

THE KEY REPORTER

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Rising Enrollments and Effective Use of Faculty Resources

By Clarence Faust

THE facts about rising enrollments in our colleges during the next ten to fifteen years are too well known, and perhaps too disturbing, to be rehearsed here. Suffice it to say that college enrollments will certainly be doubled and more probably tripled before 1970. This is not a matter of guesswork. The children who will be of college age in 1970 have already been born, and the only question is whether the same or a larger proportion of them will enter college in the years ahead. Currently a little over 30 per cent of the college-age group is in college, and the proportion has been rising at the rate of about 1 per cent a year. In some states it has already reached 50 per cent.

One thing seems certain. College facilities will somehow or other be expanded to meet the demand for college education. The question is not whether people who want a college education will receive it, for certainly their desires will be served. The question is what kind of college education they will get. For one thing, how well prepared will their teachers be? About 40 per cent of the members of present

college faculties hold the Ph.D. degree. Unless there is some unforeseeable expansion of graduate schools, the proportion is bound to be reduced to something like 20 per cent by 1970.

These prospects make the matter of finding and training college teachers critically important. The problem has, it seems to me, three inter-related aspects: first, the recruitment of a large number of able people for college teaching; second, provisions to prepare them well for college teaching; and third, more effective utilization of college teaching resources. I should like here to consider mainly the third aspect. About the first, enlisting a larger number of able people into college teaching, may I say merely that Dean Kille has put his finger on a most important point in saying that the teaching profession has not done its part in tapping promising undergraduates on the shoulder to direct their interests into college teaching. About the second, the preparation for college teaching, I should like to toss into the hopper the idea that it might be good to develop a new type of master's degree, one that was something more than a nine-month stint for students who come to a graduate school with widely different preparations for graduate work. Perhaps we should consider the possibility of developing, through collaboration of liberal arts colleges with graduate schools, a three-year sequential and accumulative master's program into which superior students might go at the beginning of their third year of college.

I am primarily concerned, however,

with the possibilities of more effective utilization of teaching resources available to colleges. My thesis is quite simple: namely, that the pressure of numbers in our colleges, far from being a misfortune, may prod us into correcting some long-recognized weaknesses in undergraduate education; that, in short, the pressure of numbers may be the occasion for important improvements in college education.

We have for one thing long lamented the practice of "spoon-feeding" in our colleges. Nothing seems so much to impress foreign scholars who visit institutions of higher education in this country as our failure to put sufficient real responsibility on undergraduates for their own education. As one visitor put it a few years ago, "You seem to deal with college students as they have been dealt with in high school and even earlier. You require regular class attendance and the performance of routine assignments, and you seem to assume that an undergraduate can learn only as a member of a group taking a course together."

Perhaps we shall be driven by necessity to place more responsibility on college students for their own education. I am confident that if we are obliged to do so, we shall discover that students mature more rapidly and that their educational experience is actually improved.

THREE types of independent study seem to me well worth exploring as a means of making more effective use of college teaching resources. The first is to reduce in one way or another the number of hours of formal instruction required in a course. There seem to be several fairly obvious ways of doing this. For example, the first three or four weeks of a course might be spent in lectures, or lectures

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and discussion, designed to make clear to students the kinds of problems to be dealt with, the ways of formulating them, and promising attacks on them, the lecture being conceived not as a means of transmitting information, which students might acquire more effectively in reading, but as a demonstration of the way in which a sharp, sensitive, well-disciplined mind formulates and finds solutions for important problems. The student might then spend six or eight weeks working on his own. Such a course might be concluded with three or four weeks of class discussion in which the student's work was submitted to the criticisms of his colleagues and of his instructor. Another course might better be managed by an inversion of this time schedule. Students might be required to spend three or four weeks steeping themselves in the literature of the subject and the next six or eight in class session working together and with an instructor for the clarification of problems, the uncovering of fundamental principles, and the development of rigorous methods of attack on major issues in the field. The last three or four weeks of this course might be spent in independent study, preparatory to an examination in the



subject. Both courses might be handled by the same instructor at no greater expense of time in class meetings, or if the instructor's course load were to remain unchanged, he might have the time—now so difficult to secure—for carrying on his research.

The second type of independent study might consist of the student's doing the work of a course without any formal class sessions. Instead of each student's covering precisely the same ground on the basis of reading lists and a syllabus, each might work his way into and through a subject along the line of a special interest in

it. Properly developed comprehensive examinations might ensure adequate appraisal of his achievements. Even if these achievements fell in some respects short of the coverage achievable in a regular course, they might very well come to something much more important in the intellectual maturity of the student who had learned to take initiative in his own education.

