

THE KEY

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REPORTER

THE PHI BETA KAPPA NEWS MAGAZINE



LEONARD CARMICHAEL

ΦBK ADDRESS

Leonard CARMICHAEL, secretary of the Smithsonian Institution and former president of Tufts College, will deliver the annual Phi Beta Kappa address at the mid-winter meeting of the American Association for the Advancement of Science. Fourteenth in the series established in 1936, Dr. Carmichael's address will be given on the evening of Wednesday, December 30, in the Georgian Room of the Hotel Statler in Boston, Massachusetts. The subject of his address will be "Science and Social Conservatism."

Dr. Carmichael, ΦBK Tufts '21, received his B.S. from Tufts College in 1921, took his Ph.D. at Harvard in 1924, and returned to Tufts in 1938 as its president. As a physiological psychologist, Dr. Carmichael's primary research interests have been concerned with the sense organs in relation to the early development of behavior. He also has shown a continuing interest in man-power problems,

especially as they relate to the proper utilization of scientists in war and in peace.

A contributor to psychological and educational journals, *Science*, *School and Society*, *The Harvard Educational Review*, and other periodicals, Dr. Carmichael has served on numerous committees and as director of the National Roster of Scientific and Specialized Personnel (1940-44), Human Resources of the National Security Resources Board (1948); as chairman of the American Council on Education (1947-52); and since 1952 has headed the Committee on Area and Language Personnel Needs of the Office of Defense Mobilization.

Kirtley F. Mather, professor of geology at Harvard University and Senator of Phi Beta Kappa, will preside at the lecture. The meeting will be open not only to members of the Association but to all Phi Beta Kappas and their guests. Members of Phi Beta Kappa living in the Greater Boston area will receive a special announcement of the meeting early in December.

SENATE WILL CONVENE

Senators of Phi Beta Kappa will gather for their annual meeting in Princeton, New Jersey, on December 4 and 5. An informal dinner meeting on Friday evening will precede the business sessions on Saturday.

Committee meetings are scheduled for December 3-4. The Committee on Qualifications, William T. Hastings, chairman, will review material submitted by institutions presently under consideration for a chapter and complete plans for visits of inspection during the 1953-54 academic year. Other committee meetings include the Committee on Policy, Frederick Hard, chairman; the Executive Committee of the United Chapters, Goodrich C. White, chairman; and two special committees: the Committee on *The American Scholar*, Herbert Wing, Jr., chairman, and the Committee on the Ritual, William T. Hastings, chairman.

The special Committee on the Ritual will review the 1928 Ritual of Initiation and prepare a revision for consideration by the Senate and the Council.

GOULD JOINS SCIENCE BOARD

Laurence McKinley Gould, president of Carleton College and Senator of Phi Beta Kappa, has been appointed by President Eisenhower to the National Science Board of the National Science Foundation. Dr. Gould will fill out the term of Dr. James B. Conant which expires in 1956.

The National Science Board, the primary policy-making body of the National Science Foundation, is composed of 24 members drawn from science, industry, and education. The Board is appointed by the President with the advice and consent of the Senate to guide the work of the Foundation and "to develop and encourage the pursuit of a national policy for the promotion of basic research and education in the sciences."

Dr. Gould, ΦBK Michigan '21, geologist-geographer and second-in-command during the Byrd Antarctic Expedition of 1928-30, has served on the Senate of the United Chapters since 1946.

THE KEY OF LIBERTY

By Chester H. Lang

ON FEBRUARY 20, 1798, a New England farmer by the name of William Manning, with less than six months' schooling to his credit, finished a political document that was left unpublished for the next one hundred and twenty-four years. He called his essay *The Key of Libberty*. For a sub-title William Manning added, "Shewing the Causes why a free government has Always Failed, and a Remidy against it. Addressed to the Republicans, Farmers, Mekanicks, & Labourers in the United States of America, by a Labourer."

It was Manning's belief that democracy had failed in the past because the common man was not in possession of those facts which were necessary for him to form a valid judgment regarding his government. Manning's beginning and concluding argument was that "Learning and Knowledge is essential to the preservation of Libberty & unless we have more of it amongue us we Cannot Seporte our Libertyes Long."

