

THE KEY

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*This issue goes to the more than
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REPORTER

THE PHI BETA KAPPA NEWS MAGAZINE

Epsilon of North Carolina Installed

A PHI BETA KAPPA chapter was formally installed on February 17 at the Woman's College of the University of North Carolina, which formerly sheltered a Section of the Alpha chapter of North Carolina. William T. Hastings, President of the United Chapters, presented the charter to the members at a late-afternoon ceremony. The installation was followed by a dinner attended by members of the chapter, the President and the Secretary of the United Chapters and other guests.

In 1930 a local honor society was founded at the Woman's College by a faculty group consisting of members of Phi Beta Kappa and Sigma Xi. The local society was organized to encourage scholarship among the students and to work toward the eventual establishment of a Phi Beta Kappa chapter. Liberal arts students were elected to membership as nearly as possible on the basis of Phi Beta Kappa's eligibility requirements. A petition for the establishment of a Section of the Chapel Hill chapter was made in 1933 and granted by the 18th triennial Council in 1934. The Section was installed in December, 1934.

The Section started a scholarship loan fund in 1935, which in 1941 was established as an endowment fund for annual awards. Two scholarships are now granted each year, one to the most promising incoming senior and the other to the highest-ranking junior. Several recipients of these awards have continued their studies at the graduate level.

Two years ago the Section sent a questionnaire to all its alumnae. Of the 121 responding, 67 reported advanced study, 38 had received advance degrees, and 21 had published re-

search or creative work. The Section had clearly accomplished its first objective of encouraging scholarship on the campus before the 24th triennial Council fulfilled its second goal last fall by granting it full chapter status.

ELEVATION of a Section to independent chapter status is not without precedent. In 1937 the 19th triennial Council granted charters to two other Sections for similar reasons: one to the Phi Beta Kappa group at the Randolph Macon College in Ashland, Virginia, separating it from the chapter at the Randolph-Macon Woman's College in Lynchburg; and the other to the Phi Beta Kappa group at the University of California at Los Angeles, making it independent of the

chapter at Berkeley. Both these Sections had been located at considerable distance from the parent group, precluding any kind of joint program between the branches of the chapter. The Woman's College of the University of North Carolina being fifty miles from the University at Chapel Hill, the Section had always had its own rules and its own program. With the installation of a separate chapter in the Woman's College, no Section is now separated from its parent chapter by any great distance.

THE Woman's College, the first state-supported institution in North Carolina for the higher education of women, opened in 1892. In 1932 the legislature consolidated the North Carolina College for Women, as it was then known, with the University of North Carolina at Chapel Hill.



Greensboro Daily News

Officers of North Carolina's Epsilon chapter admire its new charter after the installation ceremony. From left to right: Jaylee Montague, recording secretary; Kendon Smith and Helen Ingraham, members of the executive committee; William T. Hastings, President of the United Chapters; Carl Billman, Secretary of the United Chapters; Florence Schaeffer, chapter president; Leonard Hurly, vice-president; Helen Barton, member of the executive committee, and John E. Bridgers, Jr., secretary-treasurer.

Four delegates comment on

THE WHITE HOUSE CONFERENCE ON EDUCATION

The White House Conference on Education, held in Washington from November 28 through December 1, and attended by about 2,000 delegates, was organized like this:

The delegates were seated at 166 tables, assigned so that the participants at each table were from different areas and had different backgrounds and occupations. A general session devoted to each of the six questions under consideration preceded round table discussion. The table groups then considered the topic and drew up a report of its findings, which was taken by the chairman to a chairmen's meeting, where the reports were again discussed and boiled down to one at each of 16 tables. This process of "distilling" reports continued until the final report on the topic, prepared by two chairmen, was read at the next general session. Six topics were discussed:

1. What should our schools accomplish?
2. In what ways can we organize our school systems more efficiently and economically?
3. What are our school building needs?
4. How can we get enough good teachers—and keep them?
5. How can we finance our schools—build and operate them?
6. How can we obtain a continuing public interest in education?