A more radical suggestion has recently been discussed by representatives of ten or a dozen liberal arts colleges. The plan involves the establishment of a four-quarter academic year with the provision that each student should be in residence for either the first and third or the second and fourth quarters, giving one quarter to vacation or to earning money and one quarter to independent study out of residence. Groups of students might pursue their work in the quarter out of residence in their home town or go abroad for study in foreign universities. The plan would enable an institution to double the number of students it handled. It would save substantial amounts of faculty time. One proponent of the plan has pointed out that it would make possible a 30 per cent to 40 per cent increase in faculty salaries. But its most important effect might be the rapid intellectual maturity of the students involved in it.

The great value of plans of this sort would lie in the possibility of making "self starters" of the students in their intellectual development. We should really not be as surprised as we frequently are to discover that college graduates rarely think of engaging in serious and systematic study of any subject after they have received their college diplomas. We have certainly done all we can to persuade them that the only way anyone learns anything is by taking a course in it. Anything that would change this habit of mind in the students would represent a very great educational advance.

I FIND that the most serious ground of hesitation about developments of the kind I have described is the fear that American students cannot be persuaded to assume much initiative or responsibility for their education. It is pointed out that they come to college unaccustomed to doing much work on their own, having been "conditioned" through twelve years of earlier school-

ing to study only as specific assignments laid down by their instructors required them to do so, and having become accustomed to making progress only in the lock step of class lectures, recitations, deadlines for papers and reports, and course examinations.

So far as there is truth in this estimate of student attitudes, it strikes me as a strong reason for insisting on independent work in college. There ought to be a much sharper break between secondary and collegiate education in this respect than now exists. Among my most depressing experiences as a college dean (and one I am pretty sure all deans have had) was the observation of the development during a student's first year in college of precisely the wrong kind of sophistication about college work. When I met entering freshmen during orientation week I would be stirred by their obvious delight in the prospect of an imminent new educational experience and their obvious eagerness for it—the thing that makes each autumn on a college campus as stimulating an experience as the annual recurrence of spring in the natural world. Freshmen, I felt, thought a new intellectual world was about to bloom around them. By the end of the first academic year, they had become sophisticated. They had probably found that the social life of the campus was even more exciting than they had expected. But they had also found that its intellectual life is not really different in kind from their earlier educational experience. They had sat in classes as they had in high school. They had carried through, more or less conscientiously, their required readings. They had recorded lectures and recited. They had taken periodical examinations. And at the end of a semester or quarter they had for the most part accumulated the normal number of credits on the registrar's records. Meanwhile, they had been thoroughly convinced by upper-classmen that the business of progress toward a bachelor's degree was as conventional as that of earning a high-school diploma or of being promoted from one elementary grade to another.

Accomplishing a change in student attitudes about these matters is not, I am convinced, as difficult as it would at first appear. In my experience, it is almost frighteningly easy to induce a new climate of opinion on a campus. One of the striking things one observes

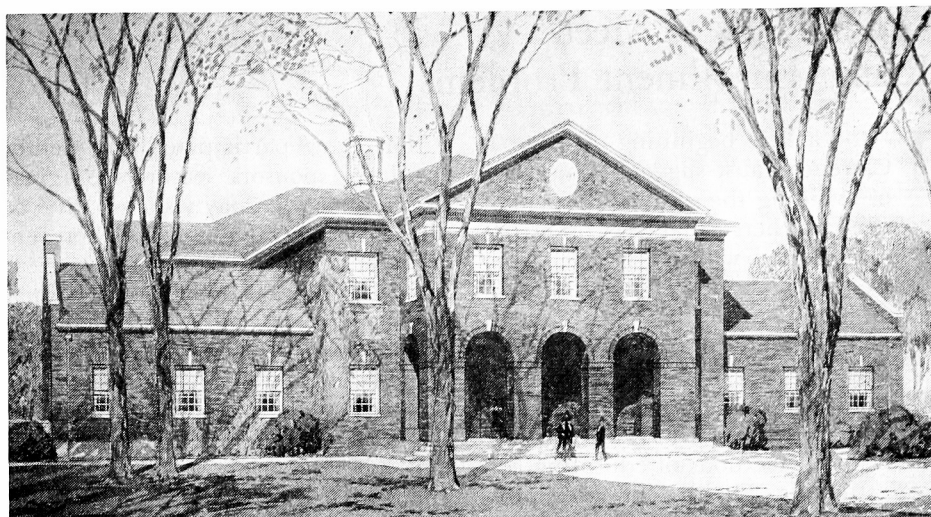


in visiting a good many college campuses is the marked differences of student attitudes, and it is especially impressive to see the effects on a student body of any comprehensive new academic program. Wherever a faculty has thought its way through to a clear and sharp formulation of the purposes of undergraduate education and has developed a new program to achieve its ends, students exhibit a vigorous sense of what their college education is about and a heartening enthusiasm for it. It is, indeed, astonishing to see how rapidly enthusiasm for a new program can be developed, and as I said a moment ago a little frightening since the enthusiasm rests not upon a full intellectual understanding and agreement (for which students are perhaps by definition unprepared) but simply upon the sense of a clear purpose and of an academic program related to it.