This is a true story. It is winsome. It has a feeling of real Americana. It is interesting to think of a man with less than six months of education writing an essay on anything, especially on the subject of education and liberty. It is significant that the mind of this farmer was not chained to his farm. Here is the *kind* of man, who, in a sense, creates his environment. Fortunately, we have had a fair share of such men in our history.

William Manning — as a man, and what he said, and what he said under the circumstances of his background — is the point of departure for my views on education generally. These views fall into a pattern. The pattern illustrates some of the basic relationships between American education and American industry.

There are a number of words and phrases that fall together when we think about education in America. They are: liberty and responsibility, progress and adventure, morality, and of course, education itself. In large measure, our Puritan ancestors insisted that liberty was dependent upon the general education of the country's citizenry. Our industrial system, as we know it today, is dependent on the education of that same citizenry. If we lose sight of this fact, we also lose sight of the fact that under a totalitarian system every industrial plan becomes a State plan. Every manager in industry becomes, in reality, a civil servant. Political democracy and industrial democracy depend on each other, and both depend on education. A democracy cannot long survive without the exercise

of a fair degree of intelligence and educated opinion at the ballot box. Nor can a modern industry long survive without the exercise of a fair degree of intelligence and educated opinion.

There are two great educational objectives in America: we must endeavor to combine the British concern for training the "natural aristocracy of talents" with the American tradition of general education for *all* future citizens. If we can do this, and James Conant, for one, has recently pointed out that we *must* do it — then our industrial society will prosper, and at the same time the necessary degree of instruction will be provided for all people so that in their hands "our liberties will remain secure."

The fact that industrial companies in the United States have become more and more dependent upon higher education within the past 100 years has given rise to a new concept. This concept is only beginning to be consciously recognized by national corporations. The concept is this. If you are affiliated with a corporation, and have a college degree, you are — of course — individual alumni of your various schools; but, through all of you, collectively, your company is a *corporate* alumnus of many schools. The corporate alumnus concept is a rather new idea. General Electric, for example, is a corporate alumnus of over 500 colleges and universities aggregating nearly 100,000 *man-years* of higher education. You may rest assured, these figures do not represent a matter of minor importance in the over-all picture of our national economy.

What does all this mean? What are the connections between our industrial economy and the evolving role of higher education?

Beyond the obvious answer that *times are changing*, the real answer lies in the area of public opinion. Recently the public has been developing a new viewpoint toward business; and similarly business a new viewpoint toward the public. This new point of view has brought into focus a new set of responsibilities. One of these responsibilities — and one with a profound implication — centers around the attitude of industry towards education.

The various responsibilities of business towards education, however, are moral and economic in nature, not legal. These responsibilities arise from two main sources: 1. the *moral* duties of a company as a "corporate citizen" and "corporate alumnus," and 2. the *economic* duty of a company to pursue its own self-interest by supporting other organizations, including institutions of higher education, that contribute to the company's profit and market position.

Chester H. Lang is vice-president of General Electric Company, in charge of Public Relations. This article is an abridgment of an address delivered by Mr. Lang on June 30, 1953, at a meeting of the Charles A. Coffin and Gerard Swope Fellows at the General Electric Research Laboratory.

Actually the moral and economic responsibilities are closely inter-related. It must never be forgotten, especially in an age of cold wars, political crises, and spiritual disillusionment, that American democracy rests squarely on the assumption of a well-educated, honest, self-disciplined, moral people.

On the broad national scale, then, American business has a *moral* and economic responsibility towards American education. There are three aspects to this over-all relationship.

In the first place, it is the responsibility of business generally to be sincerely interested in the problems and progress of educational institutions. In industry, we rely on higher education for many things: recruits, usable and practical knowledge, basic scientific research, and the stimulation of large areas of consumer demand. These institutions contribute to an ever-increasing demand for a higher standard of living. Institutions of higher education also contribute to our physical health — through medical research and the training of doctors. Most important of all, the colleges and universities contribute to the mental health of the nation by providing an environment favorable to democracy and freedom.

Second, industry must devise new methods of aiding and encouraging and using American education, both financially and in other ways.

The third aspect stems from the first two. When methods of support are devised they must be supported by the shareowners of the various corporate industries; they must be compatible with the principles of academic freedom; and they must be designed to stimulate and encourage the American philosophy of a free society.

The time has passed, although some people are not yet aware of it, when a grant from industry to an educational institution is nothing more than an act of charity. I predict that within the next twenty years *all* gifts from business to education will be thought of in terms of *normal business activity* — in other words, as dollars coming out of gross income, not out of net profits to the shareowners.