THE KEY REPORTER has asked four delegates to the conference for their views of its effectiveness. B. Lamar Johnson is professor of higher education at the University of California in Los Angeles and attended the conference as the representative of the Association for Higher Education, of which he is president. Joel H. Hildebrand, former dean of the college of arts and science at the University of California in Berkeley, was the 1955 president of the American Chemical Society, which he represented in Washington. Isabella McL. Stephens, one of Vermont's delegates, has taught at Wellesley and now teaches at the Woodstock Country School in South Woodstock, Vermont. Mary C. Bingham was a delegate from Kentucky. Her article is abridged from her conference report in the Louisville Courier-Journal, of which she is vice-president and book editor.

Impressive Results—But One Omission

B. Lamar Johnson

The results of the White House Conference on Education were many and varied. In retrospect, however, three particularly impress me:

1. Representative citizens with widely divergent backgrounds and views achieved new understandings of the thinking and sincerity of those who differ with them on approaches to the problems and needs of education. The attitudes developed and the insights achieved will undoubtedly be of inestimable value as citizens, in their respective states and communities, work together for the improvement of our schools.

2. The policy of our national administration has been influenced. Up to the present the most tangible evidence of this is found in President Eisenhower's recommendation of a program of Federal aid for school construction, a program, it should be noted, strikingly consistent with the judgments expressed by conference delegates.

3. The problems and needs, the achievements and opportunities of education have been forcefully brought to the attention of the American people. This result was achieved not only through the press, television and radio reports of the meetings in Washington, but particularly through the discussion of education in states and local communities, preparatory to and following the national conference.

Despite its values and achievements at least one omission must be noted: higher education was conspicuously left out of the announced purposes and program of the conference. Higher education was not—and, indeed, could not be—omitted from the discussions, for the problems of education in America are inextricably interwoven, from level to level, from unit to unit.

A hint of what was to happen was suggested by the inclusion of higher education in twenty-seven of the state conferences which preceded the gathering in Washington. Further, the

roster of delegates included representatives of higher education from all sections of the nation, from junior colleges and universities large and small, rural and urban, public and private. With college people at almost every one of the 166 discussion tables, the viewpoints of higher education were inevitably injected into discussions of purposes and publicity, organization and finance, buildings and staff. Repeated reference was made to the need, in our democracy, of providing every individual with the opportunity to develop to his highest potential. Clearly, for vast and sharply increasing numbers this involves education beyond high school. The attention of all delegates was also focused on the problem of securing enough good teachers. Recommendations included such proposals as fellowships for prospective teachers, the provision of general education for teachers, and the importance of quality programs of teacher preparation.

Actually, however, higher education received only peripheral attention. Reference to schooling beyond high school was incidental only. Problems associated with the forthcoming sharp increase in college enrollments were casually mentioned, not seriously explored.

Despite its accomplishments—and, as has been suggested, they were significant—the White House Conference on Education represents a lost opportunity 1) to provide a perspective and view which recognize the essential relationships and the mutuality of problems and opportunities at all levels of education, and 2) to alert our citizenry to some of the pressing problems in higher education which already confront our nation.

It is to be hoped that educators at all levels may, in the near future, have an opportunity to join with citizens from all walks of life in examining the goals and needs of our colleges and universities and their relationship to other levels of schooling.

Burgundy in the Bay

At the opening of the conference, Vice President Nixon congratulated us upon being able to talk directly through the conference procedure to the President of the United States. But I must confess that the procedure seemed to me a little like trying to deliver a bottle of good California Burgundy to a friend in Edinburgh by pouring it into San Francisco Bay, and letting him dip such of it as he could from the Firth of Forth after it had had time to diffuse thither.

In this case there were formidable barriers even to free diffusion. At every stage, there were watchful men who honestly believe more in "social competency" than in grammar and arithmetic, and, because good-natured committeemen try to fix up their reports so as to make every member happy, anything seriously critical of certain doctrines and practices largely responsible for the present deplorable and dangerous situation could not get through into the final "distillation."

Let me give two significant examples. The first is set forth in a letter of protest addressed by six independently-minded members of my table to the director of the conference.

Table 40 regards the final report on the question, "What should our schools accomplish?" as failing to represent our opinion in two important respects.