CLOSELY related to the worries many people in education have had about spoon-feeding undergraduates is anxiety about the practice of "packaging" education in academic courses. The course in an American college is a very rigid thing. If a faculty is convinced that a subject is of some importance to undergraduates, it almost automatically assumes that there is only one way to do something about it, and that is by establishing a course in it. And a course must run through a quarter, or semester, or year, meeting a specified number of hours a week in order to be readily recorded on the registrar's records as a step in the education of students.

We are all aware of this tendency in the high schools. If we become concerned about the mounting death toll on our highways, we decide to require a course in safe driving. If an increasing divorce rate is a matter of anxiety, we institute a high-school course in marriage and the family. If there is some feeling that housewives are not spending family funds economically, we set up a course in consumer buying. If the conservation of natural resources is a matter of concern, we require a course in conservation. If American citizens seem insufficiently familiar with our history as a people, we require a course in American history.

I was much struck recently at a meeting of business-school deans by the



The old Phi Beta Kappa Hall in Williamsburg, destroyed by fire three years ago.
A new memorial hall will be dedicated on May 18, 1957.

observation of one experienced educational officer that there seemed to be no alternative to the establishment of courses. If a business-school faculty begins to feel that all the students should know something about insurance, for example, a required course running through a semester and meeting three times a week for that period will be established, though not all students should reasonably spend so much time on the subject.

We have, in short, a touching faith in the course as almost the only instrument of education and indeed as the essence of education. One consequence is a wasteful proliferation of courses in colleges and graduate schools—wasteful of faculty time and inefficient and ineffective in the education of students. A serious weakness of the "course system" is that it gives students the impression that they cannot be expected to learn about anything without taking a course in it.

I shall not elaborate on the waste of teaching resources that results from the extensive proliferation of college courses. A college dean recently described an experience most deans could duplicate in essence, if not in circumstantial detail. The dean had been waited upon by a three-man committee from a department intent upon securing the reversal of a decision not to add three members to its faculty. When the question arose of providing adequate preparation for graduate work, the dean suggested that each member of the committee list the courses he regarded as essential prepa-

ration for successful graduate study. After the three lists had been co-ordinated by including every course mentioned in even one list, the number of courses found essential totalled eleven. The department was actually offering sixty-seven courses.

I am reminded of the statement made by the academic vice-president of the University of Chicago in the forties. The best thing, he said, that had happened to the academic program at Chicago in his experience of over twenty years had been the Depression. Under pressure of necessity some four hundred courses had been pruned from the curriculum to the great advantage, not so much financially as educationally, of the institution.

In short, more efficient use of faculty teaching resources through pruning of the course structures of colleges, through more flexible arrangements regarding class attendance and course assignments, and through insistence that students make some educational progress on their own, would not only be quantitatively useful by conserving a precious resource in short supply—teaching—but might, I suggest, improve the quality of undergraduate education.

There seems to me to be a third line along which we might think and experiment with a view to making the most of college teaching resources. That is in the use of aids—both human and mechanical—to enlarge the effective scope of the well-prepared and able teacher.

(Continued on page 4, column 3)

Other Plans to Meet Rising Enrollment Problems

IN the article beginning on page 1, Clarence Faust suggests some ways of avoiding the serious shortage of college teachers that is otherwise bound to occur within ten years. Confronted with a predictable doubling in enrollments, educators are understandably dismayed. But as Mr. Faust points out, the obstacles may well stimulate a searching reappraisal of some of our more cherished assumptions about methods of educating college students. The disconcerting prospect of a "tidal wave" of students has, in fact, already prompted many interesting new ideas, some of which are being put into action. The evidence of such thinking summarized here makes it clear that educators are not just wringing their hands.

A shortage of qualified instructors is not, of course, the only problem raised by the approaching influx. Even if teachers should be plentiful, funds for their salaries and for expanded physical facilities certainly will not be.

American corporations, as everyone knows by now, are contributing money to higher education in gratifying amounts, frequently in the form of scholarships accompanied by matching gifts for overhead costs. But even these donations, along with sizable contributions from foundations, will not close the financial gap, especially in the case of small institutions.

Co-operative Programs

In recent years it has occurred to a number of college administrators that by pooling their resources with those of other institutions, they can do many things no one of them could do alone.