This is the social climate that produced the *Opinion* of Judge Stein in the Superior Court of New Jersey on May 19th of this year. The case, as you may know, had to do with a grant of \$1500 from the A. P. Smith Manufacturing Company to Princeton University. The grant was for "general

educational purposes." The Court, ruling on a number of questions, held that corporations have the power to make educational grants. However, the Court said a number of significant other things in the process of reaching this decision.

In his *Opinion* Judge Stein points out: "Exactly 70 years ago the English Court of Chancery said: 'Charity has no business to sit at board of directors.' Fifty years went by . . . and the same court gave its judicial stamp of approval to a contribution of £100,000 voted by a chemical company to several English universities for 'the furtherance of scientific education and research.'"

Anyone who has ever studied American constitutional law and British constitutional history knows that the common law has managed to keep pace with changing social conditions and the advance of scientific thought. This is a *pattern* in the historical process we call civilization. The relationship between education and industry is a *pattern* of the same nature.

It is only by understanding the concept of a social pattern that you can understand a farmer like William Manning, understand the giants who were our founding fathers, understand the development of the modern corporation, understand the *Opinion* of a Superior Court Judge in New Jersey — understand how all of these things fit together with historical meaning.

This idea of the historical process is not a conservative point of view. In my

The Swing of the Pendulum

Members of Phi Beta Kappa will find encouraging the views on education expressed by the new president of Harvard University, Dr. Nathan Marsh Pusey, in an interview with Gilbert Bailey reported in the *New York Times* on September 27. Among other things, Dr. Pusey said: "That young people should have liberating intellectual experiences seems to me more important in any year than who should be President [of the United States] . . . students generally have to experience some kind of awakening before they are ready to be students. . . . through significant works of literature in one area and another. . . . It is especially encouraging to see signs that corporate management is awakening to the fact that areas of education other than

(Continued on page 7)

book of definitions, conservatism is all too often the worship of dead revolutionists. I think I should rather have my revolutionists before me, so I can look them in the eye. In a sense — in a nonpolitical sense — any good scientist is a revolutionist. If scientists were not revolutionists we would still believe that fish originate in mud, that caterpillars originate in cabbages, and that baldness could be cured by standing on one's head — as Aristotle told us.

It is nonsense to suppose that the imparting of information justifies a university. Insofar as the *mere imparting* of information is concerned no university has had any justification for its existence since the popularization of printing in the fifteenth century. The present day low cost of books, the new microfilming techniques, the bibliographies generally available, the large number of excellent public libraries — all these factors indicate the pointlessness of paying tuition to a college or university in return for mere information.

But there is something else, something that goes beyond printed information. The justification for a university is that it stimulates and preserves the connection between knowledge and the zest for life. A good institution of higher learning unites the young and the old in the imaginative process of learning.

In the broadest sense this is a cultural process, and without the process neither our science nor our ethics can possibly survive. This imaginative process of learning is inexorably tied to the pattern of American democracy. And, for all its faults and falterings, and for all the distance it has yet to travel, the American way of life has been and remains a highly *moral* and successful adventure.

It is the responsibility of American industry to contribute in an ever-increasing measure to the *material* prosperity of our commonwealth. This is a many-fold contribution, and high on the list is the non-material belief in the leadership of educated men and women.

The educated have a special responsibility in the cultural scheme of things. They have a moral responsibility to know much about many things. As individuals they can make no special claim to power, in a political sense. But as thoughtful people they are the ultimate rulers of the world. As such, they hold the key of liberty.

Tidemarks On The Cosmos

A MINGLED YARN by H. M. Tomlinson

Bobbs-Merrill. \$3.50

A Review by David McCord

AFTER rereading Burke in later life, prompted by Hazlitt's unqualified praise of him, Mr. Somerset Maugham was moved to say that "An author has the right to be judged by his best." This fair and considered notion calls for a Bureau of Standards, since it takes a previous judgment to arrive at the starting point. Time and tide can do a lot for us, but sometimes it is the wreckage in the sand which we are after and not the big ship that went down in one of the deeps. The "best" is far from an absolute. What is the best of Dickens? It may be any of four or five books; with Defoe and Melville it is probably but one; in Jane Austen or Max Beerbohm, almost anything.