1. After emphasizing those aims that we regarded as primary, we made the following statement:

"The schools cannot effectively perform their primary functions if their efforts are widely scattered among objectives that are either relatively unimportant or beyond their capacity to attain. Such demands should be resisted."

We heard no reference to this principle in the report. On the contrary, "Fourteen Points" were presented, with no analysis of their relative importance or their practicability. . . .

2. The blanket praise given to "the schools" as "better than ever before" is not consistent with the catastrophic decline in many schools in . . . teaching competence in science and mathematics, subjects now basic to the very survival of western civilization. . . .

Again, under the topic, "How can we get and keep good teachers?" our group adopted the following statement:

There are many persons well qualified to teach, by virtue of intelligence, knowledge of specific subjects, facility in speech, personality, and sympathetic understanding of young people, who could be recruited to teach school if these natural qualifications

were accepted for certification in place of course requirements in education.

Many persons, otherwise well qualified, are repelled by courses in education that they regard as repetitive, doctrinaire, or inferior in intellectual quality.

This was merely a trial balloon. I fully expected it to be shot down and it was. A "qualified teacher," according to the requirements of many states, is one who has passed 18 or more units in education, this and nothing more. Often teachers are expected to be "child-centered, not subject-centered"—all, that is, except the football coach; he is expected to know his subject.

The procedure followed in this conference represented, first, a sincere attempt to arouse more public interest in the welfare of the schools, in which respect it has commendably succeeded, and second, to obtain "grass roots" opinions, for which I think it was poorly planned. The procedures were too much like those that the Soviets call "democratic," where opinions may be expressed more or less freely at the bottom level, but in their ascent to higher levels they are worked over and

over by good party men, and finally emerge as orthodox "party line."

The democratic way is very different. To begin with, the questions are formulated by keen-minded and eager partisans of opposing views. They are then debated in the open. The public listens, argues, writes letters to the papers, and all finally vote, either directly or indirectly. An attack upon the school problems in that way would not have brought forth "fourteen points," with no analysis of their relative importance, where subjects like chemistry or grammar, that can be *taught*, are confused with "attitudes," such as "respect and appreciation for human values" that can be *caught* by association with those who have them, but *not taught*. In place of the complacent statement that "the schools are doing the best job in their history in teaching these skills," it might have been possible to arouse among the participants some of the implications of the fourteenth point, "An awareness of our relationships to the world community." Our relation to the world community may easily become that of a subject nation if we can do no better to achieve schooling adapted to a world situation calling for our utmost in trained intelligence and moral fiber.

We Critics Had Our Influence

Isabella McL. Stephens

Press reports of the White House Conference on Education often gave the impression that it was rigged and that the delegates were mere rubber stamps for the program the conference leaders wanted to put through. From my point of view, as a delegate from Vermont who went to participate and observe without preconceived ideas, this impression is misleading.

The planning committee had recommended the six topics to the states for local study before the conference. They had been worked over in state conventions and thought about by the delegates long before they sat down at the round tables.

At table No. 166 we wrestled for more than two hours over the place of the three R's, and over our ideas of good schooling in general. And it was not only at our table that fundamental criticisms of modern schooling were voiced. As one listened later to

conversations in the corridors, one got the impression that laymen and teachers alike were frankly expressing dismay over the growth of anti-intellectualism and the tendency toward mediocrity in the schools. Many comments had nothing directly to do with over-crowding or with buildings or with money. They were criticisms of standards and values. Of course the sharpest were tempered and slurred over when the final report was read before the delegates. Many of them had been dutifully recorded as minority views. But no one, professional or layman, who attended the conference failed to realize that there is serious concern throughout the nation—not just over schoolroom space, school financing or teacher shortages, topics taken up in great detail—but over the great dangers inherent in any system of mass education. "Helping

(Continued on next page)

each child reach his highest capacity" or "meeting individual needs" may have been the stilted phrases of the final report, but in the small discussion sessions there was constant emphasis put upon such old-fashioned ideas as the value of hard work, the importance of learning to try no matter how difficult the task, and other elements of education obviously thought by many delegates to be slipping out of present-day schooling. Since the emphasis of the conference was on planning, the final recommendations voiced few complaints specifically, but the critics had had their influence nonetheless. The distillation of reports repeated six times for six different topics with six entirely different groups of people acting as reporters, was an ingenious device for getting individuals' ideas heard.