One result of this sort of thinking is the Richmond Area University Center, in which thirteen Virginia insti-

tutions now participate. The Center regularly sponsors lecturers of great distinction, who may visit two, five, or all thirteen campuses, but whose engagements in any case put no great financial burden on the individual members. It has also made many research grants, and has established co-operative professorships. Several of its members are now planning to buy and share the use of an atomic reactor.

In 1951 the heads of several colleges and universities founded a nonprofit membership corporation to give their students a better understanding of world affairs. The American Universities Field Staff, as the organization is called, appoints extraordinarily well-qualified specialists to spend about eighteen months in an assigned area outside the United States. After his return, the specialist makes a ten-day visit to each of the nine participating institutions.

Although both the Field Staff and the Richmond Center are partly dependent on outside grants for their operation, the principle of sharing the expenses of costly programs is clearly a constructive one.

Public Community Colleges

Other ways to lessen overcrowding are also being discussed. Senator Clifford Case of New Jersey has proposed that federal aid be made available for additional classrooms in existing public two-year colleges. In addition to providing technical training for large numbers of students, these institutions could offer regular academic courses. Qualified graduates could continue their studies at a four-year college.

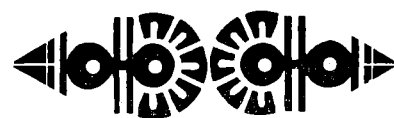
Advanced Placement

An advanced placement plan, already tried on some campuses, may also ease the pressure on strained facilities. Entering students who have done well on examinations prepared for this purpose by the Educational Testing Service are allowed to skip courses required of other freshmen. Quite apart from its obvious advantages for the bright student, such a program should be especially helpful to those state institutions required by law to accept any high-school graduate in the state who applies.

Effective Use of Faculty Resources

(Continued from page 3)

We have not, I am convinced, made the use of student assistants that in the interests of faculty, students, and assistants themselves would be desirable. We have used assistants far too little and have tended, in what use we make of them, to use them very badly. I shudder to recall my own experience when I was employed to instruct freshmen while pursuing graduate study. Inexperienced in teaching and far from well-grounded in subject matter, I had full and almost unguided direction of courses. If I had been apprenticed to an experienced faculty member and assigned a role I was ready to



take, I might have been useful to the faculty member and his students, and I might have learned something about teaching more effectively than I did from the painful process of trial and error (mostly error) that was my induction into teaching.

On the principle that advanced students, if their proper role is worked out, can be useful in the education of the less advanced (a principle the family should have firmly established), much might be accomplished in making the most of our teaching resources.

ON the side of mechanical aids, we have not begun to conceive, let alone take advantage of, the possibilities of television. I have the reluctance usual in the teacher or former teacher to give a mechanical gadget an important role in education. But I have become increasingly conscious of the parallel between television and the first audio-visual aid in education, the printed book. The book made it possible to bring the best that was said and thought to many more people than could be reached by the unaided human voice. Ink on paper, surely in itself an unlikely enough device, has proved amazingly effective for this purpose. Television may have a similar role, less efficacious than print in some important ways, but perhaps

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more so in others. Some of its possible advantages in my own field, English literature, seem fairly clear. Imagine a course in the humanities in which poets (T. S. Eliot or Robert Frost, for example) could be heard and seen on any college campus, in which scenes from quite different interpretations of *Hamlet* by two good dramatic companies could be juxtaposed for study, in which the best lectures anywhere could be seen and heard anywhere. The shortage of able and well-prepared college teachers may press us to incorporate such educationally desirable features into college work.

I HAVE been trying to say that what has been called the impending tidal wave of students into our colleges is or can be, not an unhappy problem, but a boon to education. We should have real reason for unhappiness if our birth rate were declining or if the interest of our people in education were withering. We should be heartened in these otherwise grim days by the prospect of more education for more young people of the next generation. And even the difficulties in accommodating them may, I have tried to suggest, be the occasions for useful and even critically important reforms and advancements in American education. Perhaps we shall by necessity do less "spoon-feeding" of college students, even to the point where they are sufficiently accustomed to assuming responsibility for learning to go on doing it after graduation from college. Perhaps we shall be obliged to re-examine the "packaging" of education in courses and the labeling of it with credits, even to the point of ceasing to identify educational progress or achievement with courses taken and credits recorded. And perhaps we shall find in the new means of communication some values as important for education as those which sprang from the discovery of movable type.

In short, large and valuable opportunities, as well as large and difficult problems, seem to lie ahead for the American college.

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Notes Off Key

Phi Beta Kappa starred in the news unexpectedly a few months ago when a syndicated Hollywood-gossip columnist breathlessly confided that Hedy Lamarr was wearing a Phi Beta Kappa key awarded by Houston University in gratitude for dramatic coaching. The flaw in this item of intelligence is that Houston University does not shelter a chapter of Phi Beta Kappa.