Most readers of H. M. Tomlinson would agree that his first book, *The Sea and the Jungle*, is still his best. In the sense of completeness it surely is, for none of his long work since then has ever quite come full circle, wonderful though the flow of speech may be. I am not forgetting *Tidemarks*. The point is that the essays — dozens of them — have touched the heights of greatness; and since Thoreau, Mr. Tomlinson stands spiritually alone. I can think of no one, not even Santayana of the *Soliloquies*, who challenges him. Here in my hand is a copy of *A Mingled Yarn*, a collection of autobiographical sketches (1914–1952) out of previous books, the essential volume I have been waiting for. It is close to the man — or at least as close as we are likely to get to a mind that can handle in argument the galaxies, a hazel nut, or the death of an owl with equal poise. It is close to the piercing vision which has never failed us across two wars; even closer to the artist who has written more exquisitely of "the indolent beauty of the earth" than any Hakluyt of this century electing to mislay the calendar in favor of long spells at sea. I say the earth because his old association with ships and mariners has not given him simply a language of the specialist. He

is perhaps the most universal of our sea writers, including Conrad. His ship has the bridge of the world, and he observes the marking on a face or a cloud, a sail or a mean street, as sharply as Hudson examining the Hata flower — and with the same sustaining wonder. He can throw a circle round a city or a grove of palm trees, and suddenly you are standing at the center. If his personal compass swings to the north, we must remember that his first fame resulted from a voyage just below the Equator. Physique, he says at eighty, cheated him out of barrier ice and Athabasca. He has cheated us out of nothing — the graphic least of all. He has acknowledged a debt to Melville and Thoreau, but he was obviously born a non-conformist. Poet has lost its identity as a word if it does not apply to him. "Night was lifted slightly in the east on a wedge of rose." How else shall you say it when next confronted with the dawn?

I trust I am writing with due bias. My personal world would lose most of its solitude and half of its immensity without a book or two that he has written. I read *The Sea and the Jungle* sitting alone on the after-bridge of a tiny Canadian steamer rolling toward an unknown Europe long ago. Years later *The Wind Is Rising* was the other voice with Churchill's in the dark of the forties. Who can forget, whoever read it, the swift deduction of that valiant at the sea's edge looking square across the empty sleeve of English water? "Out of the viewless comes a corruption of the instinctive loyalties of men." I did not have to open the book after thirteen years to write that down. Some things are too indelible and too fearful to forget.

His mind, which the reading public has oversalted with the ocean, is more like London itself — and dockside London especially, which he knows like the back of his hand. "London is numerous towns, and they have little knowledge of each other." How like! He is numerous men — which, after all, is the way the true humanist is put together. His frontiers are far ahead of the machine, "the cold mass of a mind-

less necessity." He is on terms with the gods and his converse with them explains his deep morality. Like the Elizabethans, he "is desecrating new lands," but they are really the old lands and landfalls before "the great loosening of nations had begun." Not nostalgia, mind you, but the fierce tenacious love of a good man for the flowers of the forest and the riding lights of anything outward bound. Particulars also: like "The Brown Owl," one of the finest portraits from nature that one perpetual Thoreauvian can recommend. As this, for instance: "The cat sees at once that this is a bird. So near, too. A bird. What a bird! . . . It would attack, but dare not. Joey does not move, but looks at the trespasser as a constable would at a loafer. The cat slinks off, Joey's haughty glance following it."

A Mingled Yarn is an invitation to a new experience. It is more than that: an invitation to a new attitude toward life. Sadness perhaps, but no harshness; concern, but no diminution of spirit; doubt, but no hauling down of the ensign. "The right good book," says Mr. Tomlinson, "is always a book of travel: it is about a life's journey." Such of Mr. Tomlinson's journey as you will examine here is written in the finest prose that anyone is writing today. A pride of critics, here and across, have testified to that. The ideas flow like phosphorus evolving in the wake of the late evening ferry that crosses the lower St. Lawrence for Rivière du Loup. If you cut his words, as St. Paul said, they would bleed. What a vast relief to escape with him from the tribunal of the vested incompetents! From

. . . Jargons that a fuddled Celt will mix
By the blue light of methylated wicks,
Fishing dead words like kippers from the Styx.
Roy Campbell turns that tercet with feeling. In this false and febrile day of skeleton keys, canto-levers, and obbligatorios to quartets, how saline is the sea of positive prose. Farewell to the weird, the limicolous. The wind is rising. "I am old," says Mr. Tomlinson, "only when I stop, looking backward." Nonsense! Not even then. His magic rises to refute it. The only thing incredible to me is that so masterful a talent, so civilized a man, still lacks for readers in this country. Have you room for one more adventure? The inward voyage is the only one today which does not require a passport. And the captain always takes you where you want to go.