It would be naïve to suppose that anything startling would come out of a heterogeneous crowd of two thousand citizens who talked about schools for three days. But the conference did something hard to do in these times of over-specialization. It brought professional educators face to face for hours of informal discussion with laymen, not from their own community but from all parts of the country. At our table, where we were more weighted with laymen than most, we were perhaps more outspoken in our negative criticisms, but I overheard dozens of fragmentary comments in a similar vein from other groups. My conclusion is that the conference was an amazingly successful attempt to break through the barriers surrounding public education without breaking down the essential distinctions between professional and layman. The people were voicing their views, not as commands, but as suggestions.

There will be follow-up meetings in most of the states. Though there will be much waste motion, much glossing over of important issues, there will be real value in these future gatherings. Such stirring keeps the professionals awake to their own weaknesses—the worst being jargon and complacency. It reminds the public that educating millions of children is not easy and not cheap. That is a great deal to have accomplished.

Routine Conclusions

Mary C. Bingham

As far as the final reports "distilled" out of the White House Conference were concerned, their contents could have been dug up by any reporter out of the existing committee reports of the National Education Association.

Even at the first-level tables, where the educators were generally outnumbered by 3 to 1, they formed a dominating bloc. Their responses to certain questions were as immediate and as instinctive as those of Pavlov's dogs.

For instance, during our discussion of the first topic, the professional educator who had been appointed our chairman by the conference machinery in this one instance, refused to consider what is perhaps the most basic question in this area: What priority can be established among the infinite number of subjects which the schools have undertaken to teach?

In the Kentucky Little White House Conference this problem had been attacked with firmness. Priorities were established on the basis of the delegates' conviction that the schools' first commitment is to the subjects of formal learning.

Granted that the wild proliferation of the curriculum has been brought about by pressures from lay groups, by the schools' efforts to offer something of interest to everyone among their diversely gifted clients, or by a sort of imperialism existing in all professions, the fact is that the schools are charged with teaching everything from grooming, safe driving and sex education to moral

values and reading with comprehension.

This valiant effort to be an Atlas is, many people think, turning out to be an impossible assignment. It underlies many of the schools' problems in teacher shortages and building shortages, and is paramount in the argument as to the adequacy of instruction in basic subjects.

Our chairman turned a blank and hostile stare toward a member who suggested that, in view of the Prosser report and its enormous influence upon school philosophy, the table should consider its conclusions. That report,

perhaps more responsible than anything else for the creation of the "life-adjustment" curriculum, states the grim conclusion that 20 per cent of our high-school population is capable of being prepared for college entrance, and 20 per cent for the skilled trades. The residual 60 per cent is incapable of being educated except by such things as "experiences in the areas of practical arts, . . . family life, health . . . and civic competence." If these figures are correct, there is really little hope that America can maintain its present form of government. We can hardly be trusted with self-government if 60 per cent of us are incapable of grasping an abstract idea.

Again, the report of the National Citizens Commission for the Public Schools has estimated that if present and future teacher shortages are to be met, one half of all college graduating classes will have to be recruited annually into the teaching profession. This is a fantastic proposition; and if it could be carried out, it would result in a calamitous deficit of other professional people. Yet any innovations, or any fresh thinking about possible ways and means of stretching the teacher supply, were conspicuously lacking in the report from our table.

No examination was accorded to substantial and responsible criticism which exists generally, and among school people themselves, on the subject of the system of teacher training. The emptiness and duplication of much of the course content in teacher-training institutions was noted. But in our report the subject was covered with the meaningless phrase that the "relationship between general and special education should be clarified."

One is tempted to come to the cynical conclusion that the whole show and hullabaloo of the White House Conference came up with not much more than this: the routine answers to current school problems which have been grinding out of the journals and reports of the profession for years, made democratic Gospel by the affirmations of this so-called grass-roots conference. The grass-roots showed a singular lack of capacity to breach the massive and united front presented by the education profession.