It wasn't the first time an election—spurious or not—had raised hackles on many a member's back, and here at the United Chapters we were hardly astonished at receiving complaints from members who thought the aims of the Society might be better served some other way. And despite our admiration for lovely ladies who quicken adolescent hearts to poetry on darkened afternoons of cinematographic euphoria, we agree.

A perennial dog-day task at the United Chapters is going through old correspondence files in search of dispensable material. One

day last summer, settling down with a sigh to thumb through some dusty folders, we were cheered to find a letter that will sound familiar to anyone who has ever tried to maintain an accurate mailing list. Received soon after the publication of the last Phi Beta Kappa Directory in 1941, it reads:

Gentlemen:

Your catalogue lists one *Franklin O. Serviss*, Miami 1935, as deceased.

In that he was very dear to me, may I have the date and circumstances of his passing?

Very truly yours,
Franklin O. Serviss
Miami University, 1935

It is not, we hasten to add, mere faintheartedness that has kept us from publishing a new directory for sixteen years. By the time the right member has been identified and the plate-cutting and filing have been completed for one change of address, another twenty Phi Beta Kappas have moved and fifty new ones have been elected. We are sure that there are enough John Q. Adamses on our list (even though there is one, at least, we *know* is dead) to keep our mail interesting for years to come.

To the Editor

Learn American

I have read with great interest the address of Edward C. Kirkland in the October issue of *THE KEY REPORTER*. His remarks are provocative, to say the least. It is true that American education is distinguished by its application of the self-learning, laboratory, scientific approach at virtually all levels and in all areas; but Mr. Kirkland obviously is not about to use this approach in his own evaluation of education itself.

Mr. Kirkland is clearly an admirer of the American library system and well he may be. But is it possible for one to believe in the twentieth century that all learning is done best through books? I should like Mr. Kirkland to watch our Chemistry 801 students as they receive (via that bugaboo of his, closed-circuit television), the lecture-demonstration which inspires them to conduct their laboratory work; and then to show me how the printed word could convey as much of this particular kind of information. If learning is, as he suggests, a love affair, not a chore or a bore, I challenge him to compare the rapt attention of these students with the agonized strain of their non-TV-section colleagues.

Dr. Kirkland may have been in Hanover "to defend the proposition that there is more creativity in [learning] than there is in having a baby," but if he plans to do anything positive with his doubtful proposition I suggest a larger forum—say a television pro-

gram. Actually one suspects that he has here come, somewhat belatedly, not quite openly, to grips with his real opponent: too many babies. For until he faces the twentieth century, and, more specifically, the sixth decade of the twentieth century, and the problem of that decade: how to multiply Mark Hopkins by several millions, he has not faced Dr. Eurich's questions at all. Let us, as he says, "lay aside wiggle and wobble" and ask *how* we can more closely approach an individual relationship in education. Is it possible that the intimacy (admittedly one-way) of television can create a more nearly *individual* relationship than the "interrupted lecture"? Let us, still avoiding wiggle, wobble and begging of the question, ask whether all education is one? Is the process of conveying the love of Pope identical with the process of teaching the manipulation of chemicals, burners, test-tubes and retorts? Is it identical with teaching the student to write intelligibly? Mr. Kirkland clearly assumes that these are all alike.

When he has confronted these facts with an open mind, a desire to solve problems rather than smother them, I shall believe that he has something to say to us on the subject "Learn American."

R. F. SCHENKMAN
Director, Radio-Television
University of Texas

Recommended Reading



BOOK COMMITTEE

Robert K. Carr John Cournos
Albert L. Guérard Clyde Kluckhohn
Kirtley F. Mather David McCord
George N. Shuster

Can philosophy be made interesting to larger numbers of readers? Two editors think so. *THIS IS MY PHILOSOPHY*, edited by Whit Burnett (*Harper*, \$4.95), presents twenty thinkers who have themselves chosen from their work essays which, according to Mr. Burnett, reveal "the deepest meanings they have found in life." Some are certainly of great value (e.g., those by Silone, Hocking and Madariaga) but in other cases an autobiographical flavor is evident, rather effectively disguising the philosophy. Sidney Hook's *AMERICAN PHILOSOPHERS AT WORK* (*Criterion*, \$7.50) is an anthology that assuredly proves that our thinkers work more than thirty-five hours a week. The texture is usually firm and the dialectic skilled, but on the whole it is difficult to believe that these essays will keep readers awake. Serious students will, however, gain insight into dominant trends. Four other books merit special mention. *ST. IGNATIUS LOYOLA*, by James Brodrick, S.J. (*Farrar, Straus & Cudahy*, \$5) describes the "pilgrim years" of the great Jesuit in unusually sprightly fashion, though the underlying scholarship is thorough. Probing deeply into the relationships of Germans and Jews, Adolf Leschnitzer's *THE MAGIC BACKGROUND OF MODERN ANTI-SEMITISM* is written with unusual sensitiveness and imagination (*International Universities*, \$4). Two notable books concerned with the relationships between science and philosophic thought are *DETERMINISM AND INDETERMINISM IN MODERN PHYSICS*, by the distinguished German thinker Ernst Cassirer, translated by O. Theodor Benfey, (*Yale*, \$5), and *LOGIC AND KNOWLEDGE*, a series of papers by Bertrand Russell, which Robert C. Marsh has edited (*Macmillan*, \$4.50).—G. N. S.