David McCord, poet, essayist, contributor to magazines, is the author of many books including *The Crows*, *Far and Few* and the forthcoming *The Old Bateau*.

Recommended Reading



PHILOSOPHY, RELIGION, AND EDUCATION

Alain L. Locke

THE WORLDLY PHILOSOPHERS. By Robert L. Heilbroner. *Simon & Schuster*. \$5.

A readable, understandable panorama of economic thought; an illuminating orientation on the war of ideas about modern society.

THE PHILOSOPHY OF SANTAYANA. Edited by Irwin Edman. *Scribner's*. \$6.50.

A clarifying cross section of Santayana's voluminous work.

UNTIL VICTORY. By Louise Hall Tharp. *Little, Brown*. \$5.

Horace Mann's life, vividly reconstructed, but also the story of the founding of American democratic education.

FOR MORE THAN BREAD. By Clarence Pickett. *Little, Brown*. \$5.

An important chapter in practicalized social Christianity; the story of the American Friends Service Committee.

A FAITH FOR TOUGH TIMES. By Harry Emerson Fosdick. *Harper*. \$1.75.

An enlightened and progressive recall to the fundamental ethics of Christianity in optimistic present-day perspective.

NATURAL SCIENCES

Kirtley F. Mather

MAN AND THE CHEMICAL ELEMENTS. By J. Newton Friend. *Scribner's*. \$6.

An encyclopedic account of man's manipulations of the chemical elements, from stone-age hearth to the cyclotron, with emphasis upon the progressive steps toward their industrial application.

AFRICA, A STUDY IN TROPICAL DEVELOPMENT. By L. Dudley Stamp. *Wiley*. \$8.50.

An authoritative compendium of information concerning the physical features, natural resources, and land utilization of the continent in which a three-cornered struggle between nationalism, communism and Western interests is well under way.

THE ITINERANT IVORY TOWER. By G. Evelyn Hutchinson. *Yale*. \$4.

Delightful and informative essays on the contemporary scientific scene, illumined by the author's humane philosophy, quiet humor and broad grasp of current problems.

LIFE OF THE PAST. By George Gaylord Simpson. *Yale*. \$4.

A nontechnical presentation of the scope and significance of paleontology, in which that science comes alive and reveals its importance and usefulness as well as its interest for all exploring minds.

THE NATURAL HISTORY OF INFECTIOUS DISEASE. By Macfarlane Burnet. *Cambridge*. \$4.50.

Presents the problems of dealing with infectious diseases from an ecological viewpoint, for those not specially trained in biochemistry and bacteriology.

FICTION, POETRY, AND THE FINE ARTS

John Cournos

COLLECTED POEMS. By Conrad Aiken. *Oxford*. \$10.50.

What the poet considers his best of forty years' work is included in this hefty volume of nearly 900 pages. Sensitive, perceptive, and often deep.

A PASSAGE IN THE NIGHT. By Sholem Asch. *Putnam*. \$3.75.

From his over-rated biblical novels Mr. Asch returns to the modern scene, which he knows how to handle with inspiration and skill. This is a Jewish family chronicle, with atonement as the main theme.

A PLACE TO STAND. By Ann Bridge. *Macmillan*. \$3.50.

A story of love and intrigue against the conspiratorial background of Budapest in 1941, done with Miss Bridge's usual skill. Very readable.

A LAW FOR THE LION. By Louis Auchincloss. *Houghton Mifflin*. \$3.

Social problem novel of a woman who stands up to a man, repudiating social conventions and finding herself in the process.

A HISTORY OF WESTERN ART. By John Ives Sewall. *Holt*. \$10.

A scholarly study of architecture and the graphic arts designed for the student.

MAUGHAM'S CHOICE OF KIPLING'S BEST. *Doubleday*. \$3.95.

Sixteen stories selected, with an introductory essay by W. Somerset Maugham. Not always your choice or mine, but all good.