THE KEY REPORTER



Let us not be staid . . .

KEY NOTES

Phi Beta Kappa Senator Louis B. Wright, director of the Folger Shakespeare Library, has triumphed over a myth that has plagued the Library for years. One of the most famous items in the Library's collection is a corset popularly supposed to have belonged to Queen Elizabeth I, though Dr. Wright has long doubted its authenticity. Newspaper stories featured it as if the Folger were a repository only for the corset.

The Library settled the matter by sending color transparencies of the corset to the Victoria and Albert Museum. Back came the answer, "The corset illustrated appears to belong to the first half of the eighteenth century." The Library reports that it cannot even attribute it to Queen Anne or one of the mistresses of George I, for their known girths were too great for its corset to encompass.

The newspapers had one last fling. "With a sigh of relief the Folger Shakespeare Library has wriggled out of the legend of Queen Elizabeth's corset," chortled the *Washington Post and Times-Herald*.

Dr. Wright is delighted at the outcome of the investigation. "Maybe," he says, "this will help the public realize we're a research institution."

A recent issue of an occasional publication called *Report from the Folger Library* devoted a page to explaining the purpose of this specialized research library. Not only did about 250 scholars make almost 3,000 visits last year, but microfilms and photostats of documents were sent all over the world. "We believe it our duty to disseminate knowledge," says the *Report*, "and we do not intend to hover over a few precious documents with the home nest in Washington our only hatchery. We are sending eggs of learning to the far places of the earth where we hope they will find proper incubators."

The Library also works towards the encouragement of better methods of adapting scientific aids to learning. "The time is not far distant when any scholar may hope to procure needed research materials in microcopies and, with a simple device, read them at home—in bed, if he likes. It is not slothful ease that we seek but greater effectiveness and better distribution of books and documents."

The Elisha Parmele Scholarship of \$100, given each year to the second-ranking junior at the College of William and Mary, has been awarded this year to Sonya Elizabeth Warner of Houston, Texas. Miss Warner, a member of Phi Beta Kappa who is majoring in chemistry, will graduate in June and plans to study medicine.

The Elisha Parmele Scholarship was established by the sixth triennial Council of Phi Beta Kappa in 1898. The delegates approved a proposal "that the National Council recommend as a memorial to Elisha Parmele . . . that the chapters subscribe to a fund, the interest of which shall be expended in the traveling expense and board of some worthy son of a member of the Phi Beta Kappa, who shall receive free tuition at the College of William and Mary." A small endowment fund was subsequently established and is administered by the Phi Beta Kappa Foundation. The College now awards the scholarship to the second-ranking junior without the restriction that the recipient be the son of a member of Phi Beta Kappa.

Elisha Parmele, a graduate of Harvard University, was the first honorary member of Phi Beta Kappa. He was elected at a special meeting of the Society at the College of William and Mary in 1779, possibly for the express purpose of carrying Phi Beta Kappa charters to Yale and Harvard, since he was known to be planning to return to his native Connecticut. At any rate, he did carry charters to those institutions, and the importance of his role in making Phi Beta Kappa a national society by extending it to New England was recognized by the sixth triennial Council in establishing the scholarship in his name.

THE KEY REPORTER

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The American Scholar's reputation is spreading every day. A postal card addressed to "Independent Thinker" at "1811 A Street, N. W." was delivered to the SCHOLAR's offices on Q Street with no delay.

The Radcliffe chapter's Committee on the Encouragement of Scholarship has launched a dynamic and flexible program for the encouragement of scholarly pursuits. Each year the program is varied and participation of the undergraduates and the faculty in its planning is invited.

Two years ago students were given the opportunity to exhibit their drawings, prints, paintings, and sculptures in a two-day exposition. Talks were given by a prominent art critic and a professor of fine arts from Harvard.