SCIENCE AND ECONOMIC DEVELOPMENT. By Richard L. Meier. *Wiley*. \$6.

A thought-provoking, and in part speculative, survey of the new patterns for living which may result from further application of science and technology in world development.—K. F. M.

DIPLOMACY IN A DEMOCRACY. By Henry M. Wriston. *Harper*. \$2.50.

The American foreign service here receives a vigorous, if somewhat partisan, defense. The argument that a democracy is necessarily weak in its conduct of foreign relations is effectively demolished, and the case for a foreign policy solidly based upon public opinion is set forth.—R. K. C.

MAKING, KNOWING, AND JUDGING. By W. H. Auden. *Oxford*. \$75.

Auden's inaugural lecture as Professor of Poetry. From the doctrinal, practical, biographical standpoints, not epoch-making. Its charm lies in its subtle and very British humor: *Punch* at its very best. Auden is amused at finding himself a don, expected to give an oration in Latin; he gently teases his new colleagues with his mock humility and unabashed sense of superiority. Thesis (not focused until the last few pages): in primary imagination (borrowed from Coleridge), distinction between the sacred, which creates awe and wonder, and the profane. In secondary imagination, distinction between the beautiful (adequacy) and the ugly. Awe is passive: it is secondary imagination that transforms poetry into a poem. The all-sufficient expression of wonder is "O!"; beauty must be more verbose. I envy the youngsters at Oxford.—A. L. G.

THINGS MAPS DON'T TELL US. By Armin K. Lobeck. *Macmillan*. \$4.95.

A wholly new type of atlas in which an expert in the study of landscapes demonstrates how much can be learned by one who ventures beyond map reading to map interpretation. The regional maps and accompanying block diagrams will add stimulating insight to almost any journey.—K. F. M.

MUST MEN STARVE? By Jacob Oser. *Abelard-Schuman*. \$4.50.

A valiant effort to deal objectively with the Malthusian controversy by a competent student of the obdurate problem of providing adequate subsistence for the rapidly expanding world population.—K. F. M.

THE LITERATURE OF MODERN ISRAEL. By Reuben Wallenrod. *Abelard-Schuman*. \$4.50.

The subject is fascinating: the rebirth of a nation and of a language. The competence of the author is manifest. I cannot check upon his scholarship, but his organization of the material into periods and themes is excellent. For the general reader, the literature of modern Israel is so unfamiliar that, although the author gives summaries of the works discussed, illustrated with brief quotations, we find ourselves in a rather thin and dry atmosphere: an anthology would have better served the purpose. But as a guide to further study, this volume will be found very useful.—A. L. G.

RAINER MARIA RILKE. By W. L. Graff. *Princeton*. \$6.

This volume has the apt sub-title, "Creative Anguish of a Modern Poet." Professor Graff stresses the influence of the poet's childhood and adolescence on his life and poetry. His dreams, conflicts, wanderings, human contacts, all go into the woof of the poet's creation; everything is inter-related. This is a fine job of constructive criticism. Combined as it is with biography, it makes singularly good reading.—J. C.

THE RAILROAD STATION. By Carroll L. V. Meeks. *Yale*. \$7.50.

A railroad station is a problem in (a) engineering: handling trains and passengers; (b) city planning: location and access; (c) public relations and amenities: reduce the tensions of arrival and departure; (d) civic (and/or company) pride. Many stations in the last hundred years were ambitious—or pretentious—monuments. Unfortunately, in the heyday of railroading an eclectic unfunctional style prevailed. Glorious incongruities such as Classical Romanesque, Gothic, Renaissance, Beaux Arts stations; a front out of harmony with the train shed. Now that wiser counsel might prevail, the railroads, for passenger traffic, are struggling for survival. Luxuries must be cut out.

This book is a fine study, not merely in architecture, but in the history of taste and culture. Commended, not to rail fans only, but to all earnest students of modern civilization: the Patrick Geddes-Werner Hegemann-Lewis Mumford school.—A. L. G.