THE KEY REPORTER

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SOCIAL SCIENCES

Eric F. Goldman

THE GENIUS OF AMERICAN POLITICS. By Daniel J. Boorstin. *Chicago*. \$3.25.

A brilliant, if highly debatable, contribution to the discussion of the relationship of American civilization to the present world revolution.

JAMES MADISON: SECRETARY OF STATE. By Irving Brant. *Bobbs-Merrill*. \$6.

One of the richest volumes in a distinguished biography, covering Madison's period as Jefferson's Secretary of State and his election to the Presidency.

ECONOMIC ESSAYS. By Roy F. Harrod. *Harcourt Brace*. \$4.50.

Studies by an eminent British economist, often technical but always rewarding.

THORSTEIN VEBLEN. By David Riesman. *Scribner's*. \$3.

A provocative critique of modern America's most important social analyst.

SEEDTIME OF THE REPUBLIC, THE ORIGIN OF THE AMERICAN TRADITION OF POLITICAL LIBERTY. By Clinton Rossiter. *Harcourt Brace*. \$7.50.

An original, skillfully written study of the rise of American ideas of political liberty.

A series of articles on the question of liberal arts versus a specialized college education will appear in future issues. THE KEY REPORTER welcomes statements from any reader; all submissions will be carefully considered.

To the Editor

Here's a vacation story you haven't heard. I was casting a "Jitterbug" for bass in a northern Massachusetts pond, using a Swiss spinning reel, glass rod, and mono-filament four-pound-test nylon line. Two charming granddaughters were with me, the eleven-year-old, Christine, rowing the boat as engineer, and Linda, seven, in the bow, as captain.

Chris begged to cast, and grandpa, who can refuse these girls nothing, handed her the rod, and in a short time she had that reel and line beautifully snarled. "Never mind, dear, Gramp will fix it right away," and reaching in my pocket for the little screwdriver that belongs there, my heart sank. It was in the car, a mile or so away.

"Sorry, we'll have to go back to the car, girls, to take this reel apart. I doubt that we have time." Wails and groans. Out came my watch, and the sunlight glinted on my diminutive and supposedly useless little Key.

A happy thought. It worked. The side of the Key just fitted the slot in the screwhead that dominates the reel mechanism. It turned. In five minutes our tangled line was clear, none the worse for its mingling with gears and ratchets, to the girls' delight, the reel reassembled and nicely "Keyed" together, all due to "that pretty little gold screwdriver" on grandpa's watchchain.

BYRON W. REED
BOSTON, MASSACHUSETTS



The Motto of Phi Beta Kappa

By Katherine Lever

THE MOTTO of Phi Beta Kappa is strangely without history or provenance. The early records of the Society say nothing of how or why the three words "Philosophia biou kubernêtês" were chosen for the motto. Moreover, a diligent search through Greek literature has not yielded any specific source from which the motto was quoted.

One conjecture has been offered in explanation: that Cicero's exclamation "O vitae philosophia dux" was translated into Greek by an early member familiar with Plato. (Edward Fitch, "Phi Beta Kappa," *The Classical Weekly* II, March 6, 1909, p. 143.) The conjecture is reasonable, but adds little to our understanding of the motto.

Taken separately, however, the three

That wisdom is more appropriately a divine attribute than an human achievement was recognized, according to Diogenes Laertius, by the sixth-century B.C. philosopher Pythagoras. He wrote, "Pythagoras was the first to name *philosophy* — friendship with wisdom — and to call himself a *philosopher* — friend of wisdom . . . because no one is wise but God." (Prologue 12.) Friendship was important to Pythagoras because he believed in harmonious relationships whether in the religious community he founded or in mathematics or in music. Philosophy, then, was an attunement, a purification, a way of life which helped one to escape the wheel of re-incarnation. (Burnet, *Early Greek Philosophy*, pp. 83-112.)

cians, and the neglect of the philosopher who is the true pilot of life. The allegory in the *Phaedrus* (247) describes the region in the heavens where true justice, virtue, and knowledge — like three stars — shine, "visible only to the mind, the pilot of the soul" for the true realities are without form and color and tangibility. To view these realities is "the life of gods."