A poetry contest was held last year. Undergraduates were invited to submit their original poems. Choice of subject and form was free with the only requirement being that all poems must contain at least fourteen lines. The award-winning work was "Christmas Eve at Chartres," an exquisite poem by Winifred Hare of the senior class. In addition to book prizes, she was presented with a Phi Beta Kappa citation. Her poem was published in the December, 1955, issue of *The Atlantic Monthly*.

This year a competition is being conducted for the best scientific essay written by a Radcliffe undergraduate. Papers will be judged on a basis of scientific accuracy and literary excellence. The prize-winning essay will be published in whole or in part, and a Phi Beta Kappa citation, as well as a suitable token of the honor, will be given to its author.

It is the objective of the Committee to expand the future program to include all fields. There will be a major competition in one field each year with several smaller awards made for distinguished work in other areas.

Phi Beta Kappa, as every member knows, is often taken for a social fraternity or sorority. The staff of the United Chapters is accustomed to this, of course, but one employee was nonetheless startled by a recent exchange with her butcher. While he was grinding up the hamburger he politely inquired where she worked. On hearing her reply he asked, "Are you the housemother?"

To the Editor

Why "Phibetians"?

If it was necessary for the new president in writing an open letter to members of Phi Beta Kappa to coin a name for them, such as "Phibetians", the word he used, might he not have been better advised to have addressed the sons of Phi Beta Kappa as "Phibetides"?

Heaven knows, Greek is lamentably neglected nowadays in our schools. But surely the president of a Greek letter society should be mindful enough of tradition to preserve at least a modicum of Hellenic humanism in addressing members.

MILLARD E. CUSKADEN

Trenton, New Jersey

Reply to Mr. Cuskaden

In the first half of the last century the name of our Society apparently seemed to many people long and cumbersome and it was frequently abbreviated by dropping the "Kappa." So in the *Providence Journal* for August 31, 1831, we are told that "On the afternoon of Commencement day, the Alpha of the Phi Beta will celebrate its first anniversary." Lyman H. Baggs in his *Four Years at Yale* (1871) says "The name . . . used to be commonly abbreviated to 'Phi Beta';" and in his rather sarcastic outsider's account of the life of the Yale Chapter he refers to the members as "Phi Betas." Edward Everett Hale's classic essay "A Fossil from the Tertiary" (*Atlantic Monthly*, July, 1879) several times refers to the Society as "Phi Beta." The pronunciation of the name, of course, until scholarship introduced the "classical" pronunciation and with it confusion worse confounded, may be represented by "Fybeeta."

The analogy between this name and that of other more or less "literary" societies must early have occurred to collegians. It is not surprising, therefore, that along with "Porcellian," "Philermenian," "Linonian"—and I could extend the list substantially—"Phibetian" came into use (pronounced, of course, "Fybeet-i-an"). The authority I shall cite for it may seem to you not of the best, for it is Avery Allyn's "Key to the Phi Beta Kappa," in his *Ritual of Freemasonry* (1831). Let it be remembered, however, that he did preserve some of the "secrets" of Phi Beta Kappa from oblivion; he knew the correct interpretation of "SP," out of the nine diverse versions which competed for acceptance until 1907. When, therefore, we find him referring to "the Phibetian Society," and to a member as a "Phibetian," I think we may be certain that this represented contemporary practice.

I need hardly say that I had rather be called a Phibetian than a Phibate.

As for the counterproposal of "Phibetides," it may have some philological merit, but finds no historical support in the usage of our Society. And after all, we have freely Latinized Greek words till it might be considered pedantic not to.

WILLIAM T. HASTINGS



"The Wastelands Revisited"

I had read *Educational Wastelands* some time ago. I found myself applauding Bestor's arguments one by one and yet felt a fundamental disagreement with him. This disagreement has been excellently formulated for me by William Lee Miller in your columns.

Mr. Miller demands that priority be given to "developing powers of analysis and discipline and imagination, powers of the intellect." He avers that the so-called "subject-matter fields" are the best known vehicles to achieve this purpose. "[Bestor] defends them rather as being more practical than their supposedly practical substitutes." Fine. But Bestor and Miller superimpose these beliefs on a fundamental proposition which they share with the "progressive" educators whom they oppose, namely, that their type of education be applied to "everybody" and that this is the "true meaning of universal education."