THE BIOLOGICAL BASIS OF HUMAN FREEDOM. By Theodosius Dobzhansky. *Columbia*. \$2.95.

The broadest intellectual implications of contemporary biology and especially genetics. Ethics is—and must be—the responsibility of man. Humanity cannot count on the evolutionary process to eliminate wrong standards of value.—C. K.

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.

3

MEN, BOOKS, AND MOUNTAINS. By Leslie Stephen. Edited by S. O. A. Ullmann. Minnesota. \$3.50.

Sir Leslie Stephen's great achievements were to marry Thackeray's daughter and to sire Mrs. Virginia Woolf. But he had merits of his own. His *History of English Thought in the Eighteenth Century* remains a monument of sanity. He was the first editor of the *Dictionary of National Biography* and a contributor to the leading magazines of his day. Of his own criticism he had no exalted opinion. He was called "a critic blind to no literary merit save his own." I share Sir Leslie's philosophical opinions, and also his estimate of his critical work. It was fundamentally sound; but sound criticism belongs to its own period, not to the ages. We should be grateful for essays like his "Taine," his "International Prejudices," his "Biography," by men of today in the light of today. Good bread is an excellent article of food, but its place is not in a museum.

"Mountains" in the title refers to three nature essays. Sir Leslie was a great mountaineer, and president of the Alpine Club. In a book, I am more interested in spiritual crags (and even crevices) than in their physical equivalents. But this volume, well selected, well prefaced, makes excellent reading. A perfect vacation from the tragic blunders of the hour. An unpretentious and comfortable Ivory Tower.—A. L. G.

AFFABLE SAVAGES. An anthropologist among the Urubu Indians of Brazil. By Francis Huxley. Viking. \$4.75.

A first-rate, non-technical account of a Brazilian tribe, engagingly written, warmly human, spiced with philosophical digressions. Excellent photographs.—C. K.

THREE HUMAN RIGHTS IN THE CONSTITUTION OF 1787. By Zechariah Chafee, Jr. Kansas. \$4.

The late Professor Chafee here uses his great learning and enthusiasms as lawyer, historian, and devoted advocate of human freedom to examine and evaluate three civil rights set forth in the original Constitution: freedom of debate in Congress, the prohibition of bills of attainder, and freedom of movement.—R. K. C.

HARLAN FISKE STONE: PILLAR OF THE LAW. By Alpheus T. Mason. Viking. \$8.75.

This monumental volume is not only one of the best judicial biographies yet written; it is also quite possibly the most discerning and revealing analysis of the work of the United States Supreme Court now available. Seldom have prodigious research, keen understanding, and excellent style been combined to produce such an excellent book. Students of the judicial process will long be indebted to Professor Mason for this truly brilliant piece of scholarship.—R. K. C.

THE OLD STONE AGE. A study of Palaeolithic times. By M. C. Burkitt. New York University. \$3.75.

The third edition of a well-known introduction to the Palaeolithic. Mainly descriptive, chary of inferences and interpretations. Fine illustrations (one in color).—C. K.

VIRGINIA WOOLF AND LYTTON STRACHEY: LETTERS. Edited by Leonard Woolf and James Strachey. Harcourt, Brace. \$4.50.

"Can you conceive anyone writing for posterity?" asks the author of *Queen Victoria*. Not too vaguely—Yes: two people. But this does not mean to deny the gusto and febrile excitement of what they wrote and posted over a period of twenty-five years. "Each was a little wary of the other," warn the editors; and such is most likely the truth. "Surely nothing survives except the perfection of prose," says V. W. Now in their books it is Strachey (for one reader at least) who appears as the conscious perfectionist; but in the letters it is V. W. who is—or seems—most supremely aware of the maxim above. "I like talking to you," she says in 1925 to the man who proposed to her in 1909 and was accepted, "but to no one else in the whole world." Here are fine and unforgettable as well as fanciful and trivial pages. Note in particular Strachey's capsule criticism and praise of *The Voyage Out*, and V. W.'s intuitive paragraph on Desmond MacCarthy. Somewhere Mrs. Woolf refers to a misprint in *The Common Reader*. May H. B. & Co. extract the "e" (page 54) from *sic* Mrs. Humphrey Ward. And may the Hogarth Press one fine day issue under single cover L. Strachey's essay on Max Beerbohm and Sir Max's essay on him.—D. McC.

THE NEW WORLD OF THE ATOM. By James Stokley. Washburn. \$5.50.

An accurate, comprehensive, lucid account of the development of useful energy from nuclear fission and fusion, with special attention to present and future application to peaceful purposes and constructive projects.—K. F. M.



