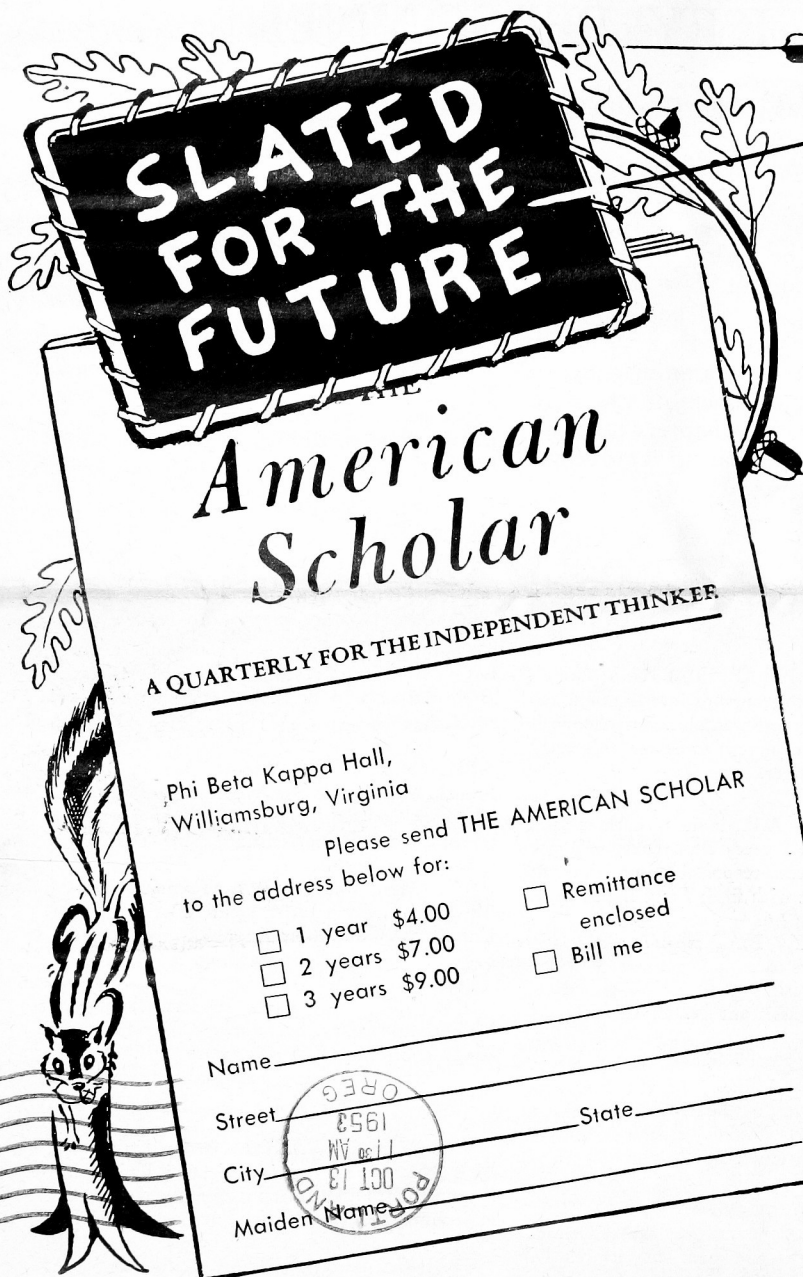
Address Changes

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 stencil, they should send not only their new address but the one to which their Phi Beta Kappa mail was previously sent; also chapter and year of initiation. This information should be directed to Phi Beta Kappa, Phi Beta Kappa Hall, Williamsburg, Virginia.

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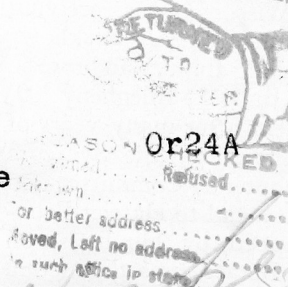


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