Based on this assumption, it seems to me that the debate is a futile one. On the one hand, decades of experience, and this experience is a continuing one, have proved that foreign languages, mathematics and other "subject-matter fields" cannot successfully be used as instruments of education for a total population. The breakdown of the subject-matter fields occurred long before any appreciable introduction of "life-adjustment" education in the high schools. Life-adjustment education, on the other hand, I think, is much as Bestor describes it. There is no choice.

To me some of the basic questions are these: What is democracy in education? Does education for "everybody" necessitate that "everybody" be in the same school, in the same class? Can we give an adequate foundation education for our future body of technical and scientific personnel in high schools and even elementary schools designed for "everybody"? Could we provide Mr. Miller's type of education to a far greater number than is truly getting it today if we separated this group into schools with standards of admission and standards of achievement?

George F. Kennan, in an address to the Milan Congress for Cultural Freedom (New

Leader, Dec. 26, 1955) said, "All men are born, it is true, with equal dignity; and all enjoy an equal right to respect in their quality as citizens and in the protection of the law. But they are far from equal in their powers of insight, their strength of conscience, and their ability to contribute usefully to the processes of civilization. Unless these disparities be in some way taken account of, societies may lose the greatest source of their strength. To be safe in freedom, peoples must have the courage to differentiate where nature has differentiated—the courage to identify their best, to lean on it, to respect it. And to those of my countrymen who are so zealous in their defense of egalitarian principles, I should like to say: God forbid we should ever be without an elite—an elite not of wealth or of birth but of mind and of character—and God forbid we should ever fail to honor it."

These questions are in desperate need of searching study and courageous discussion.

AARON HORN

New York, New York

Address Changes

Members are requested to use a KEY REPORTER stencil if possible in notifying Phi Beta Kappa of a change of residence. Otherwise, the address to which Phi Beta Kappa mail was previously sent, as well as chapter and year of initiation, should be included in the notice. This information should be directed to Phi Beta Kappa, 1811 Q Street, N.W., Washington 9, D. C. Please allow at least four weeks' advance notice.

Teaching Salaries

Members of Phi Beta Kappa throughout the country would do well to write to the Fund for the Advancement of Education, 655 Madison Avenue, New York 21, New York, for free copies of their highly interesting new Bulletin No. 1, "Teaching Salaries Then and Now."

This bulletin, so capably prepared by Beardsley Ruml and Sidney G. Tickton, could furnish material for whole evenings of profitable discussion at meetings of all Phi Beta Kappa chapters and alumni associations.

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THOMAS C. DESMOND

President, Phi Beta Kappa Associates
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Eric F. Goldman

JOHN QUINCY ADAMS AND THE UNION. By Samuel Flagg Bemis. *Knopf*. \$8.75.

The concluding second volume (beginning with Adams' election to the Presidency) of a distinguished biography.

THE PERMANENT PURGE: POLITICS IN SOVIET TOTALITARIANISM. By Zbigniew Brzezinski. *Harvard*. \$4.75.

The first authoritative analysis of the purge as a technique of totalitarianism, enclosed within an arresting if controversial thesis.

WE THE JUDGES: STUDIES IN AMERICAN AND INDIAN CONSTITUTIONAL LAW FROM MARSHALL TO MUKHERJEA. By William O. Douglas. *Doubleday*. \$6.

A work of extraordinary suggestiveness, part law, part commentary on the democratic process, part rich philosophy.

THE MIDDLE EAST, OIL, AND THE GREAT POWERS. By Benjamin Shwadran. *Praeger*. \$7.

An informed, remarkably fair guide to this explosive subject, by the editor of *Middle Eastern Affairs*.

CONGRESSIONAL POLITICS IN THE SECOND WORLD WAR. By Roland Young. *Columbia*. \$4.50.

A model study—scholarly, tough-minded, and written with a genuine respect for the American language.

FICTION, POETRY, AND THE FINE ARTS

John Cournos

BORESTONE MOUNTAIN POETRY AWARDS 1955. Edited by Robert T. Moore. *Stanford*. \$3.

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