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- *The New Compassion in the American Novel* by EDMUND FULLER. An attack on the authors of "realistic" novels—James Jones, Paul Bowles, Nelson Algren, Norman Mailer, and others.
- *The Academy and the "Enquiry Squad"* by GORDON KEITH CHALMERS. The strength and virtues of colleges and universities in today's society.
- *Tarkington and the 1920's* by WINFIELD TOWNLEY SCOTT. Why *Alice Adams* is "the most significant American fiction of the 1920's."
- *America Seen from France* by JOSEPH E. BAKER. A surprising revelation that, contrary to general opinion, the French admire many aspects of America.

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Recommended Reading

(Continued from page 7)

THE CONCEPT OF NATURE. By Alfred North Whitehead. Michigan. \$1.35.

A paperback reprint of one of the late Professor Whitehead's most valuable contributions to the philosophy of science, first published in 1920.—K. F. M.

SCIENTIFIC USES OF EARTH SATELLITES. Edited by James A. Van Allen. Michigan. \$10.

A timely compilation of thirty-three papers prepared by seasoned veterans of high-altitude research for a recent meeting of the Upper Atmosphere Rocket Research Panel, in which the potential value of artificial satellites as a means of extending knowledge of our physical environment is made abundantly clear.—K. F. M.

ASPECTS OF CULTURE. By Harry L. Shapiro. Rutgers. \$2.75.

A distinguished physical anthropologist shows how the anthropological concept of culture "provides insight into our daily lives, our current international problems, our history and our civilization itself."—C. K.

THE EARTH BENEATH US. By H. H. Swinnerton. Little, Brown. \$5.

THE EARTH WE LIVE ON. By Ruth Moore. Knopf. \$6.

Two commendably successful efforts to present the fascinating lore of geology in terms attractive to the general reader. Professor Swinnerton writes with delightful verve and consistent accuracy from the eminence of his long career as one of Britain's outstanding teachers and practitioners in this field. Miss Moore reports the history of geological discoveries from ancient times to this, the year of international geophysical research.—K. F. M.

VILLAGE IN THE VAUCLUSE. By Laurence Wylie. Harvard. \$5.50.

The anthropo-sociological description of a small and dwindling village in south-eastern France. Free from obvious picturesqueness, sentiment, propaganda or satire. But while severely scientific in spirit and method, thoroughly human: the people of Peyrane are alive. Peyrane is not France, but the dispassionate and thorough study of that microcosm throws a great deal of light on national and even on world problems. A fascinating and valuable book.—A. L. G.



FURTHER LETTERS OF GERARD MANLEY HOPKINS. Second edition, including many new letters discovered in 1952. Edited by Claude Collier Abbott. Oxford. \$11.50.

If to the average reader Hopkins remains a poet's poet, this important reissue of his letters will clarify the poetry through the emerging portrait of the man who once wanted (not surprisingly) to be a painter. The new edition is valuable chiefly for the Coventry Patmore two-way correspondence (1838-1888) in revealing the critical and poetic strengths and weaknesses of each. In particular, there is new—and perhaps final—light on the tragic destruction by Patmore of the manuscript of his *Sponsa Dei* in the wake of Hopkins' criticism of it. A book of excellent humanistic scholarship.—D. McC.

CITADEL. By William S. White. Harper. \$3.75.

William S. White, the able congressional correspondent for the *New York Times*, has written a challenging defense of the status quo in the United States Senate. The filibuster, the seniority rule, and Senate conservatism and independence are vigorously supported as key aspects of a modern system of democracy by concurrent majority.—R. K. C.

THE LETTERS OF WILLIAM BLAKE. Edited by Geoffrey Keynes. Macmillan. \$10.

NEW BEETHOVEN LETTERS. Translated and annotated by Donald W. MacArdle and Ludwig Misch. Oklahoma. \$8.50.

The Blake volume marks the 200th anniversary of the poet's birth. The letters teem with such characteristic passages as this: "I feel a Man may be happy in This world. And I know that This World Is a World of imagination and Vision." And again: "To the Eyes of a Miser a Guinea is more beautiful than the Sun, & a bag worn with the use of Money has more beautiful proportions than a Vine filled with Grapes." Still, even a poet needs money, and part of the volume is—perhaps unnecessarily—given to Blake's acknowledgements of pounds and pence from patrons.

The eternal, infernal need of money is also stressed in the Beethoven letters. Apart from this, the spirit that pervades the volume is one less abstract than Blake's. There are touching passages of love, tenderness and humanity, even sublimity (an unfashionable word nowadays), to say nothing of evidences of suffering and loneliness, all of which go a long way to explain Beethoven's incomparable music.

Both books are well worth while.—J. C.



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