The *kubernêtês* or pilot of a Greek ship was widely respected for the skill he needed if the ship were to reach harbor safely. Aristophanes compares the long training of a comic poet to the training of a pilot. "First he should become used to the oar, before attempting to manage the rudders, and then become a look-out man and ex-

Φιλοσοφία Βίου Κυβερνήτης

words *philosophia*, *biou*, and *kubernêtês* had an interesting history in Greek literature; and the complexities of meanings revealed through a study of the contexts in which the words were used contribute to an enriched appreciation of the whole motto.

Sophia — an earlier word than the compound *philosophia* — is usually translated as "wisdom" but what is wisdom? It seems to mean "an attainment admired by the author," the nature of the attainment being determined by the nature of the author and the culture in which he shared. Homer uses the word once in a simile describing the "skill" of a carpenter building a ship. (*Iliad*, XV, 412.) Solon uses the word for the "art" of poetry. (13.52) In fact, in the sixth and early fifth century any form of art was *sophia*. (T. B. L. Webster, *Greek Art and Literature*, p. vi.) For the elegiac poet Theognis *sophia* was "practical prudence"; for the historian Herodotus "cleverness" (III.4); for Socrates in his youth "the inquiry into nature." (*Phaedo* 96A7.) Later, when the Bible was translated into Greek, *sophia* was the word chosen for the "wisdom" praised in Proverbs LXX, 8, as an attribute of God and in *Ecclesiasticus* 24 as the Spirit of God.

Katherine Lever, ΦBK Swarthmore '36, is assistant professor of English at Wellesley.

Plato, an Athenian, was the heir of both the western Pythagorean concept of philosophy and the eastern Ionian concept of "curious inquiry." Of the latter he speaks in the *Theaetetus* (174a) when he repeats the joke of the serving girl who laughed at Thales because he fell into a well while looking with curiosity at the sky. Plato says that this joke was told of everyone who led a life devoted to philosophy. This sense of curious inquiry whether into natural phenomena, peoples, or countries is found earlier in Herodotus. Croesus, the wealthy Lydian ruler, said in welcome to Solon, "Stranger from Athens, much talk has reached us about you both because of your wisdom and your travels in which you have gone (*philosophôn*) desirous of wisdom into many countries as a sight-seer." (Herodotus I, 30.)

Plato was the first to my knowledge to link the *philosopher* with the *kubernêtês*. In the allegory of the ship of state (*Republic* VI, 488) untrained sailors fight for the favor of the ship-owner so that they may pilot the ship. By force or persuasion the clever sailor seizes the rudder while the true pilot with his knowledge of seasons, winds, and stars is scorned as an idle, useless star-gazer. Plato stresses the good-natured ignorance of the people, the unprincipled scheming of the politi-

amine the winds, and then finally he can be his own pilot." (*Knights*, 541-4.) When the ship became metaphorically the state, the pilot became the governor. So Bacchylides praises Aegina because Virtue with Good Report governs the city. (XII, 185.) It is not surprising that *kubernêtês* became in Latin *gubernator* and in English *governor*.

Bios means human not animal life, the course of a lifetime rather than the fact of existence. It includes the meanings of livelihood, of the manner of life, and — late — the common life or the world. For example, Odysseus in disguise says to his swineherd Eumaeus that he is fortunate to have a master who can provide him with food and drink so that he may lead "a good life." (XV, 491.)

The full meaning of the motto might well be something like this: a friendly attitude toward all skills, arts, sciences, toward an understanding of human relationships and of eternal truths, should govern our lives. A member of Phi Beta Kappa should be distinguished not for attainment but for continuing responsiveness to learning; not for specialized knowledge but for appreciation of all forms of skill and insight; not for remoteness from life but for the kind of star-gazing necessary for every pilot who wants to keep afloat and reach a goal.

THE KEY REPORTER

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.

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, 27, single.

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.

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.

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.

937. (Mr., Ill.) A.B., *summa*, Beloit, '40; Northwestern University, 4 quarters. Remedial reading, testing, grades 1-9; college rhetoric. Needs climate free from coal, oil fumes.

938. (Miss, N. Y.) B.A., fellowship Sorbonne. Teacher French, Spanish. Background psychology. Secretarial skills, writing ability. Desires personnel, administrative-secretarial position. N. Y. or elsewhere.

939. (Mr., N. Y.) Excellent background embracing chemistry and administration; desires responsibilities dealing with business and people. Reasonably young, mature in judgment; personable, energetic, loyal.

940. (Mr., Ohio) B.A., *magna*, M.A., Ohio State, mathematical statistics. Actuarial experience in life insurance. Desires position as statistician. Veteran (meteorologist), 31, family

941. (Mr., D. C.) A.B., *magna*, Princeton; A.M., Harvard; veteran, 28, single; 3 years State Department information program (British Commonwealth — Scandinavian areas); interested administrative-research position.

942. (Miss, Colo.) A.B., M.A., mathematics, Colorado University; Ed.D., Denver University, 1953. Experience: Denver secondary schools, teacher, dean; Denver University, mathematics instructor. Desires university position.

943. (Mr., W. Va.) Extensive and diversified experience. Desire placement or reference in relations, liaison, sales, coordinating and integrating operations or related fields. Age 40.

944. (Miss, N. Y.) Age 23; M.A., Middlebury (French Government scholarship, Sorbonne, '51-52). Fluent French, Spanish. Foreign travel, secretarial skills. Seeks interesting work — research, editorial.

945. (Mr., Calif.) Ph.D.; experienced educational television-commercial film production, general writing. Interested any combination audio-visual production, administration, teaching and/or social science writing, research.

A FRIEND OF THE CLASSICS

To encourage the study of the humanities and especially the classics at Ohio University, Miss Anna Pearl McVay has given \$2500 to provide annually two prizes of \$30 each, two of \$25 each, and two of \$20 each.

Candidates for these Phi Beta Kappa Humanities Awards must have attained sophomore rank, a minimum point-hour average of 3.45, and completed one or more years of Greek. Preference will be given students whose courses include subjects traditionally associated with Phi Beta Kappa and the liberal arts, especially Latin.

Miss McVay, who received her bachelor's degree from Ohio University in 1892, was elected an alumna member of Phi Beta Kappa in 1930, the year after the chapter's establishment at her alma mater. A student of Greek during undergraduate years and later at Bryn Mawr College, Miss McVay says, "Now in my years of retirement in my native Ohio, I am as enthusiastic about Greek as ever."

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Associates Meet in New York

Andrew W. Cordier, Executive Assistant to the Secretary General of the United Nations, addressed the fourteenth annual dinner meeting of the Phi Beta Kappa Associates on November 17 at the Colony Club in New York City. Dr. Cordier spoke on "The Outlook for World Peace Through the United Nations."

The Board of Directors re-elected the following officers for the coming year: Thomas C. Desmond, President; Frank Aydelotte, Edwin H. Burgess, and Marion L. Smith, Vice Presidents; Charles A. Tonsor, Secretary; and John C. Cooper, Treasurer.

Pendulum continued

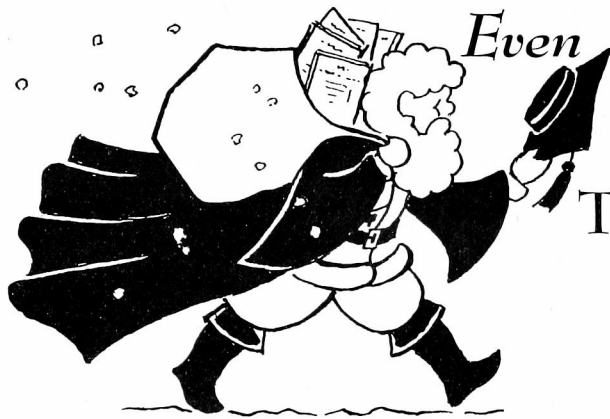
applied science must be of concern to them. . . . You can't study economics, music or anything else in isolation. The humanities draw things back together. . . ."

Postwar educational developments (including the Harvard Report of 1946, curriculum changes at Columbia and Princeton, and the proposed new curriculum at Yale as described by Benjamin Fine in the *New York Times* on October 4, which holds that "if Yale produces graduates who know all about Spenser or Bismarck, economics or chemistry, but precious little about the disciplined use of the mind, it cannot honestly claim to call them educated") are unmistakable evidence of a swing in the educational pendulum. There is a healthy movement away from the multitudinous courses of supposedly practical value, as well as from the "cafeteria style" of educational offerings, toward education of the whole man by balanced training in the natural sciences, the social sciences, and the humanities. These are values on which Phi Beta Kappa places first emphasis. — *The Editor*.

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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